



Details make your writing more interesting.
Add details telling *who* and *what*.

- A. Read these articles from a school newspaper. One article gives interesting details telling *who* and *what*. Draw a star next to it.

News from Room 7

We had Dictionary Day this week. Everyone got a new dictionary! We learned about a man who wrote a dictionary. We found some of our names in the dictionary.

News from Room 12

All the third-grade classes got new dictionaries on October 16. That is Dictionary Day. It is also the birthday of Noah Webster. He wrote the first American dictionary. It was fun to look for our names in the dictionary. We found *Victor, Grace, Lily, and Mason*.

- B. Look at these details from the second article. What kind of details are they? Write *who* or *what* next to each one.

1. All the third-grade classes _____
2. Noah Webster _____
3. The first American dictionary _____
4. Victor, Grace, Lily, and Mason _____



A good writer includes details that tell *when*, *where*, and *why*.

- A. Read the paragraph. Circle the details that tell *when*. Underline the details that tell *where*. Draw two lines under the details that tell *why*.

School was very different one hundred years ago. In farming states such as Iowa, many families lived in the country. The children went to school in one-room schoolhouses. They came from far and wide, because there weren't many schools. Children didn't take a bus to school. They walked, sometimes for miles. One teacher taught all the grades, because the students were all different ages. The teacher went to school at dawn. She had to light the wood stove. She used chalk to write the lessons on a blackboard. At eight o'clock, she rang a bell to start school. She rang it again at the end of the day.

- B. Write a sentence about your school. Use a detail that tells *when*, *where*, or *why*.

- C. Write the two contractions in the paragraph above that are made from the word *not*.



Use the “5 Ws” to make your writing interesting.
Tell *who*, *what*, *when*, *where*, and *why*.

A. Write the missing details to tell *who*, *what*, *when*, *where*, or *why*.

Details		
to Danville Junior High	fifty years ago	cellphone
my grandma Beth	it was against the rules	at 4:00
her friend Selma	in Selma’s locker	skirt

When _____
(who) went to school,
some things were different. It was _____
(when)
_____. Grandma went _____
(where)
_____. She wore a _____
(what) or dress every day.
That’s because _____
(why)
for girls to wear pants. Also, she did not have a _____
(what)
_____. It was not invented yet. So if she wanted to
send _____
(who) a message, she had to put
a note _____
(where). They often walked
home together after school _____
(when). Grandma says
it’s hard to believe how much has changed.

B. Read each pair of words. Write their contractions. Then circle those contractions in the paragraph.

that + is = _____

it + is = _____



Use the “5 Ws”—*who, what, when, where, and why*—to help you plan your writing.

Think back to your first day of school this year. What details can you remember about it? Fill in the chart.

The First Day of School

Who was there:	
What you did:	
When it took place:	
Where things happened:	
Why you liked or didn't like it:	