

Literature in Reading Mastery Signature Edition

Reading Mastery Signature Edition (RMSE), a Direct Instruction Program, is an effective reading program that has been used nationwide. Levels 4 and 5 contain a variety of rich literature, from novels to poetry to biographies. Students apply their knowledge of reading through lesson activities that include vocabulary, comprehension and writing.

The rich literature included in this program and a sample of the daily writing activities are described in this brochure. (**Note:** *This is not an exhaustive list of all writing activities included in the program.*)

A wide range of writing genres are included. Listed below is a definition of each.

Biography:	A detailed description or account of someone's life.
Factual Article:	An article on a subject that contains facts.
Folktale:	A story or legend typically passed down in the oral tradition.
Myth:	A traditional story, usually concerning the history of a people, hero or event that explains a practice or belief.
Novel:	A fictional narrative that describes characters and events in a sequential story.
Poem:	Writing that conveys experiences, ideas and emotions in an imaginative way.
Short Story:	A work of fiction with a fully developed theme; less elaborate than a novel.
Play:	The stage representation of a story.

Students complete a writing assignment in every lesson of the program. Many assignments ask students to make judgments about the reading selections and to explain their judgments with specific evidence. Other assignments encourage students to interpret stories according to their own experiences or to relate story events to their own lives. In some lessons, students write stories and poems of their own.¹

For more writing practice, see *Genres: The "Write" Way*, a Direct Instruction writing supplement available through the National Institute for Direct Instruction (NIFDI).



¹ *Reading Mastery Signature Edition*, Grade 4 Teacher's Guide, page 6



GRADE 4: Genres in RMSE

Genre	<i>Reading Mastery Signature Edition Grade 4</i>
Biography	Jackie Robinson Jane Addams Samuel Clemens and Mark Twain
Factual Article	Amazing Animal Journeys Animals in Danger The Domestication of Animals England in the 1500s Journey to Dawson
Folktale	Beauty and the Beast
Myth	The Golden Touch The Miraculous Pitcher
Novel	The Prince and the Pauper The Wonderful Wizard of Oz
Poem	In the Time of Silver Rain Open Range The Spider and the Fly Trees
Short Story	Adventure on the Rocky Ridge Buck The Cat that Walked by Himself A Horse to Remember Ron's Summer Vacation The Ugly Duckling

GRADE 4: Sample Writing Activites

CONVERSATION

The Miraculous Pitcher, Lesson 73

Philemon wanted to tell the older stranger everything he knew. Write a conversation between Philemon and the older stranger. Have Philemon tell the older stranger about his life:

- Where was he born?
- What does he do for a living?
- How does he feel about his wife?

Also, have the older stranger ask about the villagers and the lake.

DESCRIPTIVE

The Wonderful Wizard of Oz, Lesson 22

The Wizard takes different forms. Write a paragraph that describes what he might look like if you saw him. Be sure the paragraph answers the following questions:

- What does his body look like?
- What does his voice sound like?



EXPOSITORY

A Horse to Remember, Lesson 35

Do you think Nellie would be a good steeplechase horse?

Write a paragraph that explains your answer. Give examples to support your opinion.

IMAGINATIVE

The Prince and the Pauper, Lesson 109

Pretend you are one of the members of the gang.

Tell your story to the gang, just as Yokel did. Try to answer the following questions:

- What is your name?
- How did you used to earn your living?
- What happened that changed your life?
- What type of punishments have you received?
- Why did you join the gang?

GRADE 4: Sample Writing Activities *(continued)*



LETTER/JOURNAL

Jackie Robinson, Lesson 66

Pretend you are a Brooklyn Dodger fan who has watched Jackie Robinson play from 1947-1956. You have just found out Robinson is retiring from baseball.

- Write a letter to Robinson and tell him what he meant to you.

POETRY

The Spider and the Fly, Lesson 81

At the end of the fourth stanza, the fly leaves the spider.

