

# WriteRise — Flashcards

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*A Spark & Anvil printable flashcard deck. Quiz yourself on the WriteRise cast's curriculum — one card at a time.*

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## How to use these cards

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**Fold** each sheet down the middle line so the answers are hidden. Read the **question** on the left, say your answer out loud, then **unfold** to check the right side. Testing yourself — then checking — is one of the most powerful ways to remember. Get one wrong? That's the best kind of practice: try it again tomorrow.

*Want real flashcards? Cut along the fold line and the rows into cards — question on one side, answer on the other.*

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### WriteRise — Flashcards

How to use these cards

1. Plan It First
  2. Stack Your Reasons
  3. Tell the Story
  4. Facts Together
  5. Say It Clearer
  6. Connect the Ideas
  7. Cheer Yourself On
  8. Workshop Mix
  9. Paragraphs
  10. Word Choice
  11. Editing
- Keep going
- Keep exploring online

# 1. Plan It First

| ⌕ Question (fold →)                                                       | Answer                                                                                                                                                           |
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| You will write about a rainy-day game. Which is the PICK step?            | <b>Choosing to write about a rainy-day game</b> — Choosing a rainy-day game as your subject IS the Pick step. Organizing notes and writing come after.           |
| You will write about the best snack. Which is the PICK step?              | <b>Choosing to write about the best snack</b> — Choosing the best snack as your subject IS the Pick step. Organizing notes and writing come after.               |
| You will write about a favorite animal. Which is the PICK step?           | <b>Choosing to write about a favorite animal</b> — Choosing a favorite animal as your subject IS the Pick step. Organizing notes and writing come after.         |
| In the POW strategy, what does the P stand for?                           | <b>Pick my idea</b> — P = Pick my idea. POW is Pick my idea → Organize my notes → Write and say more. Picking an idea comes first.                               |
| You will write about a fun field trip. Which is the PICK step?            | <b>Choosing to write about a fun field trip</b> — Choosing a fun field trip as your subject IS the Pick step. Organizing notes and writing come after.           |
| In POW, what does the O stand for?                                        | <b>Organize my notes</b> — O = Organize my notes. After picking an idea you organize notes into a plan (using TREE, WWW, or TIDE) BEFORE writing.                |
| You picked your idea and organized your notes. What is the NEXT POW step? | <b>Write and say more</b> — After Pick and Organize comes Write and say more — you turn your plan into a full piece and add detail.                              |
| You will write about your dream playground. Which is the PICK step?       | <b>Choosing to write about your dream playground</b> — Choosing your dream playground as your subject IS the Pick step. Organizing notes and writing come after. |
| You will write about a book you loved. Which is the PICK step?            | <b>Choosing to write about a book you loved</b> — Choosing a book you loved as your subject IS the Pick step. Organizing notes and writing come after.           |
| You will write about a class pet. Which is the PICK step?                 | <b>Choosing to write about a class pet</b> — Choosing a class pet as your subject IS the Pick step. Organizing notes and writing come after.                     |
| You will write about a helpful robot. Which is the PICK step?             | <b>Choosing to write about a helpful robot</b> — Choosing a helpful robot as your subject IS the Pick step. Organizing notes and writing come after.             |
| What should a writer do FIRST, before writing a whole story?              | <b>Make a plan of the parts</b> — Planning the parts first (POW: Organize) makes writing easier and clearer. Expert writers plan before they draft.              |
| You will write about a hero you admire. Which is the PICK step?           | <b>Choosing to write about a hero you admire</b> — Choosing a hero you admire as your subject IS the Pick step. Organizing notes and writing come after.         |
| You will write about a special holiday. Which is the PICK step?           | <b>Choosing to write about a special holiday</b> — Choosing a special holiday as your subject IS the Pick step. Organizing notes and writing come after.         |
| You will write about a kind thing to do. Which is the PICK step?          | <b>Choosing to write about a kind thing to do</b> — Choosing a kind thing to do as your subject IS the Pick step. Organizing notes and writing come after.       |
| In POW, what does the W stand for?                                        | <b>Write and say more</b> — W = Write and say more. After planning, you write your piece and add more detail to each part.                                       |
| You will write about a place you'd visit. Which is the PICK step?         | <b>Choosing to write about a place you'd visit</b> — Choosing a place you'd visit as your subject IS the Pick step. Organizing notes and writing come after.     |
|                                                                           | <b>Choosing to write about your favorite game</b> — Choosing your favorite                                                                                       |

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| You will write about your favorite game. Which is the PICK step? | game as your subject IS the Pick step. Organizing notes and writing come after.                                                                      |
| You will write about the best season. Which is the PICK step?    | <b>Choosing to write about the best season</b> — Choosing the best season as your subject IS the Pick step. Organizing notes and writing come after. |
| You will write about a family recipe. Which is the PICK step?    | <b>Choosing to write about a family recipe</b> — Choosing a family recipe as your subject IS the Pick step. Organizing notes and writing come after. |

