

Sentence Signals

Notice how sentence choices connect ideas and shape a reader's attention.

5L3 "Use knowledge of language and its conventions when writing, speaking, reading, or listening."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each sentence that begins with an opening word or phrase, and circle each conjunction that joins ideas, to notice how writers vary and connect sentences.

Our Tiny Museum

- ① On Thursday evening, our class opened a tiny museum in the library. Each student placed one object on a cloth-covered table and wrote a label for it. Maya brought a smooth stone from Lake Superior, while Jordan displayed a brass compass that had belonged to his grandfather. Visitors entered quietly, yet their questions soon filled the room.
- ② At first, I worried that my homemade model bridge would look plain beside the other exhibits. However, several visitors stopped to test its wooden beams with gentle fingers. They asked how the supports held the road above the water. I explained the design, and my worry disappeared. The bridge mattered to the people who used it.
- ③ Before closing, we invited families to leave questions on sticky notes. Some asked about the objects, but others shared stories from their own homes. By the next morning, the notes covered a bulletin board. Our museum had changed from a quiet display into a conversation. We plan to open it again next spring with new objects and new questions.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Copy two opening words or phrases from the passage that are followed by commas.

- 2 What conjunction joins ideas in the last sentence of paragraph 1? What contrast does it show?

- 3 Why might the writer use the short sentence "The bridge mattered to the people who used it" after several longer sentences?

- 4 Combine these ideas into one sentence using *but*: Some questions were about the objects. Other notes shared stories from homes.

3 YOUR TURN _____ Your own words

Write a four-sentence announcement for a school event of your choice. Include a sentence that begins with an opening word or phrase followed by a comma, a sentence that joins ideas with *and*, *but*, *yet*, or *so*, and one short sentence for emphasis.

PART 1 • READ AND MARK

Underline each sentence that begins with an opening word or phrase, and circle each conjunction that joins ideas, to notice how writers vary and connect sentences. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Copy two opening words or phrases from the passage that are followed by commas.	Answers may include: "On Thursday evening," "At first," "However," "Before closing," or "By the next morning,"
2	What conjunction joins ideas in the last sentence of paragraph 1? What contrast does it show?	yet; it contrasts the visitors entering quietly with their questions soon filling the room.
3	Why might the writer use the short sentence "The bridge mattered to the people who used it" after several longer sentences?	It emphasizes the main point that the bridge was important to people.
4	Combine these ideas into one sentence using <i>but</i> : Some questions were about the objects. Other notes shared stories from homes.	Some asked about the objects, but others shared stories from their own homes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

On Saturday morning, the school garden will host a tool swap. Families may bring clean hand tools, but no sharp power tools are allowed. Volunteers will label each item and place it on the patio. Share what you have.

Accept any correctly copied introductory phrase in question 1. For question 4, accept a grammatically correct combined sentence that keeps the contrast between object questions and home stories.