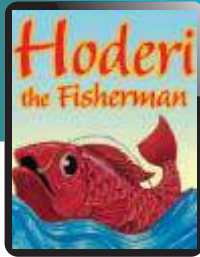


Vocabulary in Context



✓ TARGET VOCABULARY

seafaring
tidal
foaming
outcast
yearning
memorable
betrayed
condition
shortage
horrified

Vocabulary Reader



Context Cards



1 seafaring

Both of Jen's parents are sailors. Her **seafaring** childhood was exciting.



2 tidal

An earthquake in the ocean caused a great **tidal** wave.



3 foaming

Foaming waves crashed against the sea wall, spraying mist into the air.



4 outcast

The lonely girl felt like an **outcast** in her new town. She did not know anyone.



- ▶ Study each **Context Card**.
- ▶ Tell a story about two or more pictures, using the Vocabulary words.

5 **yearning**

After traveling for months, Daniel felt a **yearning** to be home.



6 **memorable**

The vacation was very **memorable**. She will never forget it.



7 **betrayed**

If someone **betrayed** you, he or she let you down.



8 **condition**

Abe has a fever. In his **condition**, he should be resting.



9 **shortage**

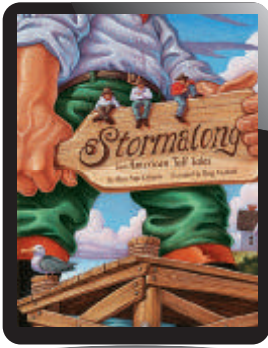
There are long lines for gas because of the gas **shortage**.



10 **horrified**

He was **horrified** when he accidentally dropped his plate of food.





Read and Comprehend



✓ TARGET SKILL

Understanding Characters As you read “Stormalong,” look for details in the text that help you understand the personality of the **main character**. Pay attention to how Stormalong feels, what he does, and what his relationships are like with other characters. Use a graphic organizer like the one below to help you understand Stormalong and the changes he experiences.

| Thoughts | Words | Actions |
|----------|-------|---------|
| | | |

✓ TARGET STRATEGY

Infer/Predict When you **infer**, you use details in the story to figure out something that the author has left unsaid or has not stated directly. As you read, infer what kind of person Stormalong is. Then **predict** what he might do next, based on clues the author has given and what you have inferred.

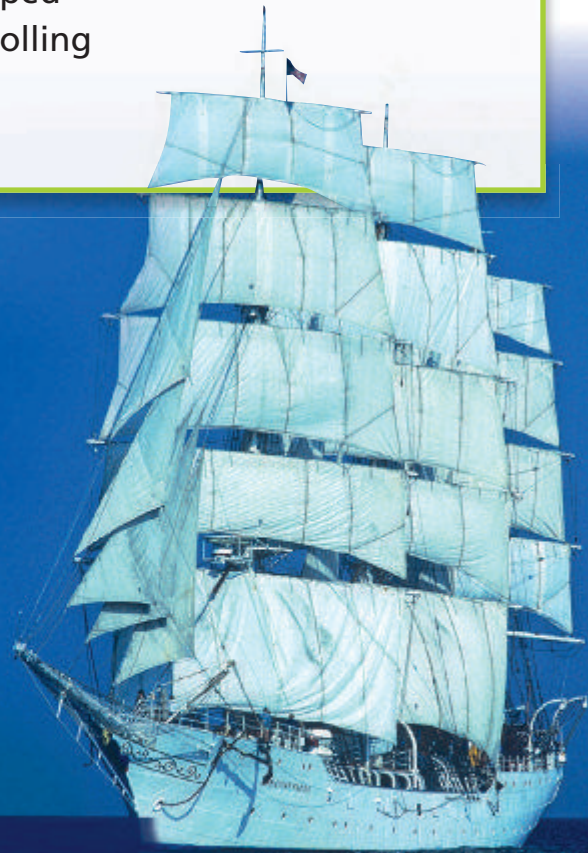


PREVIEW THE TOPIC

Traditional Tales

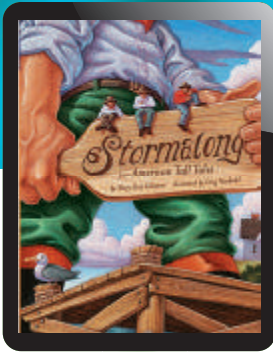
A traditional tale is a story that is told and retold through the years. Traditional tales were passed on from one generation to the next by word of mouth.

“Stormalong” is a traditional tale about a thirty-foot-tall sailor named Alfred Bulltop Stormalong. American sailors began singing about Stormalong in the 1830s, when fast-moving boats called clipper ships sailed between cities. Over time, tales about Stormalong spread. His strength, courage, and kindness became legendary. Singing together about Stormalong’s fantastic deeds helped sailors tackle hard work on the rolling ocean waves.



Lesson 5

ANCHOR TEXT



✓ TARGET SKILL

Understanding Characters

Examine the characters' relationships and how they change throughout the story.

✓ GENRE

A **tall tale** is a humorous story about impossible or exaggerated happenings. As you read, look for:

- ▶ events that could not happen in real life
- ▶ exaggerations about the strength and abilities of a story character
- ▶ stories about American folk heroes and legends



RL.4.3 describe a character, setting or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.10** read and comprehend literature

MEET THE AUTHOR

Mary Pope Osborne



Mary Pope Osborne, author of the Magic Tree House series, has written more than fifty books. As a child, she traveled widely with her family, and as a young adult, she continued to seek adventure. Once she slept in a cave on the Greek island of Crete! Osborne's love of research has led to many other journeys through her writing.



MEET THE ILLUSTRATOR

Greg Newbold



Greg Newbold always loved art and began drawing and painting at a very early age. He has illustrated many children's books and has even made designs for advertisements. Newbold also teaches college art classes.



