

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

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)

2
✓

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: _____

	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

Drag and Drop

Drag the checkmark beside the descriptive essay prompts.

- a) Your neighbor has some very strange pets. One day he asks you to babysit his pet raccoon. Write a story about the adventures of babysitting this lovable animal.
- b) Many television shows are devoted to helping people envision a dream home. Imagine one of these shows has agreed to build your dream home. In a letter, describe your dream home to the show's producers so they will build exactly the home you want.
- c) Inventions are all around us. Think of an invention that has been especially helpful or harmful to people. Write an essay that explains why.

/3

Reading Passage

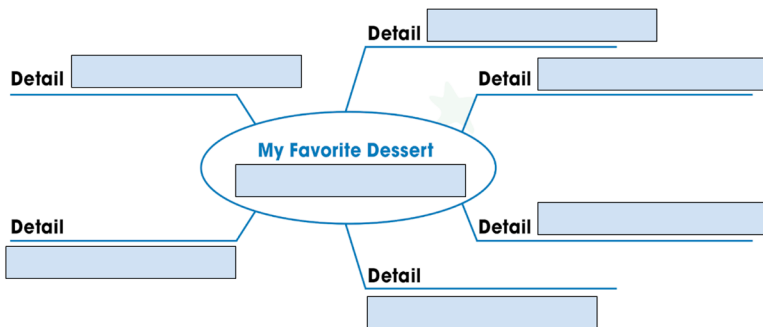
It is very important to remember that descriptive essays should contain colorful language. Try to use as many adjectives as you can in your essay. Descriptive essays do not tell a story, convince someone to think a certain way, or present a report about something. In a descriptive essay, your purpose is to describe as many characteristics of a person, place, thing, or feeling as you can.



The Writing Watch Dog says, "Great descriptive essays use detailed observations and descriptions to project complete pictures into the minds of your audience."

Comprehension Questions

Complete the Spider Map Organizer. Type your answers in the blue boxes.



/7

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 = /46

Drag and Drop

Choose the correct term or phrase to complete each statement. Drag and drop the words in the boxes.

sequence

“be” verbs

narrative essay

- a) “Is, am, were, was, are, be, being, and been” are all _____.
- b) An essay that tells about the writer’s experiences and is written in the form of a story is called a _____.
- c) When events are written about in the order they happened we say they are written in _____.

/3

Reading Passage

Another very important tip to remember when you compose a narrative essay is to use strong verbs. You recall that a verb is a part of speech that shows action or state-of-being. “State-of-being” verbs are any forms of the word, “be” – is, am, were, was, are, be, being, been.” “State-of-being” verbs are verbs that state that something IS. “State-of-being” verbs are NOT powerful verbs. In fact, one author says that, “BE verbs are boring!” Always try to limit the number of “be” verbs you use in your essays.

Action verbs describe the action or behavior of somebody or something. Words such as “giggled”, “screamed”, “raced”, “tiptoed”, and “whispered” are all action verbs. Action verbs keep your audience interested in your writing and help them see the story in their minds. “Show, don’t tell” is advice that every good writer should follow. The objective of writing a narrative essay is to make the reader feel as if he is seeing the story unfold before him. Good writers use action and dialog to show what a character is thinking, saying, and doing. Showing can be done by: 1. writing scenes; 2. describing the actions of the characters; 3. revealing character through dialog; and 4. using the five senses when possible.

Comprehension Questions

Use the narrative essay prompt below to help you fill in the simple outline.

NARRATIVE ESSAY PROMPT

You and your mother are home alone when suddenly a tornado is spotted coming toward your house. Tell about your experience.

Title of Your Essay

Introduction (first paragraph)

- “Grab” your audience’s attention

- Thesis statement

- Introduce supporting ideas

/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 = /61

Comprehension Questions

Type an "I" in front of each informative essay title.

- a) The Story of Paul Bunyan and Babe the Blue Ox
- b) The Causes of the Civil War
- c) Why You Should Vote for Tim Hall for Class President
- d) The Animals of Australia
- e) A Report about Tales of a 4th Grade Nothing by Judy Blume

/5

Reading Passage

The 3-2-1 Planner is a graphic organizer that helps you gather all your information for an informative essay. The "3-2-1" stands for three key ideas, two details for each idea, all in one topic. The 3-2-1 Planner helps you organize your essay into three parts (beginning, middle, and end) and plan two details for each part. Using this planner will help you make sure that all the information you need for your essay is included and that you have left out any unrelated information.



The Writing Watch Dog says, "Keep in mind that an expository essay is one that:

1. explains a subject
2. tells the steps of a process
3. presents ideas in logical order or correct sequence

The key words in an expository essay prompt will be "explain" or "tell how".

Comprehension Questions

A report about a famous person is a great example of an informative essay. Use the Biography Chart below to develop an outline about the life of Albert Einstein.

Biography about:

Famous because:

Birthplace:

Early Life:

Education:

Major Life Events:

Other Information:

Quote:

Research sources:

/9

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 = /41

Short Answer Questions

Answer each question with a complete sentence.
Type your answers in the boxes below.

a) What is the purpose of a persuasive essay?

b) What is the difference between a narrative essay and a persuasive essay?

