

Matching

Match the graphic organizer to the written description on the right. Type the number of the graphic organizer next to its meaning.

1. **1. INFORMAL OUTLINE**

Topic - _____
 1. Topic Sentence - _____
 2. Supporting Details - _____
 3. Closing Sentence - _____

A graphic organizer that arranges the ideas as they happened.

2. **2. SEQUENCE CHART**

TOPIC - _____
 First, _____
 Second, _____
 Third, _____
 Fourth, _____
 Finally, _____

A graphic organizer that arranges ideas by their importance.

3. **3. ORDER OF IMPORTANCE LADDER**

Topic _____
 Most Important Idea _____
 Supporting Details _____
 Summary Idea _____

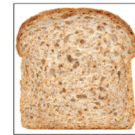
A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence.

/3

Reading Passage

The second step in the writing process is called drafting. Drafting is the process of putting your ideas on paper as sentences and paragraphs. Many writers use graphic organizers to help them keep their ideas in order as they begin to write.

A fun way to organize your ideas for a paragraph is to use a paragraph sandwich graphic organizer! Of course, you won't really be making a sandwich in your classroom, but if you pay attention, you'll learn how to write a good paragraph. The first step in making a paragraph sandwich is to pretend that one piece of bread is the topic sentence. The topic sentence helps to keep the sandwich together.



Topic Sentence



First Supporting Detail



Second Supporting Detail



Third Supporting Detail



Summary Sentence

Comprehension Questions

Use the space below to brainstorm ideas for a paragraph of at least five sentences about what would happen if you could become invisible whenever you wanted to. What are some of the things you could do that you cannot do now? Decide who your audience will be and what your purpose for writing this paragraph is.

/5

Marking Rubric

Name: _____

Marking Rubric

	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 = /36