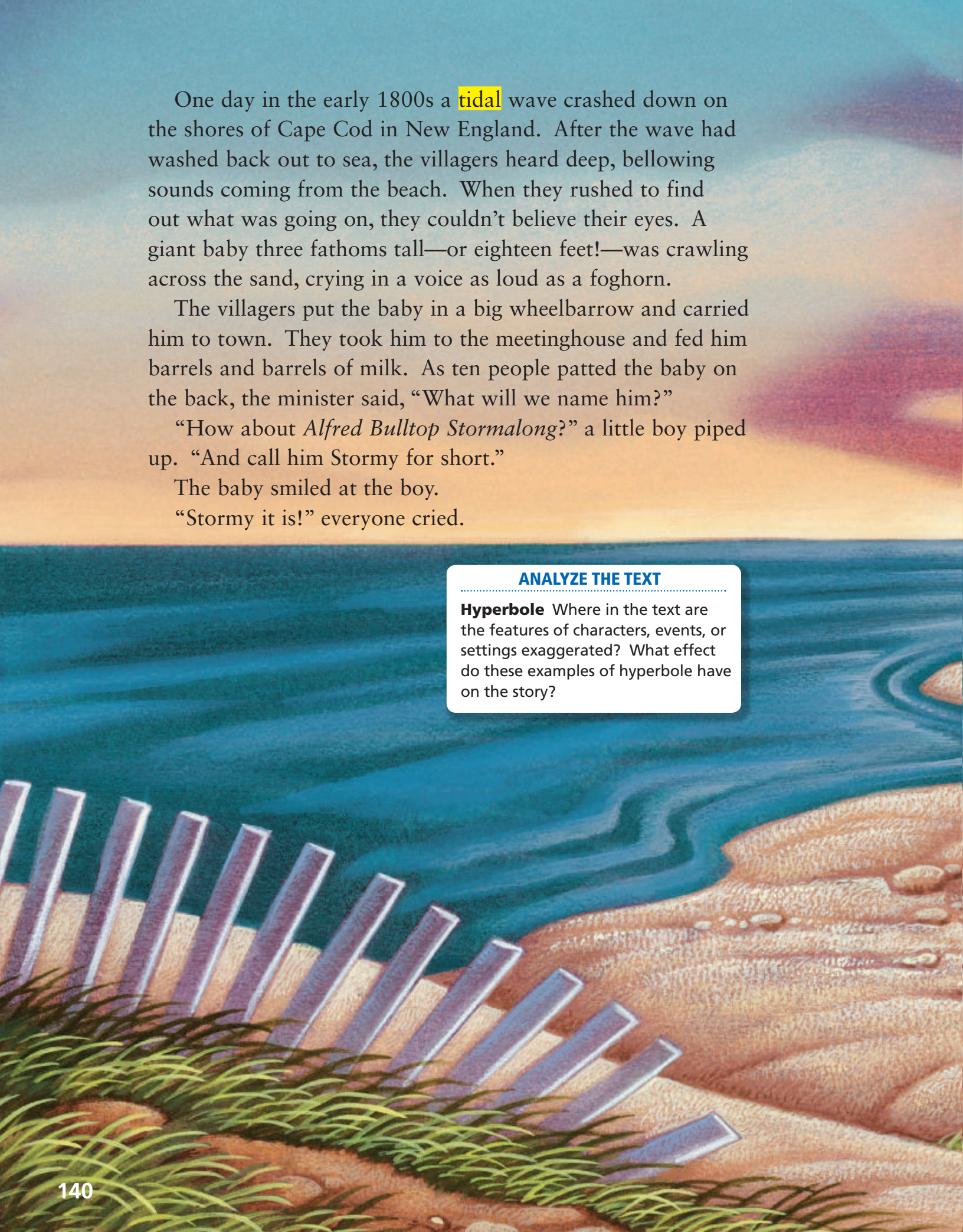


Stormalong

by Mary Pope Osborne illustrated by Greg Newbold

ESSENTIAL QUESTION

Why do people pass down stories over the years?



One day in the early 1800s a **tidal** wave crashed down on the shores of Cape Cod in New England. After the wave had washed back out to sea, the villagers heard deep, bellowing sounds coming from the beach. When they rushed to find out what was going on, they couldn't believe their eyes. A giant baby three fathoms tall—or eighteen feet!—was crawling across the sand, crying in a voice as loud as a foghorn.

The villagers put the baby in a big wheelbarrow and carried him to town. They took him to the meetinghouse and fed him barrels and barrels of milk. As ten people patted the baby on the back, the minister said, “What will we name him?”

“How about *Alfred Bulltop Stormalong*?” a little boy piped up. “And call him Stormy for short.”

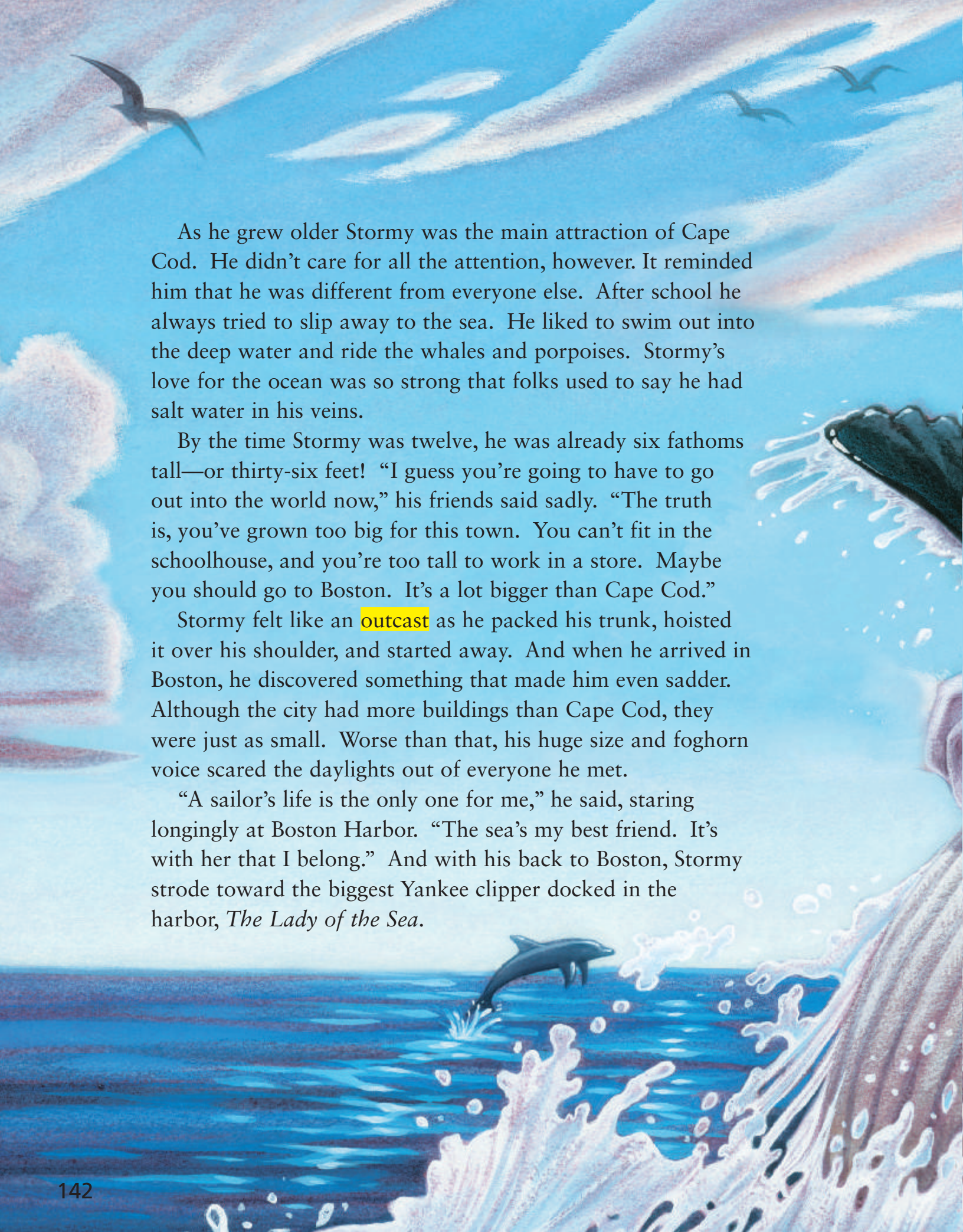
The baby smiled at the boy.

“Stormy it is!” everyone cried.

ANALYZE THE TEXT

Hyperbole Where in the text are the features of characters, events, or settings exaggerated? What effect do these examples of hyperbole have on the story?






As he grew older Stormy was the main attraction of Cape Cod. He didn't care for all the attention, however. It reminded him that he was different from everyone else. After school he always tried to slip away to the sea. He liked to swim out into the deep water and ride the whales and porpoises. Stormy's love for the ocean was so strong that folks used to say he had salt water in his veins.

