

Drag and Drop

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

topic sentence indent purpose for writing supporting sentences

- a) The sentences that add details to the topic sentence are called _____.
- b) The reason you choose to write a paragraph is called your _____.
- c) The _____ tells the main idea of a paragraph.
- d) Make sure you _____ or move five spaces to the right when you begin a paragraph.

/4

Reading Passage

The Topic Sentence

A good paragraph needs a good topic sentence. The topic sentence tells the main idea of the paragraph. It is usually the first sentence in the paragraph. The topic sentence will give your readers a preview of what the paragraph will be about. The topic sentence is usually indented five spaces.

Supporting Sentences

A well-developed paragraph has a good topic sentence that states its main idea. In addition, it will have three or four supporting sentences that support or explain the main idea introduced by the topic sentence. Supporting sentences may also be called details.

Closing Sentence

The last sentence in your paragraph is called the closing or summary sentence. Its purpose is to restate the main idea of your paragraph. One way to do this is to reword the topic sentence so that the same main idea is expressed.

Comprehension Questions

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

- | | | | |
|----------|-----------------------|---------------------------------------------------------------|----------------------|
| 1 | paragraph | restates the main idea of your paragraph | <input type="text"/> |
| 2 | descriptive paragraph | a group of words that expresses a complete thought | <input type="text"/> |
| 3 | sentence | a paragraph that describes a place, idea, person, or thing | <input type="text"/> |
| 4 | summary sentence | tells the main idea of the paragraph | <input type="text"/> |
| 5 | topic sentence | a collection of related sentences dealing with a single topic | <input type="text"/> |

/5

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 = /39

Drag and Drop

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

graphic organizers **prewriting** **general to specific** **brainstorming**

- a) The first stage in the writing process is _____.
- b) One way of coming up with ideas for writing by writing down all of your thoughts about a subject in a set period of time is called _____.
- c) Another method of prewriting is to think about a broad topic and then break it down into all its supporting topics or thinking from _____.
- d) Diagrams which help you organize your prewriting ideas on paper are called _____.

/4

Reading Passage

Graphic Organizers

You can also use graphic organizers to help you brainstorm ideas for writing. Graphic organizers are diagrams or drawings which help you organize your ideas on paper. One of the most common graphic organizers to use for brainstorming is listing. Listing means that you write down every word you can think of that is related to a particular topic in a given amount of time. The other main ways to brainstorm are using cluster maps and free-writing. We will discuss both of these methods and other graphic organizers in later lessons.

Another area of brainstorming is deciding your focus or what you will be writing about. Finally, in prewriting you must decide who will read or hear your writing. This is choosing your audience.

Multiple Choice

Choose the best graphic organizer to use for each paragraph prompt. Drag the checkmark to the answer that is the most correct.

- ✓ a) Your teacher asks you to write a paragraph about the most important event that happened to you on each of the seven days of last week.
- Venn Diagram
 - Time Line
 - 5 W's Chart
 - Sensory Chart
- ✓ b) Your mom asks you to write a paragraph describing the kitchen as she prepares dinner.
- Cause and Effect Chart
 - Time Line
 - Sensory Chart
 - 5 W's Chart

/2

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 = /34

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:

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 = /57

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 - _____

2

2. SEQUENCE CHART

TOPIC - _____

First, _____

Second, _____

Third, _____

Fourth, _____

Finally, _____

3

3. ORDER OF IMPORTANCE LADDER

Topic _____

Most Important Idea _____

Supporting Details _____

Summary Idea _____

A graphic organizer that arranges the ideas 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.

/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.



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.

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 = /36

Drag and Drop

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

revision

rest

rubric

- a) _____ is another name for a scoring guide for writing.
- b) _____ is the third step in the writing process.
- c) After completing a first draft the writer should _____.

/3

Reading Passage

Many times, your teacher may rate your writing using an essay-scoring guide. This guide may also be called a rubric, and will list all the requirements your teacher will be looking for when he/she reads your writing. Many writing rubrics look for the following:

1. Ideas	Your ideas relate to the main topic throughout the story. You write with colorful details. You add details throughout the story.
2. Organization	Your focus stays on the purpose of the story. Thoughts progress logically. You use varied transitions.
3. Style	You use a variety of sentence beginnings, structures, and lengths. You include personal experiences. You use a lively voice.
4. Conventions	Your story contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.



True or False

Are the following statements TRUE or FALSE? Use the circles to answer.

