


# Short Answer Question

 You and a friend have started a childcare business. You plan to take care of your neighbor's children, a boy who is three, and a girl who is five. Use the brainstorming graphic organizer to list some of the activities you will use in your daycare business. Remember that lists do not have to be written in complete sentences.


Brainstorming List: Daycare Activities

/8

# Reading Passage

A Good Topic Sentence Should:	Bad Example	Good Example
1. be a statement not a question.	"Will the students of City Elementary School successfully complete the written composition exams?"	"Because of their determination and hard work, the students of City Elementary School successfully completed the written composition exams."
2. not be too broad	"All the students did great work."	"The students used correct punctuation, grammar, and sentence structure on their composition exams."
3. not look like an announcement	"They made the highest scores in the school's history."	"As a result of their preparation and enthusiasm, the students made the highest scores in the school's history."

# Comprehension Questions

 Type a "P" next to each step that happens in the prewriting stage of the writing process and type a "D" next to each step that happens in the drafting stage of the writing process.

- a) Decide who the audience for the writing will be.
- b) Use a Venn Diagram to help decide likenesses and differences of two topics.
- c) Decide what the purpose for writing will be.
- d) Brainstorm ideas for a topic.
- e) Use a topic sentence, supporting details, and a summary sentence as you write.

/5

# Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	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"/>
<b>Responses to the text</b>	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"/>
<b>Analysis of Concepts</b>	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"/>
<b>Application of Concepts</b>	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 =  /57