By the time Stormy was twelve, he was already six fathoms tall—or thirty-six feet! “I guess you're going to have to go out into the world now,” his friends said sadly. “The truth is, you've grown too big for this town. You can't fit in the schoolhouse, and you're too tall to work in a store. Maybe you should go to Boston. It's a lot bigger than Cape Cod.”

Stormy felt like an **outcast** as he packed his trunk, hoisted it over his shoulder, and started away. And when he arrived in Boston, he discovered something that made him even sadder. Although the city had more buildings than Cape Cod, they were just as small. Worse than that, his huge size and foghorn voice scared the daylights out of everyone he met.

“A sailor's life is the only one for me,” he said, staring longingly at Boston Harbor. “The sea's my best friend. It's with her that I belong.” And with his back to Boston, Stormy strode toward the biggest Yankee clipper docked in the harbor, *The Lady of the Sea*.



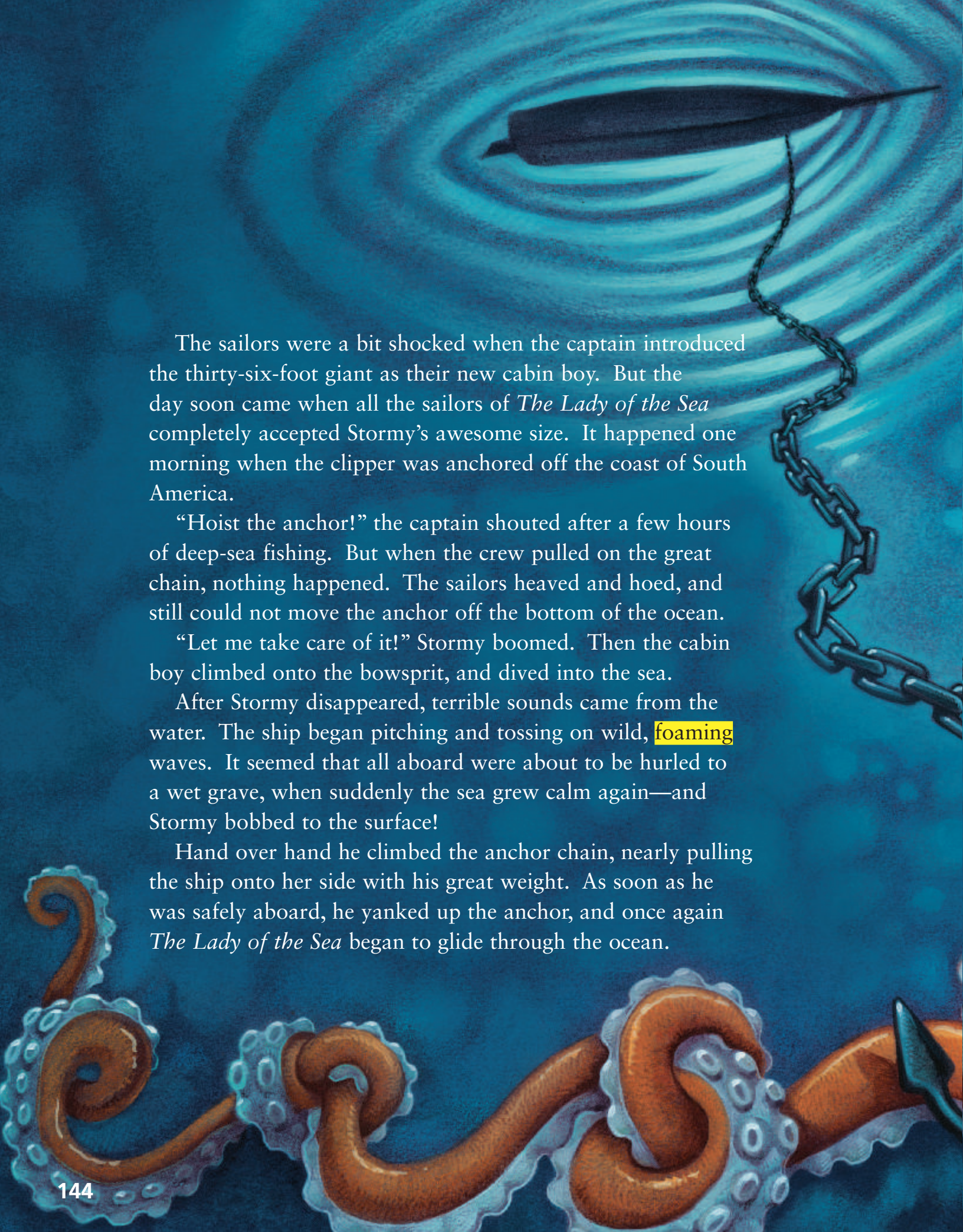
“Blow me down!” said the captain when Stormy stood before him. “I’ve never seen a man as big as you before.”

“I’m not a man,” said Stormy. “I’m twelve years old.”

“Blow me down again!” said the captain. “I guess you’ll have to be the biggest cabin boy in the world then. Welcome aboard, son.”

ANALYZE THE TEXT

Point of View Who is telling this story? What evidence in the text tells the story’s point of view?

The background of the page is a deep blue illustration of the ocean. In the upper right, a dark, elongated anchor is visible, with a thick metal chain extending downwards and to the left. The water around the anchor is depicted with concentric, swirling ripples. At the bottom of the page, there are decorative, stylized elements that look like tentacles or seaweed, rendered in shades of brown and orange with white, scalloped edges.

The sailors were a bit shocked when the captain introduced the thirty-six-foot giant as their new cabin boy. But the day soon came when all the sailors of *The Lady of the Sea* completely accepted Stormy's awesome size. It happened one morning when the clipper was anchored off the coast of South America.

“Hoist the anchor!” the captain shouted after a few hours of deep-sea fishing. But when the crew pulled on the great chain, nothing happened. The sailors heaved and hoed, and still could not move the anchor off the bottom of the ocean.

“Let me take care of it!” Stormy boomed. Then the cabin boy climbed onto the bowsprit, and dived into the sea.

After Stormy disappeared, terrible sounds came from the water. The ship began pitching and tossing on wild, foaming waves. It seemed that all aboard were about to be hurled to a wet grave, when suddenly the sea grew calm again—and Stormy bobbed to the surface!

Hand over hand he climbed the anchor chain, nearly pulling the ship onto her side with his great weight. As soon as he was safely aboard, he yanked up the anchor, and once again *The Lady of the Sea* began to glide through the ocean.