- Style is not very important when you are writing a paragraph or an essay.
TRUE FALSE
- Using a variety of sentence beginnings is a part of your writing style.
TRUE FALSE
- Each paragraph must have a purpose.
TRUE FALSE
- Rubric is not another name for a scoring guide.
TRUE FALSE

/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 = /47

Matching

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

1	proofreading	read your essay aloud again	<input type="checkbox"/>
2	the first step in the Proofreading process	keep track of the kinds of mistakes you make more than one time in an essay	<input type="checkbox"/>
3	the second step in the proofreading process	the process of rereading your work to find and correct any errors that may be in it	<input type="checkbox"/>
4	the third step in the proofreading process	examine your paragraphs	<input type="checkbox"/>

/4

© CLASSROOM COMPLETE PRESS CCP6113-6

Reading Passage

Revision is the third step in the writing process. In it you reread your paragraph and decide if the information is presented in the most understandable way. When you make any changes or revisions, you should also proofread, or look for mistakes in your writing. Proofreading is the fourth step in the writing process.

The first steps in proofreading are to:

1. read your essay aloud again.
2. examine your paragraphs – look at the length, supporting sentence(s), and topic sentence of each one.
3. keep track of the kinds of mistakes you make more than one time in an essay.

Comprehension Questions

Drag a circle to the correctly spelled word in each row.

<input type="radio"/>	a) exsited	excited	exxcitd
<input type="radio"/>	b) favorit	favrite	favorite
<input type="radio"/>	c) caught	cought	caugt
<input type="radio"/>	d) wright	ritte	write
<input type="radio"/>	e) beleive	believe	beleeve
<input type="radio"/>	f) except	ekcept	except
<input type="radio"/>	g) scool	schol	school
<input type="radio"/>	h) may-be	maybe	mabe
<input type="radio"/>	i) clothes	cloese	clothes

/9

© CLASSROOM COMPLETE PRESS CCP6113-6

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 = /137

Writing Tasks

Writing Tasks

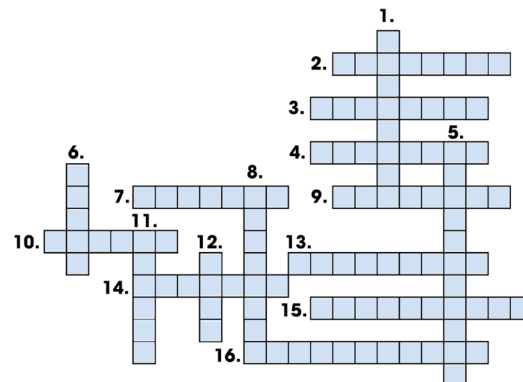
Your mother has just returned from a distant planet and brought you back an alien pet. Write a well-developed paragraph describing it in detail. Type your answer in the box below.

/1

Crossword

Word List

audience
conjunction
details
exclamation
fact
focus
indent
modifier
prewriting
prompts
question
rubric
revision
sentence
statement
timeline



/16

Word Search

Drag the red circles over top of the words you find in the word search.

/20

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

Comprehension Quiz

Comprehension Quiz

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

topic sentence

paragraph

purpose for writing

sentence

first

- The reason you choose to write is called your _____.
- A _____ is a group of words that expresses a complete thought.
- A _____ is a collection of related sentences dealing with a single topic.
- The _____ tells the main idea of the paragraph.

/5

Drag and Drop

Complete each statement. Drag the circle to the correct term.

- a) Writing a _____ is a good way to show how well you understand a book and to tell what you think about it.
research paper persuasive essay book report fiction story
- b) The first part of a book report is the _____.
conclusion introduction body subheading
- c) The _____ is the main idea of the book.
characters theme setting plot

/3

Reading Passage

While you are a student, you may often be asked to write a report about a book you have recently read. Don't panic! Writing a book report is just another part of the writing process. A book report is an essay that gives a brief summary of a book and your reaction to it. Book reports show how well you understood a book and what you think about it. Every book report has the same elements which must be included in order for it to be complete. If you make sure that you include the following things in your book report, an excellent grade should be in your future!

- **Introduction** – the first part of the book report. An introduction should include the title (name) and author (writer) of the book you read; why you chose the book; and the kind of story the book tells.

Comprehension Questions

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

nonfiction	fiction	adventure
fiction	nature	nonfiction

- a) All books can be classified as _____ or _____.
- b) _____ books are stories that are made up by the author.
- c) _____ books are about real things, people, events, and places.
- d) _____ books are about the environment, taking care of the earth, nature, or wildlife and are fact.
- e) _____ books are about exciting journeys, interesting places, heroes, and spies, and can be fiction or nonfiction.