- Write a new fifth stanza for the poem. Your stanza should show what happens after the fly thinks about the spider's offers. Tell what the fly does, then tell what the spider does.
- Write your stanza in the same form as the first four stanzas, with six lines and three rhyming couplets.



SPEECH

Ron's Summer Vacation, Lesson 4

What do you think Debby will say to Ron if she finds him?

- Write the speech that you think Debby will make. Be sure your speech answers the following questions:
 - How does Debby feel about what Ron did when he passed the kayak shed?
 - How does Debby feel about the risks Ron took?
 - What does Debby think could have happened to Ron?
 - What kind of person does Debby think Ron is?
- Make your speech at least four sentences long.

GRADE 5: Genres in RMSE

Genre	<i>Reading Mastery Signature Edition Grade 5</i>
Biography	Harriett Tubman
Factual Article	Children at Work Life in the 1840s Two Old Stories
Folktale	The Table, the Donkey and the Stick
Myth	Persephone
Novel	The Cruise of the Dazzler The Odyssey Sara Crewe Tom Sawyer
Play	All in Favor
Poem	Casey at the Bat Miracles The Tide Rises, the Tide Falls Written in March
Short Story	The Doughnuts The Last Leaf Mrs. Dunn's Lovely, Lovely Farm Mystery Yarn The Necklace The Spider, the Cave and the Pottery Bowl A White Heron



GRADE 5: Sample Writing Activities

CONVERSATION

Mrs. Dunn's Lovely, Lovely Farm, Lesson 27

Pretend Mrs. Dunn doesn't have money for the rent, but she does have a lot of vegetables. Make up a conversation between Mrs. Dunn and Mr. Warfield. In the conversation, Mrs. Dunn is trying to talk Mr. Warfield into taking vegetables instead of money for the rent. Try to answer the following questions:

- How does Mrs. Dunn try to convince Mr. Warfield to take the vegetables instead of money for the rent?
- How does Mr. Warfield feel about the vegetables?
- What happens at the end of the conversation?

DESCRIPTIVE

Persephone, Lesson 32

If you could live in a palace, what would it look like?

Write an essay that describes your palace. Try to answer the following questions:

- Where is your palace located?
- What is your palace made of?
- How many rooms does your palace have?
- What do the rooms look like?

EXPOSITORY

The Odyssey, Lesson 7

On each island Odysseus visited, he found a new kind of monster or person. Which island do you think is the most frightening?

Write a paragraph that explains your answer. Be sure the paragraph answers the following questions:

- What is on the island?
- What makes the island frightening?
- Why is the island more frightening than other islands?

IMAGINATIVE

The Spider, the Cave, and the Pottery Bowl, Lesson 17

Kate's grandmother told a story that explains why ants have thin waists.

Write another story that explains why ants have thin waists. Try to answer the following questions in your story:

- Where were the ants living?
- How did the ants survive in that place?
- What caused their thin waists?

GRADE 5: Sample Writing Activites *(continued)*

LETTER/JOURNAL

Tom Sawyer, Lesson 93

Pretend you are Becky.

Write a letter to a friend in your old hometown describing your experiences in Saint Petersburg.

Try to answer the following questions:

- What is your cousin Jeff's house like?
- Whom did you observe from the garden?
- What did you think of his behavior?
- Why did you go back inside?
- What happened later that night?



POETRY

Written in March, Lesson 60

“Written in March” describes springtime in the country.

Write a poem that describes the current season in your neighborhood – winter, spring, summer, fall. Think about the following questions before writing your poem:

- What sights do you see in your neighborhood during this season?
- What sounds do you hear during this season?
- What odors do you smell during this season?
- What other things do you feel or sense during this season?
- What is the weather like?

SPEECH

Mystery Yarn, Lesson 55

The judge uses a lot of big words when he talks.

Pretend the judge is presenting the string-saving award to someone. Write the speech the judge might make. Think about the following questions before you begin:

- How will the judge describe the person who won the contest?
- How will the judge explain the rules of the contest?
- How will the judge congratulate the winner?
- What words might the judge use to explain simple things?



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