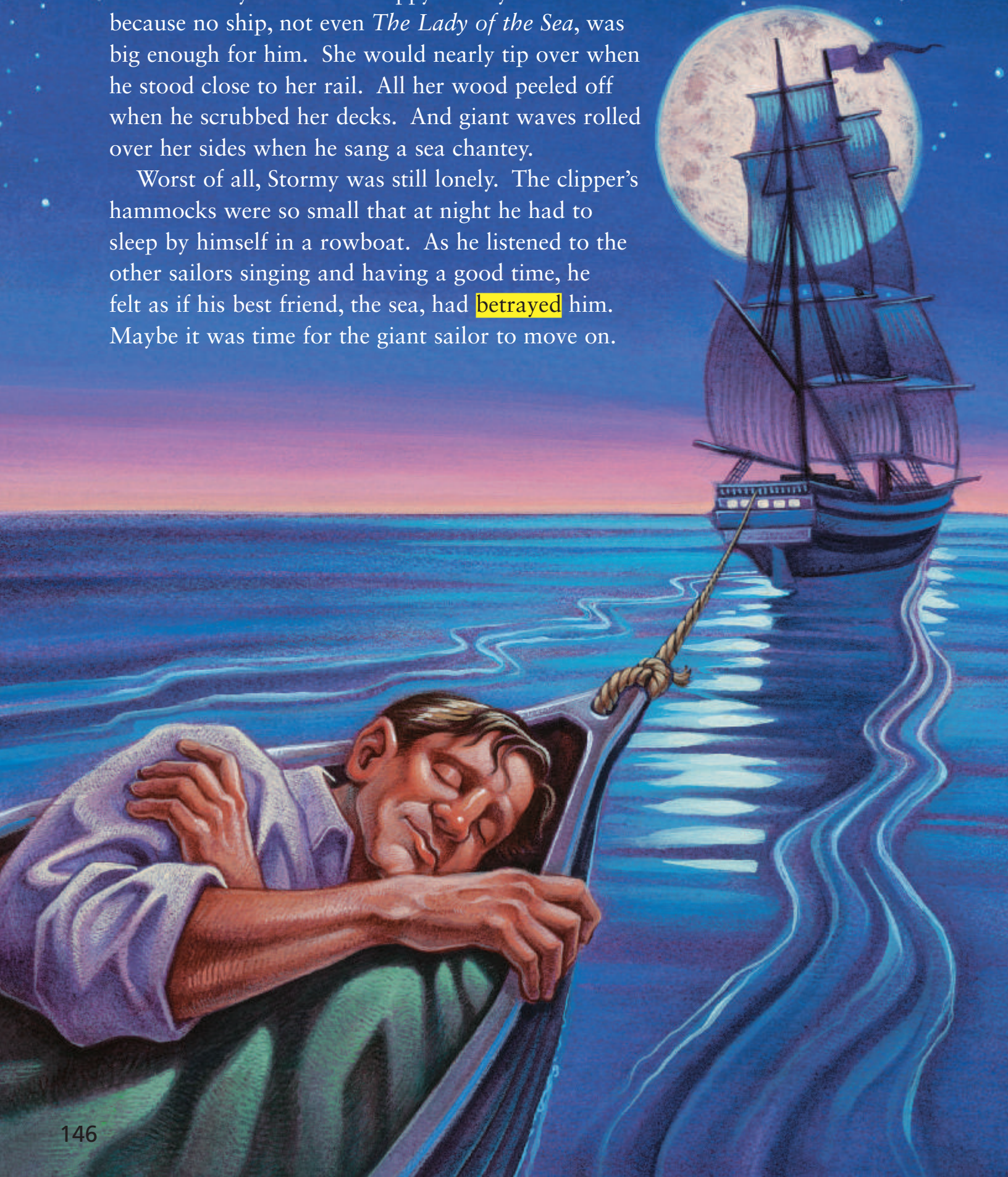
“What happened?” cried the crew.
“Just a little fight with a two-ton octopus,”
said Stormy.
“Octopus!”
“Aye. He didn't want to let go of our anchor.”
“What'd you do to him?” the others cried.
“Wrestled eight slimy tentacles into double knots. It'll take a
month o' Sundays for him to untie himself.”

From then on Stormy was the most popular sailor on board.
Over the next few years his reputation spread too, until all the
Yankee clipper crews wanted him to sail with them.



But Stormy still wasn't happy. Partly it was because no ship, not even *The Lady of the Sea*, was big enough for him. She would nearly tip over when he stood close to her rail. All her wood peeled off when he scrubbed her decks. And giant waves rolled over her sides when he sang a sea chantey.

Worst of all, Stormy was still lonely. The clipper's hammocks were so small that at night he had to sleep by himself in a rowboat. As he listened to the other sailors singing and having a good time, he felt as if his best friend, the sea, had **betrayed** him. Maybe it was time for the giant sailor to move on.



One day, when *The Lady of the Sea* dropped anchor in Boston, Stormy announced to his friends that he'd decided to give up his seafaring life. "I'm going to put an oar over my shoulder and head west," he said. "I hear there's room enough for any kind of folks out there, even ones as big as me."

"Where will you settle down, Stormy?" a sailor asked.

"I'm going to walk till the first person asks me, 'Hey, mister, what's that funny thing you got on your shoulder there?' Then I'll know I'm far enough away from the sea, and I won't ever think about her again."

Stormy walked through the cities of Providence and New York. He walked through the pine barrens of New Jersey and the woods of Pennsylvania. He crossed the Allegheny Mountains and floated on flatboats down the Ohio River.

Pioneers often invited Stormy to share their dinner, but these occasions only made him homesick, for folks always guessed he was a sailor and asked him questions about the sea.

It wasn't until Stormy came to the plains of Kansas that a farmer said, "Hey, mister, what's that funny thing you got on your shoulder?"

"You asked the right question, mate," said Stormy. "I'm going to settle down on this spot and dig me some potatoes!"

And that's just what Stormy did. Soon he became the best farmer around. He planted over five million potatoes and watered his whole crop with the sweat of his brow.

But all the time Stormy was watering, hoeing, picking, and planting, he knew he still had not found a home. He was too big to go square dancing in the dance hall. He was too big to visit other farmhouses, too big for the meetinghouse, too big for the general store.

And he felt a great **yearning** for the sea. He missed the fishy-smelling breezes and salt spray. Never in the prairies did a giant wave knock him to his knees. Never did a hurricane whirl him across the earth. How could he ever test his true strength and courage?

One day, several years after Stormy's disappearance, the sailors of Boston Harbor saw a giant coming down the wharf, waving his oar above his head. As he approached, they began to whoop with joy. Stormy was back!

But as happy as they were to see him, they were horrified when they discovered how bad he looked. He was all stooped over. His face was like a withered cornstalk, and there were pale bags under his eyes.

After word spread about Stormy's condition, thousands of sailors met to talk about the problem.

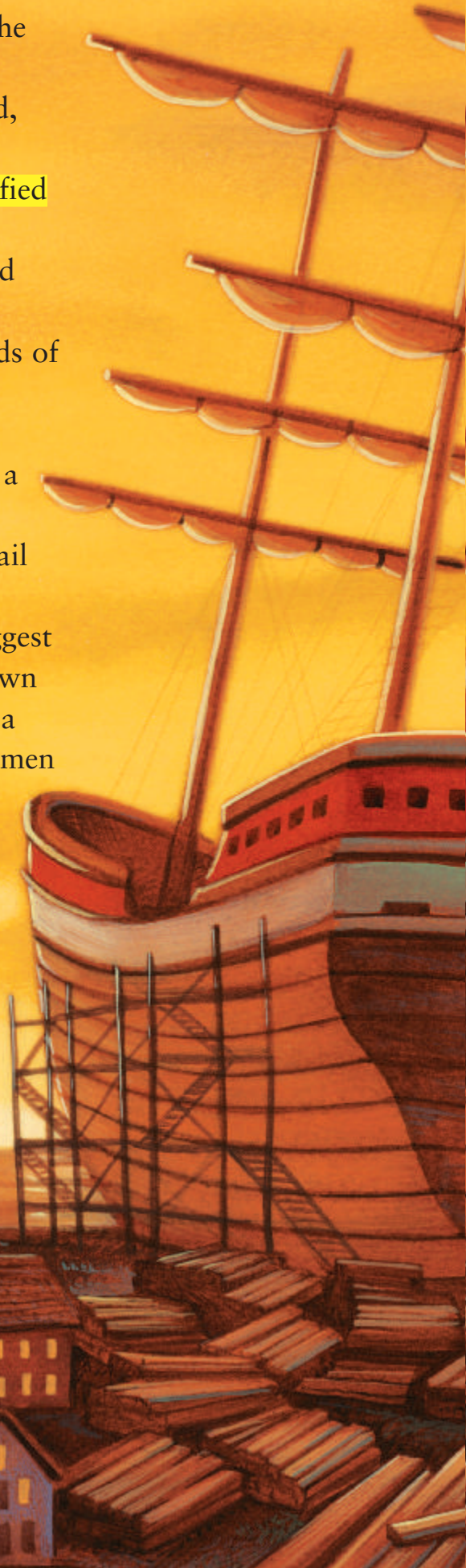
"We've got to keep him with us this time," one said.