## 2. Stack Your Reasons

| ⌕ Question (fold →)                                                                                  | Answer                                                                                                                                                                                                                 |
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| Which sentence gives a REASON for the opinion 'Recess should be longer'?                             | <b>Because kids focus better after they move and play.</b> — 'Because kids focus better after they move and play' is a REASON that supports the opinion. The others are facts or unrelated.                            |
| For the opinion 'Summer is the best season', which sentence is a good REASON (not just a fact)?      | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Summer is the best season' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.      |
| For the opinion 'Board games beat video games', which sentence is a good REASON (not just a fact)?   | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Board games beat video games' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.   |
| How many REASONS does TREE suggest you give for an opinion?                                          | <b>Three or more</b> — TREE asks for three or more reasons — several reasons make an opinion more convincing than just one.                                                                                            |
| For the opinion 'Our class should have a garden', which sentence is a good REASON (not just a fact)? | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Our class should have a garden' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason. |
| For the opinion 'Music class is important', which sentence is a good REASON (not just a fact)?       | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Music class is important' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.       |
| What is a TOPIC SENTENCE in an opinion piece?                                                        | <b>A sentence that states what you believe</b> — A topic sentence clearly states your opinion (what you believe) at the start, so the reader knows your position.                                                      |
| For the opinion 'Art should be taught daily', which sentence is a good REASON (not just a fact)?     | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Art should be taught daily' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.     |
| For the opinion 'Fall is the best season', which sentence is a good REASON (not just a fact)?        | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Fall is the best season' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.        |
| In TREE for opinion writing, what does the first E stand for?                                        | <b>Explain the reasons</b> — TREE = Topic sentence, Reasons, Explain the reasons, Ending. The first E is Explain — you tell more about each reason.                                                                    |
| For the opinion 'Dogs make the best pets', which sentence is a good REASON (not just a fact)?        | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Dogs make the best pets' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.        |
| For the opinion 'Bikes are better than scooters', which sentence is a good REASON (not just a fact)? | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Bikes are better than scooters' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason. |
| For the opinion 'Pizza is the best lunch', which sentence is a good REASON (not just a fact)?        | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Pizza is the best lunch' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.        |
| For the opinion 'Winter break should be longer', which sentence                                      | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Winter break should be longer' explains WHY you believe it (often with 'because').                                                                      |

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| is a good REASON (not just a fact)?                                                                  | Repeating the opinion or stating an unrelated fact is not a reason.                                                                                                                                                    |
| For the opinion 'Everyone should read every day', which sentence is a good REASON (not just a fact)? | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Everyone should read every day' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason. |
| For the opinion 'Field trips help us learn', which sentence is a good REASON (not just a fact)?      | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Field trips help us learn' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.      |
| For the opinion 'Libraries are important', which sentence is a good REASON (not just a fact)?        | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Libraries are important' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.        |
| For the opinion 'Kids should learn to cook', which sentence is a good REASON (not just a fact)?      | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Kids should learn to cook' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.      |
| Which is the strongest ENDING for an opinion piece?                                                  | <b>So, for these reasons, recess should be longer.</b> — A good ending restates your opinion and wraps up the reasons ('So, for these reasons...'). A bare 'The end' doesn't restate the point.                        |
| For the opinion 'Cats are wonderful pets', which sentence is a good REASON (not just a fact)?        | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Cats are wonderful pets' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.        |

### 3. Tell the Story

| ⌕ Question (fold →)                                                                   | Answer                                                                                                                                                                               |
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| Which word is a TEMPORAL (time-order) word that signals what happens next in a story? | <b>Next</b> — 'Next' is a temporal (time-order) word that signals the sequence of events. Narratives use first/next/then/finally to show order.                                      |
| A story is about a young sailor. Which detail answers the WHO of the WWW plan?        | <b>A young sailor — the main character.</b> — 'A young sailor' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.     |
| A story is about a kind giant. Which detail answers the WHO of the WWW plan?          | <b>A kind giant — the main character.</b> — 'A kind giant' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.         |
| A story is about a shy dragon. Which detail answers the WHO of the WWW plan?          | <b>A shy dragon — the main character.</b> — 'A shy dragon' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.         |
| A story is about a brave mouse. Which detail answers the WHO of the WWW plan?         | <b>A brave mouse — the main character.</b> — 'A brave mouse' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.       |
| A story is about a new student. Which detail answers the WHO of the WWW plan?         | <b>A new student — the main character.</b> — 'A new student' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.       |
| A story is about a runaway kite. Which detail answers the WHO of the WWW plan?        | <b>A runaway kite — the main character.</b> — 'A runaway kite' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.     |
| A story is about a curious robot. Which detail answers the WHO of the WWW plan?       | <b>A curious robot — the main character.</b> — 'A curious robot' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.   |
| A story is about a talking tree. Which detail answers the WHO of the WWW plan?        | <b>A talking tree — the main character.</b> — 'A talking tree' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.     |
| A story is about a garden snail. Which detail answers the WHO of the WWW plan?        | <b>A garden snail — the main character.</b> — 'A garden snail' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.     |
| A story is about a lost kitten. Which detail answers the WHO of the WWW plan?         | <b>A lost kitten — the main character.</b> — 'A lost kitten' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.       |
| A story is about a river otter. Which detail answers the WHO of the WWW plan?         | <b>A river otter — the main character.</b> — 'A river otter' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.       |
| A story is about a tiny astronaut. Which detail answers the WHO of the WWW plan?      | <b>A tiny astronaut — the main character.</b> — 'A tiny astronaut' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan. |

