

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

topic sentence indent purpose for writing supporting sentences

- a) The sentences that add details to the topic sentence are called _____.
- b) The reason you choose to write a paragraph is called your _____.
- c) The _____ tells the main idea of a paragraph.
- d) Make sure you _____ or move five spaces to the right when you begin a paragraph.

/4

Reading Passage

The Topic Sentence

A good paragraph needs a good topic sentence. The topic sentence tells the main idea of the paragraph. It is usually the first sentence in the paragraph. The topic sentence will give your readers a preview of what the paragraph will be about. The topic sentence is usually indented five spaces.

Supporting Sentences

A well-developed paragraph has a good topic sentence that states its main idea. In addition, it will have three or four supporting sentences that support or explain the main idea introduced by the topic sentence. Supporting sentences may also be called details.

Closing Sentence

The last sentence in your paragraph is called the closing or summary sentence. Its purpose is to restate the main idea of your paragraph. One way to do this is to reword the topic sentence so that the same main idea is expressed.

Comprehension Questions

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- | | | | |
|---|-----------------------|---|--|
| 1 | paragraph | restates the main idea of your paragraph | |
| 2 | descriptive paragraph | a group of words that expresses a complete thought | |
| 3 | sentence | a paragraph that describes a place, idea, person, or thing | |
| 4 | summary sentence | tells the main idea of the paragraph | |
| 5 | topic sentence | a collection of related sentences dealing with a single topic | |

/5

Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /39