

Matching

Match the graphic organizer to its description. Drag the checkmark to the description that matches with the graphic organizer.

CHRONOLOGICAL ORDER CHART

TOPIC -
First, (Introductory Paragraph)
Second, (Body Paragraph)
Third, (Body Paragraph)
Fourth, (Body Paragraph)
Finally, (Conclusion)

A graphic organizer that arranges the events or topics as they happened.

A graphic organizer that arranges ideas by their importance.

A graphic organizer that arranges ideas as main topic, supporting details, and closing sentence for each paragraph in the essay.

/1

Reading Passage

The second step in the writing process is drafting. Writing a first, or rough, draft is the time to put all your thoughts about the topic on paper. Don't worry too much about spelling or punctuation on the first draft. You'll have time to fix mistakes later. The first draft lets you see how everything fits together. You may want to add or take away some things after you finish the first draft. As you write your first draft, always keep the purpose of the essay in mind. For instance, the purpose of an informative essay is to present facts and ideas about the topic. The purpose of a narrative essay might be to tell about an event, while a descriptive essay's purpose could be to describe a beautiful flower garden. Write your essay with its purpose in mind.

Drag and Drop

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

drafting

order of importance ladder

chronological outline

a) A graphic organizer that lists the events or steps in a process in the order they occurred is called

a _____.

b) The second step in the writing process is called _____.

c) If you want to organize the points in your essay according to how important they are to the topic,

you would use an _____.

/3

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 = /23