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| A story is about a moon rabbit.<br>Which detail answers the WHO of the WWW plan? | <b>A moon rabbit — the main character.</b> — 'A moon rabbit' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                           |
| A story is about a bakery cat.<br>Which detail answers the WHO of the WWW plan?  | <b>A bakery cat — the main character.</b> — 'A bakery cat' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                             |
| What does DIALOGUE add to a story?                                               | <b>It shows what characters say.</b> — Dialogue shows what characters SAY (in quotation marks). It develops characters and events in a narrative.                                                                        |
| In the WWW story plan, the three W's ask...                                      | <b>Who? When? Where?</b> — WWW = Who is the story about? When does it happen? Where does it happen? These set up a narrative.                                                                                            |
| A story is about a clever fox.<br>Which detail answers the WHO of the WWW plan?  | <b>A clever fox — the main character.</b> — 'A clever fox' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                             |
| A good story ENDING should...                                                    | <b>give a sense of closure (wrap it up).</b> — A narrative ending gives closure — it wraps up the events so the reader feels the story is complete.                                                                      |
| Which sentence best ESTABLISHES a story's setting (where/when)?                  | <b>Early one snowy morning, Mia crept into the quiet barn.</b> — 'Early one snowy morning... the quiet barn' sets WHEN (snowy morning) and WHERE (the barn). Establishing the situation is the narrative's opening move. |

## 4. Facts Together

| ⌕ Question (fold →)                                                                             | Answer                                                                                                                                                                                                |
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| You're writing to teach 'why we sleep'. Which sentence is a good MAIN-IDEA sentence?            | <b>This is how we sleep works.</b> — A main-idea sentence names the topic ('why we sleep') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                       |
| You're writing to teach 'what owls hunt'. Which sentence is a good MAIN-IDEA sentence?          | <b>This is how owls hunt works.</b> — A main-idea sentence names the topic ('what owls hunt') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                    |
| You're writing to teach 'what volcanoes do'. Which sentence is a good MAIN-IDEA sentence?       | <b>This is how volcanoes do works.</b> — A main-idea sentence names the topic ('what volcanoes do') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.              |
| Which sentence is a DETAIL that supports the main idea 'Bees are important'?                    | <b>Bees carry pollen that helps plants make fruit.</b> — 'Bees carry pollen that helps plants make fruit' is a factual DETAIL supporting 'Bees are important.' The others are opinions or unrelated.  |
| A concluding sentence in an informative paragraph should...                                     | <b>wrap up the main idea.</b> — A concluding sentence wraps up the main idea, giving the reader a sense the explanation is complete.                                                                  |
| In informative writing, you should GROUP information that...                                    | <b>goes together (same subtopic).</b> — Informative writing groups related facts together (by subtopic) so the reader can follow the ideas clearly.                                                   |
| You're writing to teach 'why birds migrate'. Which sentence is a good MAIN-IDEA sentence?       | <b>This is how birds migrate works.</b> — A main-idea sentence names the topic ('why birds migrate') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.             |
| You're writing to teach 'how honey is made'. Which sentence is a good MAIN-IDEA sentence?       | <b>This is how honey is made works.</b> — A main-idea sentence names the topic ('how honey is made') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.             |
| You're writing to teach 'how ants build'. Which sentence is a good MAIN-IDEA sentence?          | <b>This is how ants build works.</b> — A main-idea sentence names the topic ('how ants build') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                   |
| What is a MAIN IDEA in an informative paragraph?                                                | <b>The one big point the details are about</b> — The main idea is the one big point of the paragraph; the supporting details all give facts about it.                                                 |
| You're writing to teach 'why we brush teeth'. Which sentence is a good MAIN-IDEA sentence?      | <b>This is how we brush teeth works.</b> — A main-idea sentence names the topic ('why we brush teeth') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.           |
| Which is an INFORMATIVE topic (teaches facts), not an opinion?                                  | <b>How a caterpillar becomes a butterfly</b> — 'How a caterpillar becomes a butterfly' teaches facts (informative). 'Best,' 'should win,' and 'yummiest' signal opinions.                             |
| You're writing to teach 'how rain forms'. Which sentence is a good MAIN-IDEA sentence?          | <b>This is how rain forms works.</b> — A main-idea sentence names the topic ('how rain forms') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                   |
| You're writing to teach 'why leaves change color'. Which sentence is a good MAIN-IDEA sentence? | <b>This is how leaves change color works.</b> — A main-idea sentence names the topic ('why leaves change color') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts. |

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| You're writing to teach 'how plants grow'. Which sentence is a good MAIN-IDEA sentence?   | <b>This is how plants grow works.</b> — A main-idea sentence names the topic ('how plants grow') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.     |
| You're writing to teach 'how ice melts'. Which sentence is a good MAIN-IDEA sentence?     | <b>This is how ice melts works.</b> — A main-idea sentence names the topic ('how ice melts') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.         |
| You're writing to teach 'how seeds travel'. Which sentence is a good MAIN-IDEA sentence?  | <b>This is how seeds travel works.</b> — A main-idea sentence names the topic ('how seeds travel') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.   |
| You're writing to teach 'how paper is made'. Which sentence is a good MAIN-IDEA sentence? | <b>This is how paper is made works.</b> — A main-idea sentence names the topic ('how paper is made') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts. |
| You're writing to teach 'what bats eat'. Which sentence is a good MAIN-IDEA sentence?     | <b>This is how bats eat works.</b> — A main-idea sentence names the topic ('what bats eat') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.          |
| You're writing to teach 'how boats float'. Which sentence is a good MAIN-IDEA sentence?   | <b>This is how boats float works.</b> — A main-idea sentence names the topic ('how boats float') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.     |

