

Sentence Spotlight

Notice how writers vary sentence length and structure for clarity and effect.

CCSS.ELA-Literacy.L.5.3 "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 the three sentences that have five or fewer words. Study how these brief sentences shape your attention as you read.

Maya at the Marsh Bridge

- ① At dawn, Maya stood beside the marsh bridge with a notebook tucked under her arm. Fog slid across the water and softened the far bank. A heron lifted off. Its wide wings beat slowly above the reeds. Maya waited for the bridge crew, listening for the first truck to rumble along the gravel road nearby.
- ② When the crew arrived, Maya opened her notebook and wrote the time. The oldest worker tested the wooden boards with a heavy mallet, while another worker tightened loose bolts. The bridge creaked. Maya recorded each sound, then sketched the workers as they moved carefully across the narrow span above the dark water. No one moved.
- ③ As clouds gathered, the workers placed bright cones at both ends of the bridge. Maya wrote a final note: the crew had found one cracked board, but they had repaired it before lunch. By noon, the fog had vanished, and sunlight flashed on the wet rails. Maya closed her notebook and headed home, carrying a page filled with clear details.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 How does "The bridge creaked" give a clearer sound than "The bridge made a sound"?

2 In the sentence beginning "When the crew arrived," what happened first, and what happened next?

3 Why might the author use "No one moved." after the longer sentence before it?

4 After Your Turn, write one revised sentence and explain its effect. Leave your original visible.

3 YOUR TURN _____ Your own words

Write three sentences about observing a place. Include one sentence with five or fewer words, one beginning with When, After or As that joins related actions, and a precise verb. Then return to question 4 to revise one sentence and explain the effect.

Write the original scene

Write three connected sentences with the requested features. Underline the precise verb you chose.

PART 1 • READ AND MARK

Underline the three sentences that have five or fewer words. Study how these brief sentences shape your attention as you read. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does "The bridge creaked" give a clearer sound than "The bridge made a sound"?	Creaked names a rough sound; made a sound is vague. The age of the boards is not stated.
2	In the sentence beginning "When the crew arrived," what happened first, and what happened next?	The crew arrived first. Next, Maya opened her notebook and wrote the time.
3	Why might the author use "No one moved." after the longer sentence before it?	The short sentence creates a pause and emphasizes the workers' careful stillness.
4	After Your Turn, write one revised sentence and explain its effect. Leave your original visible.	Accept a revision and a fitting effect. Adding muddy to map makes its condition more vivid.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Original scene: After the final whistle blew, I folded my map and jogged toward the gate. The field emptied. Near the bus, I watched leaves swirl around the benches.

Revision: After the final whistle blew, I folded my muddy map and jogged toward the crowded gate.

Effect: The added details help readers picture the map and the busy exit.

TEACHER ASSESSMENT NOTES

Check three original sentences: a sentence of at most five words, an After/When/As combination, and a precise verb. Require a visible revision and justified effect. In the model, The field emptied. has three words; swirl is precise. Accept supported alternatives.