**Skills: We learned some important writing skills this term. Fill in the blanks in the sentences with the appropriate terms from the box, below. Choose the BEST answer for each question.**

|  |  |  |  |
| --- | --- | --- | --- |
| descriptive language | similes | what they know | fantasy |
| scene come alive | inferences | characters, settings or events  | author study |
| show-don’t-tell | scan | skim | details |

1. Good writers often don’t tell us what their characters are thinking or feeling. Instead they use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to give the reader clues.

**what they know**

**Show-don’t-tell**

1. The reader then uses these clues and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the character’s thoughts & feelings.

**author study**

**inferences**

1. Sometimes students may do an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to learn more about why a writer writes the kinds of stories they do and to understand their stories better.
2. Roald Dahl said a children’s writer need to be able to “make a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the reader’s mind.” We saw how Dahl did this in his own stories using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**descriptive language**

**scene come alive**

1. Sometimes we only have a short time to read or get information from an article. In such cases we may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to find specific information we are looking for. Or, we may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get the overall meaning of the article.

**fantasy**

**scan**

**skim**

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a make-believe story that has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that couldn’t happen or exist in real life.

**characters, settings or events**