## 5. Say It Clearer

| ⌕ Question (fold →)                                                          | Answer                                                                                                                                                                                                                             |
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| Combine into ONE smooth sentence: 'He was tired.' 'He kept going.'           | <b>He was tired, but he kept going.</b> — 'He was tired, but he kept going.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                   |
| Which is written correctly? A sentence about Hana.                           | <b>Hana ran to the park.</b> — 'Hana ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                                |
| Combine into ONE smooth sentence: 'The cat is soft.' 'The cat is gray.'      | <b>The cat is soft and gray.</b> — 'The cat is soft and gray.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                                 |
| Which is written correctly? A sentence about Aiko.                           | <b>Aiko ran to the park.</b> — 'Aiko ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                                |
| Which is written correctly? A sentence about Sam.                            | <b>Sam ran to the park.</b> — 'Sam ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                                  |
| Combine into ONE smooth sentence: 'The soup was hot.' 'The soup was tasty.'  | <b>The soup was hot and tasty.</b> — 'The soup was hot and tasty.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                             |
| Combine into ONE smooth sentence: 'The dog was small.' 'The dog was fast.'   | <b>The dog was small and fast.</b> — 'The dog was small and fast.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                             |
| Combine into ONE smooth sentence: 'Ana likes art.' 'Ana likes music.'        | <b>Ana likes art and music.</b> — 'Ana likes art and music.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                                   |
| Which is written correctly? A sentence about Diego.                          | <b>Diego ran to the park.</b> — 'Diego ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                              |
| Combine into ONE smooth sentence: 'It was late.' 'We went home.'             | <b>Because it was late, we went home.</b> — 'Because it was late, we went home.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.               |
| Combine into ONE smooth sentence: 'She studied hard.' 'She passed the test.' | <b>She studied hard, so she passed the test.</b> — 'She studied hard, so she passed the test.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move. |
| Combine into ONE smooth sentence: 'We planted seeds.' 'The seeds grew.'      | <b>We planted seeds, and the seeds grew.</b> — 'We planted seeds, and the seeds grew.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.         |
| Which is written correctly? A sentence about Zoe.                            | <b>Zoe ran to the park.</b> — 'Zoe ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                                  |
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| Combine into ONE smooth sentence: 'The bird sang.'<br>'The bird flew away.' | <b>The bird sang and then flew away.</b> — 'The bird sang and then flew away.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move. |
| Which is written correctly?<br>A sentence about Priya.                      | <b>Priya ran to the park.</b> — 'Priya ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.              |
| Which is written correctly?<br>A sentence about Leo.                        | <b>Leo ran to the park.</b> — 'Leo ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                  |
| Which is written correctly?<br>A sentence about Omar.                       | <b>Omar ran to the park.</b> — 'Omar ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                |
| Which is written correctly?<br>A sentence about Maria.                      | <b>Maria ran to the park.</b> — 'Maria ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.              |
| Which is written correctly?<br>A sentence about Ben.                        | <b>Ben ran to the park.</b> — 'Ben ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                  |
| Combine into ONE smooth sentence: 'It rained.' 'We stayed inside.'          | <b>It rained, so we stayed inside.</b> — 'It rained, so we stayed inside.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.     |

## 6. Connect the Ideas

| ⌕ Question (fold →)                                           | Answer                                                                                                                                                                                           |
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| Fill the blank: 'I finished my work ___ I read a book.'       | <b>after</b> — 'after' best links 'I finished my work' and 'I read a book'. The right linking word makes the relationship between ideas clear.                                                   |
| Fill the blank: 'Add the flour ___ stir the batter.'          | <b>then</b> — 'then' best links 'Add the flour' and 'stir the batter'. The right linking word makes the relationship between ideas clear.                                                        |
| Fill the blank: 'We planned the trip ___ we packed our bags.' | <b>first</b> — 'first' best links 'We planned the trip' and 'we packed our bags'. The right linking word makes the relationship between ideas clear.                                             |
| Fill the blank: 'Turn off the light ___ close the door.'      | <b>and</b> — 'and' best links 'Turn off the light' and 'close the door'. The right linking word makes the relationship between ideas clear.                                                      |
| Which linking word works best to show a contrast (opposite)?  | <b>but</b> — 'but' is the linking word to show a contrast (opposite). Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).      |
| Fill the blank: 'We can hike ___ we can swim.'                | <b>or</b> — 'or' best links 'We can hike' and 'we can swim'. The right linking word makes the relationship between ideas clear.                                                                  |
| Which linking word works best to add another reason?          | <b>also</b> — 'also' is the linking word to add another reason. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).            |
| Fill the blank: 'The plant needs water ___ it needs light.'   | <b>and</b> — 'and' best links 'The plant needs water' and 'it needs light'. The right linking word makes the relationship between ideas clear.                                                   |
| Fill the blank: 'She tried hard ___ she did not give up.'     | <b>and</b> — 'and' best links 'She tried hard' and 'she did not give up'. The right linking word makes the relationship between ideas clear.                                                     |
| Which linking word works best to show what happened NEXT?     | <b>then</b> — 'then' is the linking word to show what happened NEXT. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).       |
| Which linking word works best to show the LAST event?         | <b>finally</b> — 'finally' is the linking word to show the LAST event. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).     |
| Fill the blank: 'It was sunny ___ we stayed inside.'          | <b>but</b> — 'but' best links 'It was sunny' and 'we stayed inside'. The right linking word makes the relationship between ideas clear.                                                          |
| Which linking word works best to give an example?             | <b>for example</b> — 'for example' is the linking word to give an example. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them). |
| Which linking word works best to show the FIRST event?        | <b>first</b> — 'first' is the linking word to show the FIRST event. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).        |
| Fill the blank: 'He was hungry ___ he made a                  | <b>so</b> — 'so' best links 'He was hungry' and 'he made a snack'. The right linking word                                                                                                        |