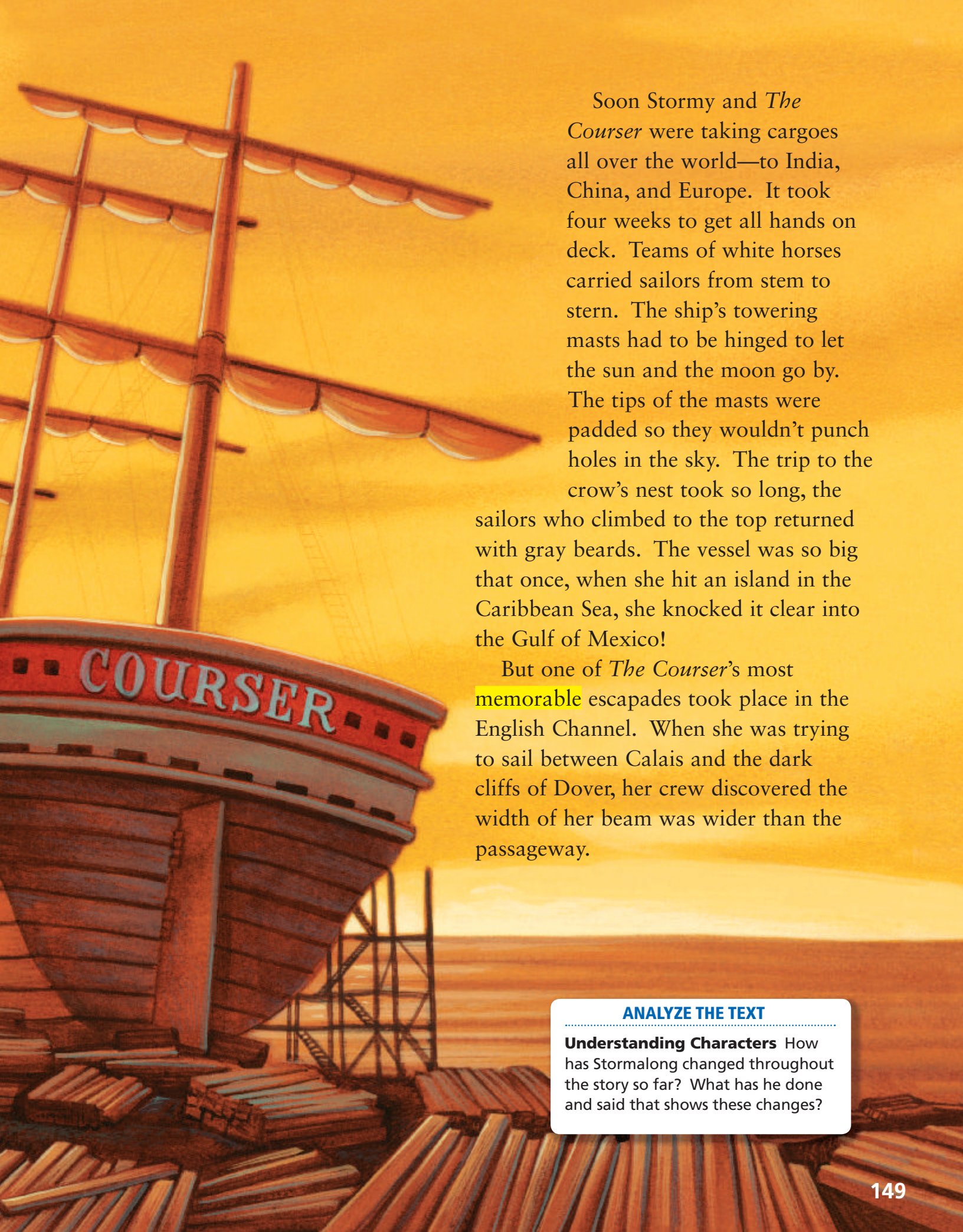
"There's only one way to do it," said another. "Build a ship that's big enough."

"Aye!" the others agreed. "We can't be having him trail behind us at night in his own rowboat!"

So the New England sailors set about building the biggest clipper ship in the world. Her sails had to be cut and sewn in the Mojave Desert, and after she was built, there was a lumber shortage all over America. It took over forty seamen to manage her pilot's wheel—unless, of course, the captain happened to be Alfred Bulltop Stormalong, who could whirl the ship's wheel with his baby finger!

Stormalong named the clipper *The Courser*. On her maiden voyage, he clutched *The Courser's* wheel and steered her out of Boston Harbor. As he soared over the billowing waves, his cheeks glowed with sunburn, his hair sparkled with ocean spray, and the salt water began coursing through his veins again.





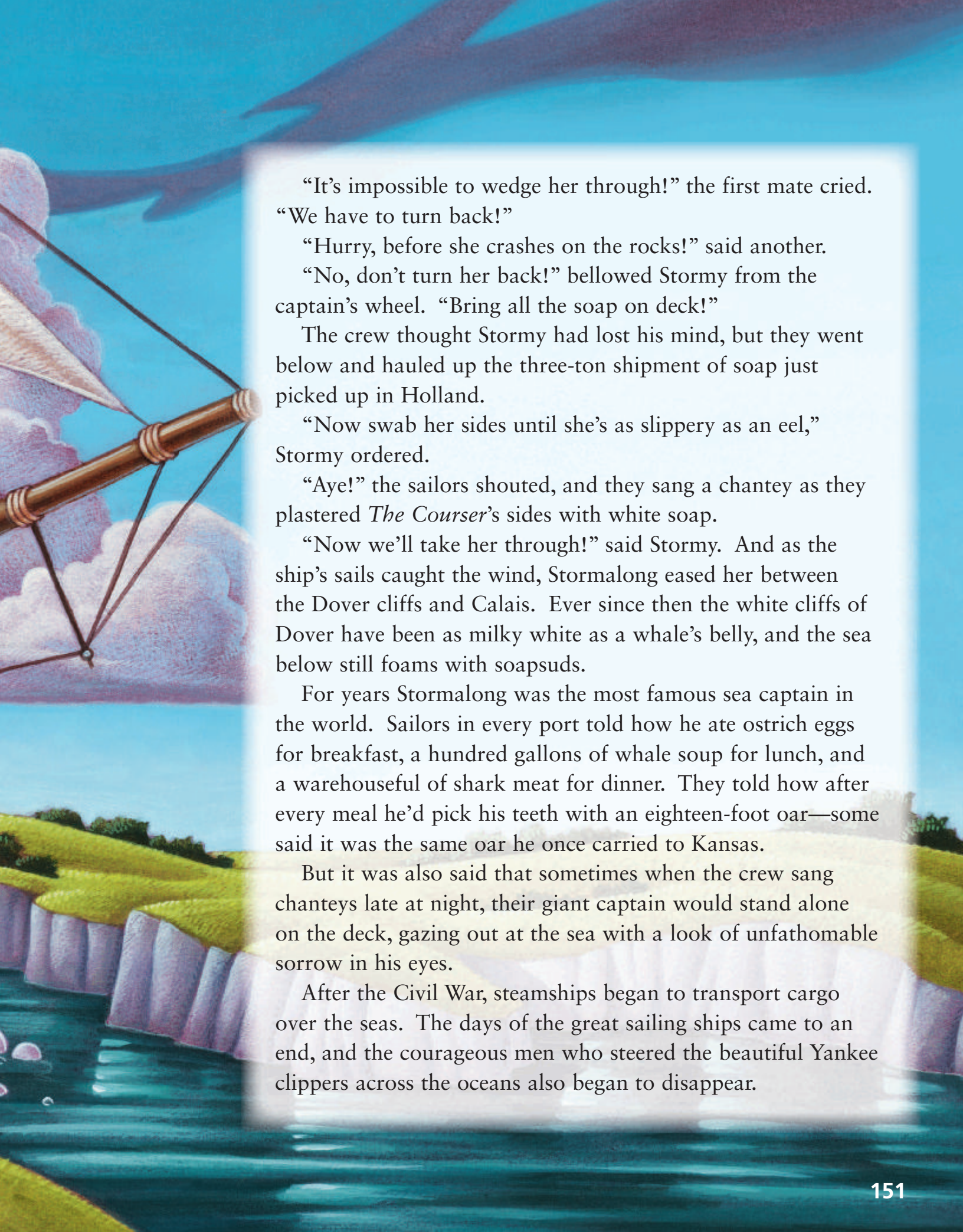
Soon Stormy and *The Courser* were taking cargoes all over the world—to India, China, and Europe. It took four weeks to get all hands on deck. Teams of white horses carried sailors from stem to stern. The ship's towering masts had to be hinged to let the sun and the moon go by. The tips of the masts were padded so they wouldn't punch holes in the sky. The trip to the crow's nest took so long, the sailors who climbed to the top returned with gray beards. The vessel was so big that once, when she hit an island in the Caribbean Sea, she knocked it clear into the Gulf of Mexico!

But one of *The Courser's* most memorable escapades took place in the English Channel. When she was trying to sail between Calais and the dark cliffs of Dover, her crew discovered the width of her beam was wider than the passageway.

ANALYZE THE TEXT

Understanding Characters How has Stormalong changed throughout the story so far? What has he done and said that shows these changes?





“It’s impossible to wedge her through!” the first mate cried. “We have to turn back!”

“Hurry, before she crashes on the rocks!” said another.

“No, don’t turn her back!” bellowed Stormy from the captain’s wheel. “Bring all the soap on deck!”

The crew thought Stormy had lost his mind, but they went below and hauled up the three-ton shipment of soap just picked up in Holland.

“Now swab her sides until she’s as slippery as an eel,” Stormy ordered.

“Aye!” the sailors shouted, and they sang a chantey as they plastered *The Courser*’s sides with white soap.

“Now we’ll take her through!” said Stormy. And as the ship’s sails caught the wind, Stormalong eased her between the Dover cliffs and Calais. Ever since then the white cliffs of Dover have been as milky white as a whale’s belly, and the sea below still foams with soapsuds.

For years Stormalong was the most famous sea captain in the world. Sailors in every port told how he ate ostrich eggs for breakfast, a hundred gallons of whale soup for lunch, and a warehouseful of shark meat for dinner. They told how after every meal he’d pick his teeth with an eighteen-foot oar—some said it was the same oar he once carried to Kansas.

But it was also said that sometimes when the crew sang chanteys late at night, their giant captain would stand alone on the deck, gazing out at the sea with a look of unfathomable sorrow in his eyes.

After the Civil War, steamships began to transport cargo over the seas. The days of the great sailing ships came to an end, and the courageous men who steered the beautiful Yankee clippers across the oceans also began to disappear.



IN
MEMORY
OF
B. STORMALONG

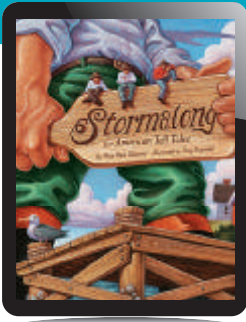
No one remembers quite how old Stormalong died. All they recollect is his funeral. It seems that one foggy twilight thousands of sailors attended his burial. They covered him with a hundred yards of the finest Chinese silk, and then fifty sailors carried his huge coffin to a grave near the sea. As they dug into the sand with silver spades and lowered his coffin with a silver cord, they wept tears like rain.

And for years afterward they sang about him:

*Old Stormy's dead and gone to rest—
To my way, hey, Stormalong!
Of all the sailors he was the best—
Aye, aye, aye, Mister Stormalong!*

Ever since then seamen first class put “A.B.S.” after their names. Most people think it means “Able-Bodied Seaman.” But the old New England **seafaring** men know different. They know it stands for the most amazing deep-water sailor who ever lived, Alfred Bulltop Stormalong.

Dig Deeper



How to Analyze the Text

Use these pages to learn about Understanding Characters, Point of View, and Hyperbole. Then read “Stormalong” again to apply what you learned.

Understanding Characters

“Stormalong” is a tall tale about a larger-than-life sailor nicknamed Stormy. Like people in real life, every story **character** is unique. To figure out what a character is like, look for text evidence about what he or she thinks, says, and does.

Paying attention to what Stormy thinks, says, and does will help you understand what he is like and what his relationships with other characters are like. Reread pages 146–147. What do Stormy’s thoughts, words, and actions tell you about him?

| Thoughts | Words | Actions |
|----------|-------|---------|
| | | |



RL.4.3 describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.6** compare and contrast the point of view from which stories are narrated



Point of View

Point of view is the standpoint from which a text is written. Remember that most stories are written in first-person or third-person point of view.

- In **first-person point of view**, a story character is the narrator. The narrator uses the words *I*, *me*, and *my*.
- In **third-person point of view**, an outside observer is the narrator. The narrator uses the words *he*, *she*, and *they* to tell about characters. A third-person narrator knows what all the characters are thinking.



Hyperbole

Hyperbole is a device authors use to “stretch the truth,” or exaggerate characters’ actions and abilities. Writers of tall tales use hyperbole to make characters seem larger than life. For example, the author compares Stormy’s voice to a foghorn, a device that makes a loud moaning noise to warn sailors of approaching land.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the story to prepare to discuss this question: *Why do people pass down stories over the years?* As you discuss, take turns naming stories that have been passed down for generations.



Classroom Conversation

Continue your discussion of “Stormalong” by explaining your answers to these questions:

- 1 What do you think was the author’s purpose for writing this story?
- 2 What made Stormalong such a legend among sailors?
- 3 Do you think Stormalong ever felt as if he belonged? Tell why or why not.