/5

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 = /48

Ordering

Number the following steps in the book report writing process in the order that they should occur.

- | | |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <input type="checkbox"/> a) Writing the first draft of the report. | <input type="checkbox"/> h) Returning your book to the library. |
| <input type="checkbox"/> b) Choosing a book to read. | <input type="checkbox"/> i) Organizing your ideas before you begin to write. |
| <input type="checkbox"/> c) Getting a grade on your book report. | <input type="checkbox"/> j) Talking to others about the kinds of books they like to read. |
| <input type="checkbox"/> d) Presenting your book report. | |
| <input type="checkbox"/> e) Making notes as you read the book. | |
| <input type="checkbox"/> f) Proofreading your report. | |
| <input type="checkbox"/> g) Writing the final draft of your report. | |

/10

Reading Passage

Write down your book's title, author, illustrator, and copyright date. You will need this information in your book report. As you read the book, you should write down the main character's names and anything else you think you'll need when you begin your report.

- **Read the entire book!** Don't skim the pages and don't pretend that you read something that you didn't.
- **Use a graphic organizer to help you organize your ideas before you begin to write.** Later in this workbook you will find graphic organizers that will help you with your prewriting activities.
- **Write a good first draft of your book report.** Be sure to include all the important information that your teacher has talked about. We will look at some great book report forms a bit later in this study.

Matching

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

1		<p>A graphic organizer that helps you remember all the important facts that should be included in a good book report.</p>	<input type="checkbox"/>
2		<p>A graphic organizer that helps you fully describe each character in the book.</p>	<input type="checkbox"/>
3		<p>A graphic organizer that helps you remember the events of the book in the order they happened.</p>	<input type="checkbox"/>

/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 = /41

Matching

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

- | | | | |
|---|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 | fiction | other people's suggestions about good books for you to read | <input type="checkbox"/> |
| 2 | nonfiction | writings that convey factual information and are not works of the author's imagination | <input type="checkbox"/> |
| 3 | genre | the place where a reader makes notes about the basic elements of his/her book—plot, setting, characters, timeline, etc., as well as writes down questions that arise in the reading | <input type="checkbox"/> |
| 4 | reading journal | novels and stories that describe imaginary people and events made up by the author | <input type="checkbox"/> |
| 5 | recommendations | a particular type of literature or book | <input type="checkbox"/> |

/5

Reading Passage

Writing a fiction book report is like writing any other kind of essay. You will go through the same steps: prewriting, drafting, proofreading, revising, and presenting your report. However, you should make sure that you understand what a fiction book is.

There are many different genres, or kinds of books. A fiction book is a novel or story that describes imaginary people and events made up by the author, or the person who wrote the book. All fiction books have characters (who the story is about), a setting (the time and place the story happens), and plot (what happens in the book or story). Be sure to include all of these elements in your fiction book report.

The first step in writing a fiction book report is to choose the book you want to read unless your teacher has already assigned a book to you. You can ask your media specialist or teacher for their recommendations or suggestions of good books, or you may ask your classmates or friends. After you have considered all the choices, it's up to you to pick a book that you want to write about.

Comprehension Questions

Drag the "X" next to the best graphic organizer for a fiction book report. X

A

Name _____ Date _____

Title of the Book _____

Author _____

1. Is the author an expert on the subject? Yes ___ No ___ Unsure ___

2. On the back of the title page check for the following information:
Copyright date _____
Number of editions _____

3. Is the copyright date recent enough to include the newest facts on the topic? Yes ___ No ___ Unsure ___

4. Are there pictures and diagrams? Yes ___ No ___
If so, are they helpful? Yes ___ No ___

5. Is the book convenient to use? Rate the following:
Index: Excellent ___ Fair ___ Not helpful ___
Table of Contents: Excellent ___ Fair ___ Not helpful ___
Headings: Excellent ___ Fair ___ Not helpful ___
Vocabulary in Italics: Excellent ___ Fair ___ Not helpful ___

6. Does the book cover the topic fully and is the information easy to understand? Why or why not? _____

7. What made you select this book as a resource? Cover ___ Title ___
Other _____

8. What overall rating would you give this resource?
Use with caution ___
Good basic information ___
Excellent for assignment ___

B

Book Report

Title: _____

Author: _____

Illustrator: _____

Main Characters: _____

Setting: _____

Explain the plot of this book: _____

Would you recommend this book to a friend? Why or why not? _____

List any other books written by this author: _____

/1

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 = /47

Comprehension Questions

Drag the checkmark next to the title of each nonfiction book.