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| snack.'                                                          | makes the relationship between ideas clear.                                                                                                                                                                 |
| Fill the blank: 'I love winter ___ it is cold.'                  | <b>because</b> — 'because' best links 'I love winter' and 'it is cold'. The right linking word makes the relationship between ideas clear.                                                                  |
| Which linking word works best to conclude an opinion?            | <b>so</b> — 'so' is the linking word to conclude an opinion. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).                          |
| Which linking word works best to show a reason (why)?            | <b>because</b> — 'because' is the linking word to show a reason (why). Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).                |
| Which linking word works best to show two things happen at once? | <b>meanwhile</b> — 'meanwhile' is the linking word to show two things happen at once. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them). |
| Which linking word works best to add more of the same?           | <b>another</b> — 'another' is the linking word to add more of the same. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).               |

## 7. Cheer Yourself On

| ⌕ Question (fold →)                                                                     | Answer                                                                                                                                                                                                                     |
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| Is this a good, doable writing goal: 'Today I will read my draft aloud once'?           | <b>Yes — it names one clear step I can do.</b> — 'Today I will read my draft aloud once' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.           |
| Is this a good, doable writing goal: 'Today I will check my capital letters'?           | <b>Yes — it names one clear step I can do.</b> — 'Today I will check my capital letters' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.           |
| Is this a good, doable writing goal: 'Today I will add a describing word'?              | <b>Yes — it names one clear step I can do.</b> — 'Today I will add a describing word' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.              |
| Is this a good, doable writing goal: 'Today I will group my facts'?                     | <b>Yes — it names one clear step I can do.</b> — 'Today I will group my facts' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.                     |
| If you make a mistake in your draft, the best mindset is...                             | <b>A draft is a work in progress — I can revise it.</b> — A draft is a work in progress — mistakes are part of writing and can be revised. This anti-shame mindset keeps you writing.                                      |
| Is this a good, doable writing goal: 'Today I will pick one clear idea'?                | <b>Yes — it names one clear step I can do.</b> — 'Today I will pick one clear idea' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.                |
| Is this a good, doable writing goal: 'Today I will combine two short sentences'?        | <b>Yes — it names one clear step I can do.</b> — 'Today I will combine two short sentences' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.        |
| Is this a good, doable writing goal: 'Today I will describe how a character feels'?     | <b>Yes — it names one clear step I can do.</b> — 'Today I will describe how a character feels' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.     |
| Is this a good, doable writing goal: 'Today I will use two linking words'?              | <b>Yes — it names one clear step I can do.</b> — 'Today I will use two linking words' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.              |
| Is this a good, doable writing goal: 'Today I will end each sentence with punctuation'? | <b>Yes — it names one clear step I can do.</b> — 'Today I will end each sentence with punctuation' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move. |
| Is this a good, doable writing goal: 'Today I will give a topic sentence'?              | <b>Yes — it names one clear step I can do.</b> — 'Today I will give a topic sentence' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.              |
| Is this a good, doable writing goal: 'Today I will add a detail to each fact'?          | <b>Yes — it names one clear step I can do.</b> — 'Today I will add a detail to each fact' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.          |
| Is this a good, doable writing goal: 'Today I will start with a capital letter'?        | <b>Yes — it names one clear step I can do.</b> — 'Today I will start with a capital letter' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.        |
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| Which is a helpful POSITIVE self-statement when writing gets hard?           | <b>I can use my plan to keep going.</b> — 'I can use my plan to keep going' is helpful self-talk — it's encouraging and points to a strategy. Harsh self-talk makes writing harder.                             |
| A good WRITING GOAL for today might be...                                    | <b>I will add three reasons to my opinion.</b> — 'I will add three reasons' is a clear, doable writing goal. Good goals focus on your own writing steps, not on beating others.                                 |
| Is this a good, doable writing goal: 'Today I will explain my first reason'? | <b>Yes — it names one clear step I can do.</b> — 'Today I will explain my first reason' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move. |
| Is this a good, doable writing goal: 'Today I will use a time-order word'?   | <b>Yes — it names one clear step I can do.</b> — 'Today I will use a time-order word' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.   |
| You finished a draft. What is a good way to CHECK your own work?             | <b>Read it aloud and use a checklist.</b> — Reading aloud + a checklist helps you self-monitor your writing — a self-regulation habit that improves drafts.                                                     |
| Is this a good, doable writing goal: 'Today I will add a strong ending'?     | <b>Yes — it names one clear step I can do.</b> — 'Today I will add a strong ending' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.     |
| Is this a good, doable writing goal: 'Today I will add one more reason'?     | <b>Yes — it names one clear step I can do.</b> — 'Today I will add one more reason' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.     |