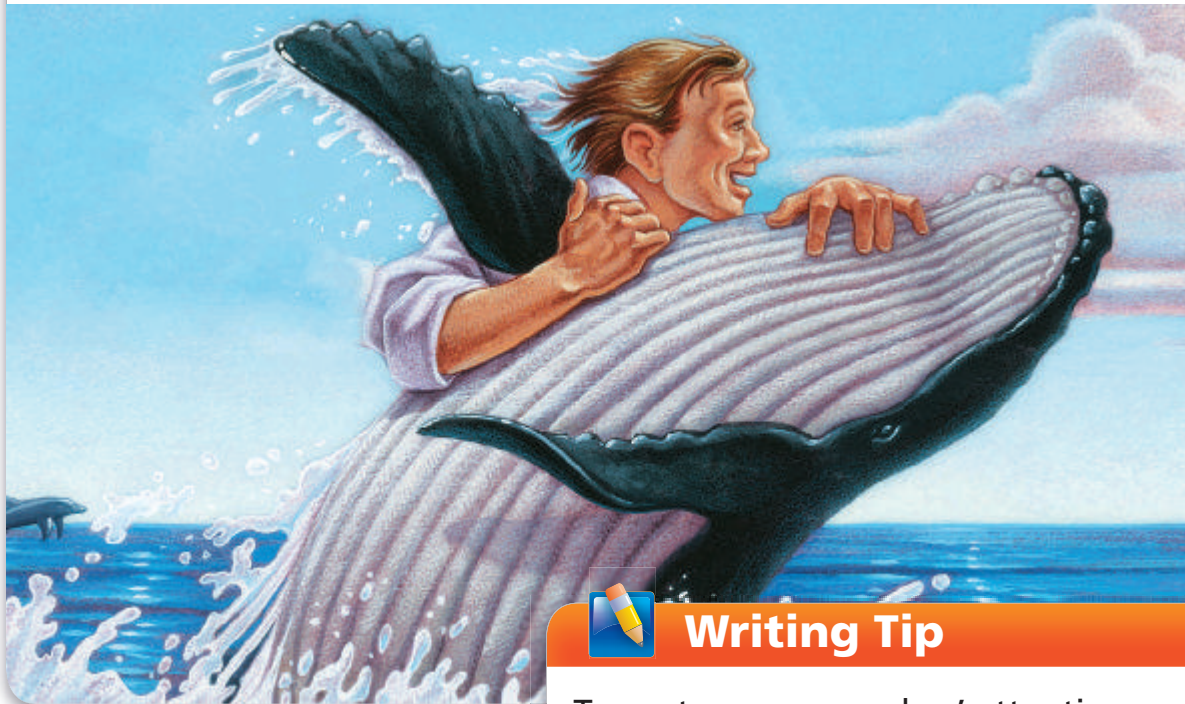
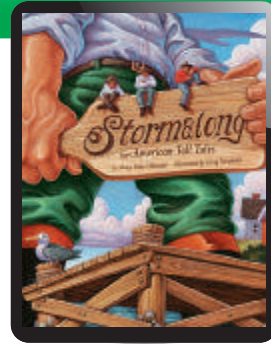
LOCAL LEGEND

Write a Song With a partner, write your own humorous song about a huge baby or other tall-tale character that comes to your town. Include a description of the main character and a problem his or her arrival creates. How does your town solve this problem? Decide on a tune for your song and perform it for the class.



WRITE ABOUT READING

Response Stormy struggled his whole life to fit in. Write a paragraph about why he struggled so much. Use examples and details from the story to support your answer. Also include your thoughts about why people feel the need to fit in. Remember to end the paragraph with a concluding statement.



Writing Tip

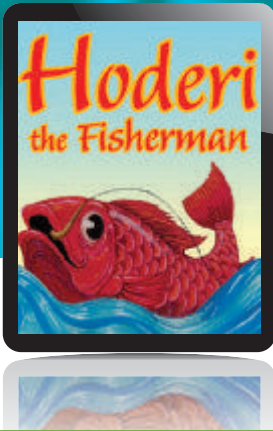
To capture your readers' attention, open your paragraph with an interesting introduction. Then state two or three reasons why Stormy struggled.



RL.4.3 describe a character, setting, or event, drawing on details; **W.4.1b** provide reasons supported by facts and details; **W.4.1d** provide a concluding statement or section; **W.4.9a** apply grade 4 Reading standards to literature; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic

Lesson 5

FOLKTALE



✓ GENRE

A **folktale** is a story that the people of a country tell to explain or entertain. This folktale is in the form of a play.

✓ TEXT FOCUS

Scenes help show when the setting, or time and place, changes in a play. Scenes also separate the action of the play into different sections. How does each scene differ from the others?



RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements

Hoderi the Fisherman

retold by Kate McGovern

Cast of Characters

Narrator

Hoderi (hoh DEH ree)

Hikohodemi (HIH koh hoh DEH mee)

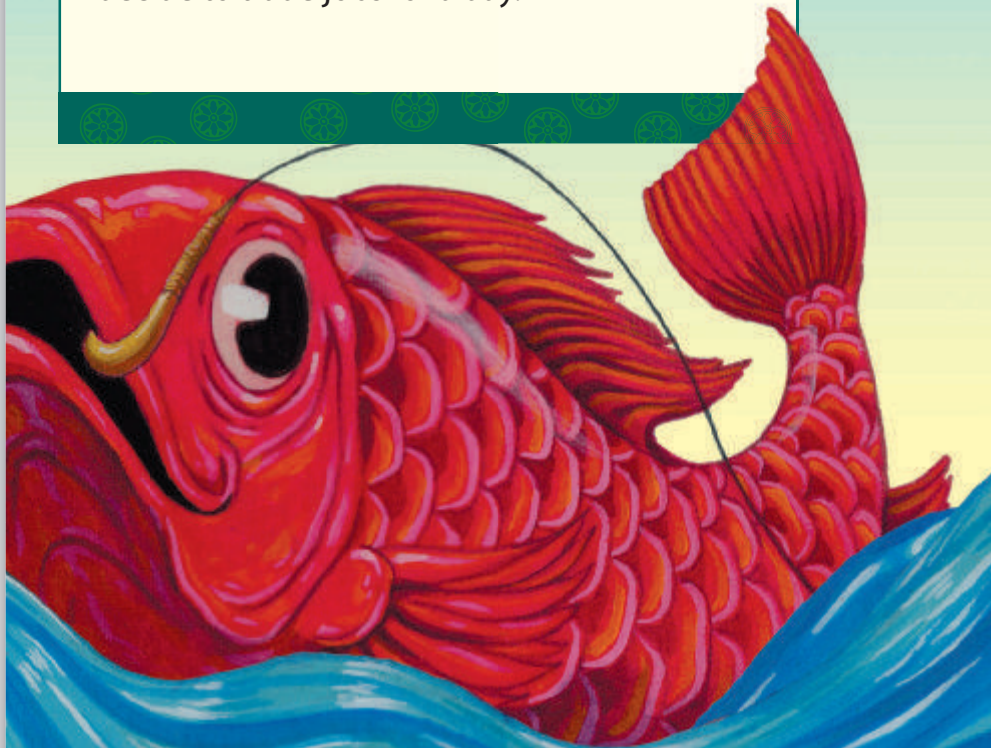
Katsumi (kat SOO mee)

Sea King

Scene 1

[Setting: A small Japanese fishing village in the 1500s.]

Narrator: One day, two brothers—Hoderi, a hunter, and Hikohodemi, a fisherman—decide to trade jobs for a day.



Hoderi: Brother, let us make this day memorable by doing something special. I have always had a yearning to fish.

Hikohodemi: Good idea! But do not lose my fishing hook. With the shortage in iron, I cannot easily replace it.

Narrator: Alas, Hoderi is not a seafaring man. The first fish he catches swims away with the fishing hook.

Hoderi: *[To Hikohodemi]* I am afraid I lost your hook.

