

Drag and Drop

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

introduction

essay

body

five paragraphs

three

- An _____ is a collection of paragraphs that are all related to the same topic.
- Most essays are made up of at least _____.
- All essays have _____ parts.
- The first part of an essay is the _____.
- The second part of the essay is the _____.

/5

Reading Passage

Just as a paragraph is a collection of sentences about the same topic, an essay is a collection of paragraphs that are all related to the same topic. Most essays have five paragraphs organized this way:

Parts of an Essay
 First paragraph – the introduction
 Second, third, and fourth paragraphs – the body of the essay
 Fifth paragraph – the conclusion

Sometimes your teacher may assign a prompt, or topic for your essay. Or you may get to choose one on your own. Either way, you should look at your topic and ask yourself, "What do I want my audience to know about this subject?" Your answer will be your purpose for writing. You can easily see that the first two steps in writing an essay are to: 1. choose a topic and 2. choose a purpose for writing.

Matching

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

- | | | | |
|---|-----------------|--|----------------------|
| 1 | brainstorming | A graphic organizer that identifies who, what, where, when, and why. | <input type="text"/> |
| 2 | narrative essay | An essay that tells a story. | <input type="text"/> |
| 3 | 5 W's Chart | A graphic organizer that lists events in the order they occurred. | <input type="text"/> |
| 4 | sequence charts | A way of coming up with ideas by recording your words and thoughts. | <input type="text"/> |

/4

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 = /45