## 8. Workshop Mix

| ⌕ Question (fold →)                                                                                 | Answer                                                                                                                                                                                                                |
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| You're writing to teach 'what bats eat'. Which sentence is a good MAIN-IDEA sentence?               | <b>This is how bats eat works.</b> — A main-idea sentence names the topic ('what bats eat') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                                      |
| Combine into ONE smooth sentence: 'It rained.' 'We stayed inside.'                                  | <b>It rained, so we stayed inside.</b> — 'It rained, so we stayed inside.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.        |
| Which linking word works best to add another reason?                                                | <b>also</b> — 'also' is the linking word to add another reason. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).                                 |
| You will write about a family recipe. Which is the PICK step?                                       | <b>Choosing to write about a family recipe</b> — Choosing a family recipe as your subject IS the Pick step. Organizing notes and writing come after.                                                                  |
| For the opinion 'Winter break should be longer', which sentence is a good REASON (not just a fact)? | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Winter break should be longer' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason. |
| Which is written correctly? A sentence about Leo.                                                   | <b>Leo ran to the park.</b> — 'Leo ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                     |
| Is this a good, doable writing goal: 'Today I will add a describing word'?                          | <b>Yes — it names one clear step I can do.</b> — 'Today I will add a describing word' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.         |
| A story is about a bakery cat. Which detail answers the WHO of the WWW plan?                        | <b>A bakery cat — the main character.</b> — 'A bakery cat' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                          |
| You will write about the best snack. Which is the PICK step?                                        | <b>Choosing to write about the best snack</b> — Choosing the best snack as your subject IS the Pick step. Organizing notes and writing come after.                                                                    |
| A story is about a lost kitten. Which detail answers the WHO of the WWW plan?                       | <b>A lost kitten — the main character.</b> — 'A lost kitten' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                        |
| Which linking word works best to add more of the same?                                              | <b>another</b> — 'another' is the linking word to add more of the same. Choosing the right transition word connects ideas clearly (opinion, informative, and narrative writing all use them).                         |
| You will write about a helpful robot. Which is the PICK step?                                       | <b>Choosing to write about a helpful robot</b> — Choosing a helpful robot as your subject IS the Pick step. Organizing notes and writing come after.                                                                  |
| You're writing to teach 'what owls hunt'. Which sentence is a good MAIN-IDEA sentence?              | <b>This is how owls hunt works.</b> — A main-idea sentence names the topic ('what owls hunt') the details will explain. Opinions ('favorite', 'boring', 'best') don't teach facts.                                    |
| Which is written correctly? A sentence about Maria.                                                 | <b>Maria ran to the park.</b> — 'Maria ran to the park.' is correct: the name and the first word are capitalized, and the sentence ends with a period. Only the first word and names are capitalized.                 |

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| For the opinion 'Summer is the best season', which sentence is a good REASON (not just a fact)? | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Summer is the best season' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason. |
| Combine into ONE smooth sentence: 'The cat is soft.' 'The cat is gray.'                         | <b>The cat is soft and gray.</b> — 'The cat is soft and gray.' combines the two short sentences smoothly with a linking word. Combining choppy sentences makes writing flow — a key revising move.                |
| A story is about a brave mouse. Which detail answers the WHO of the WWW plan?                   | <b>A brave mouse — the main character.</b> — 'A brave mouse' answers WHO — the main character the narrative follows. When/Where and What-happens fill in the rest of the plan.                                    |
| For the opinion 'Music class is important', which sentence is a good REASON (not just a fact)?  | <b>One that explains WHY, using 'because'.</b> — A REASON for 'Music class is important' explains WHY you believe it (often with 'because'). Repeating the opinion or stating an unrelated fact is not a reason.  |
| Which is an INFORMATIVE topic (teaches facts), not an opinion?                                  | <b>How a caterpillar becomes a butterfly</b> — 'How a caterpillar becomes a butterfly' teaches facts (informative). 'Best,' 'should win,' and 'yummiest' signal opinions.                                         |
| Is this a good, doable writing goal: 'Today I will use two linking words'?                      | <b>Yes — it names one clear step I can do.</b> — 'Today I will use two linking words' is a good goal — specific, doable, and about your own writing. Setting small goals is a core SRSD self-regulation move.     |