Hikohodemi: *[Looking horrified]* Hoderi! You betrayed my trust! By now the sea's tidal shifts have taken it far away.

Hoderi: *[Sorrowfully]* Then I shall search the entire sea until I find it. *[Hoderi dives into the water.]*

Scene 2

[Setting: Underwater, near the Sea King's palace.]

Narrator: Soon, Hoderi meets Katsumi, a Sea Princess.

Katsumi: Welcome! What brings you to our palace?

Hoderi: Forgive me. I am looking for a lost fishing hook. It belongs to my brother.

Katsumi: Perhaps my father, the Sea King, can help.

Narrator: Hoderi tells the Sea King his story.

Sea King: The condition of the sea can make it dangerous, friend. We will help you search.





Scene 3

[Setting: The Sea King's palace, weeks later.]

Narrator: Hoderi stayed in the palace. Soon, he and Katsumi fell in love. Then they received news.

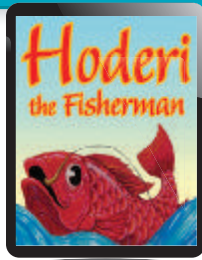
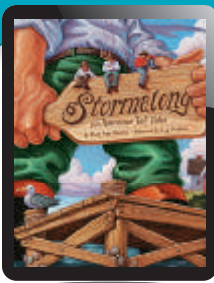
Hoderi: *[Sadly]* The sea creatures have found the lost hook, Katsumi. Now I must return home.

Katsumi: I will go with you, Hoderi.

Narrator: Katsumi hurries to tell her father.

Sea King: *[Upset]* You cannot leave! If you do, you will turn into a sea dragon! You will be an outcast!

Narrator: Katsumi did not listen to her father. She traveled with Hoderi back to his village. But her father was right. One day, without warning, the Sea Princess became a dragon and disappeared into the foaming sea. Hoderi never saw her again.



Compare Texts

TEXT TO TEXT

Discuss Theme The theme of a story is the author's message, or the lesson the author wants readers to learn. With a partner, talk about the lesson that readers can learn from "Stormalong" and from "Hoderi the Fisherman." Then work together to write a sentence that sums up the theme both stories communicate.



TEXT TO SELF

Describe an Interest In "Stormalong," the main character is happy only when he realizes his true calling as a sailor. Think of an activity, such as a sport, game, or hobby, that makes you especially happy. Write a short paragraph describing this activity. Explain why you like it so much.



TEXT TO WORLD

Research Steamships The era of the clipper ships described in "Stormalong" ended when ships powered by steam were invented. Use one online and one print source to learn about steamships. Then create a list of facts about steamships, including how they changed the way goods were transported. Share what you learned with the class.



RL.4.2 determine theme from details/summarize; **RL.4.9** compare and contrast the treatment of similar themes and topics; **W.4.7** conduct short research projects that build knowledge through investigation; **W.4.8** recall information from experiences or gather information from print and digital sources/take notes, categorize information, and provide a list of sources

Grammar



What Is a Proper Noun? A noun names a person, place, or thing. A **proper noun** names a particular person, place, or thing. A proper noun always begins with a capital letter. Some examples are names, states, languages, and book titles. Some words, such as *Uncle*, *Mom*, and *Jr.*, can be used as names or parts of names. These words are also proper nouns.

Proper Nouns

historical event name
 During the Civil War, Abraham Lincoln issued
 historical document
 the Emancipation Proclamation.

book
 Mona read *Harriet Tubman: Conductor of the Underground Railroad*
 article
 and "The Underground Railroad" for summer reading.

words used as a name nationality
 Mona heard Uncle John say that many Americans helped
 state country
 African American slaves escape to New York or Canada.

Try This!

Rewrite the sentences below, correctly capitalizing the words in bold type.

- 1 **paul bunyan** and **babe the blue ox** is another tall tale about a giant.
- 2 **pablo** and **aunt lola** saw a statue of **paul bunyan** in **bemidji, minnesota**.
- 3 They learned that **americans** started reading stories about **paul bunyan** during **world war I**.

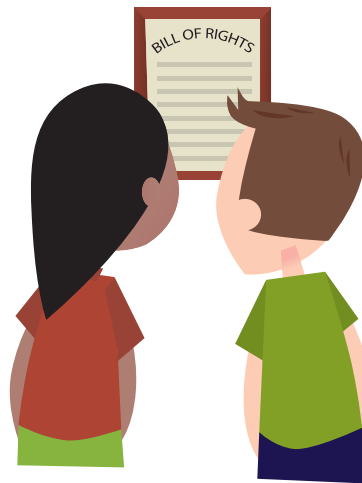
When you use proper nouns in your writing, be sure to capitalize the appropriate words. This will help your readers know that you are using the names or titles of particular people, places, and things.

Incorrect



Two americans looked at their bill of rights.

Correct



Two Americans read the Bill of Rights.



Connect Grammar to Writing

As you edit your narrative, check to make sure that you have capitalized all the proper nouns in your writing. If necessary, rewrite proper nouns so that they are capitalized correctly.



W.4.3a orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.3c** use transitional words and phrases to manage the sequence of events

Narrative Writing

Reading-Writing Workshop: **Revise**

✓ Ideas "Stormalong" grabs the reader's interest from the very beginning of the story. When you revise your **fictional narrative**, make the beginning grab the reader's interest. Use **transitional words** such as *later on* to connect the events. Use **concrete words** to strengthen your **descriptions**.

Mei Ann revised the beginning of her story by introducing the setting in an interesting way. Later, she revised her opening paragraph by adding a transitional phrase to make the sequence of events clearer. She replaced dull words with exact ones. She also made sure all proper nouns were capitalized.



Revised Draft

"Achoo!" Sarah sneezed in the dusty air.
 ^ It was the first time sarah had entered
 ≡
 the attic of her new house. The room was
 After a few minutes,
 dark and dusty. ^ Sarah's eyes got used to
 the dark. She saw camping gear, old ^{toys} ~~things~~,
 ^
 and furniture stacked against the walls.
 "This place is so cool!" she said.
 Matt didn't agree. "There are probably
 spiders
~~bugs~~ up here!"
 ^
 "We can't turn back now!" Sarah said.



Writing Process Checklist

Prewrite

Draft

▶ **Revise**

- Did I introduce the characters and setting in an interesting way?
- Have I used transitional words?
- Did I use exact words and dialogue?
- Did I capitalize proper nouns?

Edit

Publish and Share

Final Copy

In the Attic

by Mei Ann Lee

"Achoo!" Sarah sneezed in the dusty air. It was the first time Sarah had entered the attic of her new house. The room was dark and dusty. After a few minutes, Sarah's eyes got used to the dark. She saw camping gear, old toys, and furniture stacked against the walls. "This place is so cool!" she said.

Matt didn't agree. "There are probably spiders up here!"

"We can't turn back now!" Sarah said. Then she pointed to an old brown suitcase. "I wonder what's in that." Sarah tried to open the suitcase, but it was protected by a heavy lock. "We'll never get this open!" she said. Just then the attic door creaked open, and Mom appeared. She held several keys on an old string.

"Let the exploration begin," she said.

Reading as a Writer

Which parts of Mei Ann's opening help set the stage for the story? Is the sequence of events clear? How can you add transitional words to make sure readers follow the events in your story?

In my final draft, I used exact words. I also made sure to use transitional words to connect events. I checked that I used quotation marks for the dialogue.