/2

Reading Passage

The fifth paragraph is called the conclusion paragraph. The first sentence should refer back to your thesis statement in paragraph # 1. The following three sentences should summarize the body paragraphs you have written and the last sentence should be a restatement or rewording of the topic sentence of paragraph # 1. An outline of a persuasive paragraph should look like this:

1. Body – Supporting Paragraph 1

Topic Sentence
Supporting Sentences (3)
Transition/conclusion

2. Body – Supporting Paragraph 2

Topic Sentence
Supporting Sentences (3)
Transition/conclusion

3. Body – Supporting Paragraph 3

Topic Sentence
Supporting Sentences (3)
Transition/conclusion

4. Conclusion Paragraph

Transition into the conclusion by restating Thesis/ Position Statement Summarize your body paragraphs: Final “clincher” sentence that leaves the reader satisfied with your argument.

True or False

Are the following statements TRUE or FALSE?
Drag the circles to TRUE or FALSE.

The writer tries to change the audience's minds in a descriptive essay.
TRUE FALSE

One of the first things to do when you are preparing to write a persuasive essay is to choose a good topic.
TRUE FALSE

It is not very important to study both sides of the issue or topic before you begin writing a persuasive essay.
TRUE FALSE

/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 = /58

Short Answer Questions


 Answer each question with a complete sentence.
Type your answers in the boxes below.

a) What is the third step in the writing process?

b) Describe what it means to proofread something you have written.

/2

Reading Passage

 When you have finished drafting an essay it is time for you to begin the revision process. Revision is the third step in the writing process and simply means, “to look at again”. Revision has three parts – 1. rest; 2. reread; and 3. make changes. “Rest” means that you should leave the essay alone for several hours or even a day before you begin the reviewing process. When it is time to look at the essay again, you can reread it silently or even reread it aloud. Look for any changes that need to be made in the wording, capitalization, punctuation, and meaning. You may also need to add or change some words around when you reread. Finally, go ahead and make the changes that need to be made. The Revision Checklist on the next slide is an excellent tool to use when you revise an essay.

Drag and Drop

 Drag the circle to the correct answer in each sentence.

- a) (Its) (It's) time for lunch.
- b) I'm afraid (its) (it's) going to be a long trip in the car with my baby brother.
- c) (Its) (It's) five o'clock and no one is here!

/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 = /68

Writing Tasks

Writing Tasks

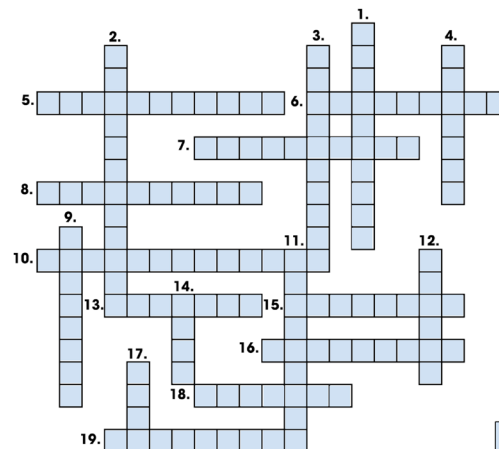
You are holding a family photograph. As you look at the photograph you are suddenly transported back into the time and setting of the picture. Describe the picture and explain the interesting things that happened on the day the picture was taken.

/2

Crossword

Word List

adjectives
 biography
 brainstorming
 drafting
 expository
 graphic
 informative
 narrative
 objective
 outline
 paragraph
 prewriting
 prompt
 proofreading
 pros
 publishing
 reports
 revision
 verb



/19

Word Search

Drag the red circles

over top of the words

you find in the word

search.

/18

g	j	w	e	s	s	a	y	s	t	p	m	o	r	p	
k	y	l	h	t	k	d	r	a	f	t	i	n	g	x	
w	s	p	t	r	l	j	m	r	e	a	v	r	p	b	
e	r	e	q	o	e	e	e	e	p	i	s	r	y	f	
v	e	v	l	p	d	c	r	v	e	r	b	s	e	b	
i	z	i	g	e	g	t	i	a	m	j	n	o	y		
t	i	t	t	r	j	i	e	s	p	d	i	h	g	r	
c	n	a	h	b	e	v	i	a	r	l	l	p	n	o	
e	a	r	e	j	d	e	s	u	t	i	n	g	a	i	t
j	g	r	s	a	e	s	f	s	p	q	g	r	s	i	
b	r	a	i	n	s	t	o	r	m	i	n	g	i	s	
o	o	n	s	r	i	u	q	e	o	h	h	a	v	o	
o	u	t	l	i	n	e	s	p	w	f	k	r	e	p	
g	r	a	p	h	i	c	h	j	p	k	c	a	r	x	
r	m	s	n	o	c	d	n	a	s	o	r	p	l	e	

Comprehension Quiz

Identify each essay type below. Type an "I" next to each informative prompt. Type a "P" next to each persuasive prompt. Type an "N" next to each narrative prompt. Type a "D" next to each descriptive prompt.

- a) Write about the insects in Australia.
- b) Write about the best birthday you ever had.
- c) Write about why you believe there should be a three day school week.
- d) Describe your favorite kind of ice cream.
- e) Should boys and girls go to separate schools?

/5