## 9. Paragraphs

| ⌕ Question (fold →)                                                                               | Answer                                                                                                                                       |
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| Topic sentence: 'Fall is a beautiful season.' Which detail does NOT belong?                       | <b>I have soccer practice on Mondays.</b> — The soccer sentence is off topic; the others describe fall's beauty.                             |
| Before writing an informative paragraph, a helpful FIRST step is to...                            | <b>gather facts about the topic</b> — Gathering facts first gives you the information to write an informative paragraph.                     |
| Which sentence would make the BEST conclusion for a paragraph about why reading is fun?           | <b>That is why I love to read every day.</b> — 'That is why I love to read every day' wraps up the paragraph — a strong conclusion.          |
| You wrote a paragraph but forgot a conclusion. To fix it, you should...                           | <b>add a sentence that wraps up the idea</b> — Adding a wrap-up sentence gives the paragraph a conclusion.                                   |
| Put in order for a paragraph: (A) details, (B) topic sentence, (C) conclusion. Which comes FIRST? | <b>B (topic sentence)</b> — A paragraph starts with the topic sentence, then details, then a conclusion.                                     |
| Which is the clearest topic sentence?                                                             | <b>Our class garden teaches us many things.</b> — 'Our class garden teaches us many things' is a clear, complete topic sentence.             |
| To ORGANIZE an informative paragraph, you group facts that...                                     | <b>are about the same main idea</b> — In an informative paragraph, you group facts that share the same main idea.                            |
| Main idea: 'Dogs make great pets.' Which sentence is a SUPPORTING detail?                         | <b>They are loyal and fun to play with.</b> — 'They are loyal and fun to play with' supports the idea that dogs make great pets.             |
| A paragraph's FIRST sentence that tells the main idea is called the...                            | <b>topic sentence</b> — The topic sentence states the paragraph's main idea, usually first.                                                  |
| Which is the BEST topic sentence for a paragraph about recycling?                                 | <b>Recycling helps keep our planet clean.</b> — 'Recycling helps keep our planet clean' clearly states the paragraph's main idea.            |
| The LAST sentence of a paragraph that wraps up the idea is the...                                 | <b>conclusion</b> — The conclusion is the ending sentence that wraps up the paragraph.                                                       |
| A paragraph about 'my favorite fruit' includes 'I also like riding my bike.' That sentence...     | <b>does not belong (off topic)</b> — The bike sentence is off topic — it doesn't support the paragraph about fruit.                          |
| A detail sentence gives the reader...                                                             | <b>more information about the main idea</b> — A detail sentence adds information that explains or supports the main idea.                    |
| The main idea of a paragraph is the...                                                            | <b>one big idea all the sentences are about</b> — The main idea is the single big idea that all the sentences support.                       |
| In an informative paragraph, your job is to...                                                    | <b>give true facts about the topic</b> — An informative paragraph gives the reader true facts about the topic.                               |
| Main idea: 'Bees are important.' A good supporting fact is...                                     | <b>Bees help flowers grow by spreading pollen.</b> — 'Bees help flowers grow by spreading pollen' supports the idea that bees are important. |
| A paragraph has a topic sentence, three details, and a conclusion. This paragraph                 | <b>well organized</b> — With a topic sentence, details, and a conclusion, the                                                                |

|                                                                                     |                                                                                                                                                         |
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| is...                                                                               | paragraph is well organized.                                                                                                                            |
| Which group of facts best fits under the main idea 'Penguins are amazing swimmers'? | <b>They use their wings like flippers and dive deep.</b> — Facts about using wings as flippers and diving deep support 'penguins are amazing swimmers'. |
| How many MAIN ideas should ONE short paragraph usually have?                        | <b>one</b> — A short paragraph usually has one main idea, supported by details.                                                                         |
| A paragraph feels 'jumpy' and confusing when its sentences...                       | <b>jump between different topics</b> — A paragraph is confusing when sentences jump between different topics instead of one.                            |

## 10. Word Choice

| ⌕ Question (fold →)                                                                            | Answer                                                                                                                                    |
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| The opposite of a word (like 'hot' and 'cold') is called a(n)...                               | <b>antonym</b> — Antonyms are opposite words, like hot and cold.                                                                          |
| Change the boring word 'nice' to a more descriptive word in: 'The cake was nice.' Best choice: | <b>delicious</b> — 'Delicious' describes the cake far better than the vague word 'nice'.                                                  |
| Adding describing words to 'a dog ran' could give you...                                       | <b>a shaggy brown dog ran quickly</b> — Describing words like 'shaggy brown' and 'quickly' add helpful detail.                            |
| Which sentence gives the reader the clearest picture?                                          | <b>The tiny kitten curled up on the soft blanket.</b> — Specific, sensory words ('tiny', 'curled up', 'soft') paint the clearest picture. |
| Which word appeals to the sense of SMELL?                                                      | <b>fragrant</b> — 'Fragrant' appeals to smell; loud=hearing, bright=sight, smooth=touch.                                                  |
| Pick the most precise word: 'A ___ of birds flew overhead.'                                    | <b>flock</b> — 'Flock' is the precise word for a group of birds.                                                                          |
| 'The wind whispered through the trees.' The word 'whispered' helps you...                      | <b>hear the soft sound</b> — 'Whispered' is a sensory word that lets you hear the soft sound of the wind.                                 |
| Which is the strongest verb for how a happy child moved to the door?                           | <b>skipped</b> — 'Skipped' is a vivid verb that shows a happy child's movement.                                                           |
| Why do writers use descriptive words?                                                          | <b>to help the reader picture the writing</b> — Writers use descriptive words so the reader can picture what they mean.                   |
| Which detail adds the MOST to 'I ate an apple'?                                                | <b>I ate a crisp, juicy red apple.</b> — 'Crisp, juicy red' adds sensory detail that helps the reader picture the apple.                  |
| A word that means almost the same as another (like 'happy' and 'glad') is a...                 | <b>synonym</b> — Synonyms are words with almost the same meaning, like happy and glad.                                                    |
| Choose the vivid verb: 'The rain ___ on the roof all night.'                                   | <b>drummed</b> — 'Drummed' vividly shows the sound of rain on the roof.                                                                   |
| A SENSORY word helps the reader...                                                             | <b>see, hear, smell, taste, or feel something</b> — Sensory words appeal to the five senses so the reader can imagine the scene.          |
| Swap the weak verb: 'She said hello loudly.' A stronger single verb is...                      | <b>shouted</b> — 'Shouted' replaces 'said loudly' with one vivid verb.                                                                    |
| Instead of 'walked slowly', a stronger phrase is...                                            | <b>shuffled along</b> — 'Shuffled along' vividly shows slow walking.                                                                      |
| Replace 'big' with a more exact word for a very large dog:                                     | <b>enormous</b> — 'Enormous' is a precise, strong word for a very large dog.                                                              |
| Which is the most DESCRIPTIVE noun?                                                            | <b>puppy</b> — 'Puppy' is specific and paints a clear picture, unlike vague words like 'thing'.                                           |
| Which sentence SHOWS instead of just telling?                                                  | <b>Maya grinned and jumped up and down.</b> — 'Grinned and jumped up and down' shows Maya's happiness through actions.                    |

|                                                                                            |                                                                                                                                     |
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| Which sentence uses a more VIVID (strong) verb?                                            | <b>The dog dashed across the yard.</b> — 'Dashed' is a vivid verb that shows exactly how the dog moved.                             |
| 'Telling' says a feeling; 'showing' uses actions. Which is SHOWING that someone is scared? | <b>Her hands shook and she hid behind the door.</b> — Shaking hands and hiding SHOW fear through actions instead of just naming it. |

# 11. Editing

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| ✂ Question (fold →)                                                        | Answer                                                                                                               |
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| Which word should be CAPITALIZED in: 'we went to boston in july'?          | <b>both Boston and July</b> — Place names (Boston) and months (July) are capitalized.                                |
| What punctuation ends a QUESTION?                                          | <b>a question mark (?)</b> — A question ends with a question mark (?).                                               |
| Which word is spelled correctly for someone you play with?                 | <b>friend</b> — 'Friend' is the correct spelling.                                                                    |
| Which sentence is correct?                                                 | <b>My friend and I went to the park.</b> — Use 'I' (capitalized) as the subject: 'My friend and I went to the park.' |
| Which sentence uses commas correctly in a list?                            | <b>I packed apples, cheese, and bread.</b> — Commas separate the items in a list: apples, cheese, and bread.         |
| Which sentence uses I correctly?                                           | <b>I like to read books.</b> — 'I like to read books' — capital I and the matching verb 'like'.                      |
| Fix the sentence: 'the cat sat on the mat' — what is missing at the START? | <b>a capital letter</b> — A sentence must start with a capital letter: 'The cat sat on the mat.'                     |
| Which sentence ends with the correct mark? 'Watch out'                     | <b>Watch out!</b> — A sudden, strong statement ends with an exclamation mark: 'Watch out!'                           |
| What is the FIRST thing to check when editing a sentence?                  | <b>it starts with a capital letter</b> — When editing, first check that the sentence starts with a capital letter.   |
| A telling sentence (statement) ends with a...                              | <b>period (.)</b> — A statement ends with a period.                                                                  |
| Add the comma in the right place: 'After lunch we played outside.'         | <b>After lunch, we played outside.</b> — A comma follows the opening phrase: 'After lunch, we played outside.'       |
| Which word is spelled correctly to give a reason (___ it rained)?          | <b>because</b> — 'Because' is the correct spelling.                                                                  |
| Correct this: 'my dog like to run.'                                        | <b>My dog likes to run.</b> — 'My dog likes to run.' fixes the capital and matches 'dog' with 'likes'.               |
| What is the correct plural of 'baby'?                                      | <b>babies</b> — Nouns ending in a consonant + y change y to i and add -es: babies.                                   |
| The correct plural of 'child' is...                                        | <b>children</b> — 'Child' has an irregular plural: children.                                                         |
| Which is the correct plural of 'box'?                                      | <b>boxes</b> — Nouns ending in x form the plural with -es: boxes.                                                    |
| Which sentence is punctuated correctly?                                    | <b>Where are my shoes?</b> — 'Where are my shoes?' starts with a capital and ends with a question mark.              |
| Which needs a capital letter? 'i saw my friend on monday.'                 | <b>i and monday</b> — 'I' is always capitalized, and days like Monday are capitalized.                               |
| Choose the correct verb: 'She ___ to school every day.'                    | <b>walks</b> — With 'she' in the present, the verb is 'walks' (subject-verb agreement).                              |
| Correct the verb: 'They ___ happy.' (present time)                         | <b>are</b> — 'They are happy' — plural subject 'they' uses 'are'.                                                    |

# Keep going

You practiced **220 cards** from WriteRise. Come back to the ones you missed — spaced-out practice makes them stick.

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