- a) **The American Story: 100 True Tales from American History** by Jennifer Armstrong
- b) **The Pinballs** by Betsy Byars
- c) **The Red Badge of Courage** by Stephen Crane
- d) **Now Is Your Time! The African-American Struggle for Freedom** by Walter Dean Myers
- e) **1776** by David McCullough
- f) **The Princess Bride** by William Goldman

/6

Reading Passage

All nonfiction books can be divided into three types: 1. informative, 2. biographies, and 3. autobiographies. Each type of nonfiction book is described in this diagram:

Types of Nonfiction Books

- 1. Informative Books** – books that provide useful or interesting information. Informative books include all kinds of textbooks such as science, social studies, and history books.
- 2. Biography** – The story of a person's life written, composed, or produced by another person.
- 3. Autobiography** - A narrative in which an individual tells his or her own life story.

There are thousands and thousands of nonfiction books in your media center or library. Your media specialist will be glad to help you find the type of nonfiction book you wish to read and make a report about. Of course, you can always find the titles of nonfiction books by using the internet or visiting a bookstore.

Matching

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

Name _____ Date _____

Title of the Book _____

Author _____

1. Is the author an expert on the subject? Yes ___ No ___ Unsure ___

2. On the back of the title page check for the following information:
Copyright date _____
Number of editions _____

3. Is the copyright date recent enough to include the newest facts on the topic?
Yes ___ No ___ Unsure ___

4. Are there pictures and diagrams? Yes ___ No ___
If so, are they helpful? Yes ___ No ___

5. Is the book convenient to use? Rate the following:
Index: ___ Excellent ___ Fair ___ Not helpful ___
Table of Contents: ___ Excellent ___ Fair ___ Not helpful ___
Headings: ___ Excellent ___ Fair ___ Not helpful ___
Vocabulary in italics: ___ Excellent ___ Fair ___ Not helpful ___

6. Does the book cover the topic fully and is the information easy to understand?
Why or why not? _____

7. What made you select this book as a resource? Cover ___ Title ___
Other: _____

8. What overall rating would you give this resource?
Use with caution ___
Good basic information ___
Excellent for assignment ___

A graphic organizer that is used for a person's life story that is written by the person.

A graphic organizer used for an informative book report.

A graphic organizer used for a book report about someone's life that is written by another person.

/1

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 = /56

Drag and Drop

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

- | | |
|------------------|----------|
| audience profile | rehearse |
| transitions | oral |

- a) _____ book reports are spoken aloud rather than presented in written form.
- b) _____ means to practice something before presenting or performing it.
- c) _____ is a brief description that summarizes the characteristics of the people listening to book report.
- d) _____ are the times in an oral book report when the speaker changes from the introduction to the body or from the body to the conclusion of the report.

/4

Reading Passage

Steps to a Great Oral Book Report

1. Make sure that your report has an introduction, a body, and a conclusion. Outline what you are going to say in each section.
2. **Introduction** - use the introduction to tell your audience the general information about your book, such as its title, author, publisher, and year of publication. You may choose to start with an attention-grabber, like a question or a funny story related to the book. Telling it will help you relax and warm your audience to the presentation.
3. **Body** - use the body of your presentation to describe key elements of the story, such as its setting and time period, an overview of the main characters, and a very brief summary of the plot.
4. **Conclusion** - use your conclusion to describe any themes or symbolism in the book and how the author uses them to reinforce important messages. At the end of your presentation, tell your audience what you thought of the book. Would you recommend it? Are you planning to read additional work by this author?

Matching

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

- | | | | |
|---|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1 | notes | Gestures, unconscious bodily movements, facial expressions, etc. which serve as nonverbal communication or as accompaniments to speeches or reports. | <input type="text"/> |
| 2 | note cards | A word, phrase, sentence, or group of sentences that relates a preceding topic to a succeeding one or that smoothly connects parts of a speech or piece of writing. | <input type="text"/> |
| 3 | body language | A summary of important facts or points written down by a reader or speaker. | <input type="text"/> |
| 4 | transitions | Index cards or similar cards used for recording notes or other information. | <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 = /31

Drag and Drop

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

capital letter	quotation marks	punctuation
subject	proofreading	predicate

- _____ means reading a report to look for errors in spelling and composition.
- Each sentence in a book report must begin with a _____.
- There must be some form of _____ at the end of each sentence.
- An incomplete sentence is one that lacks a _____ or a _____.
- Be sure to use _____ around the words that are spoken by the characters in the book.

/5

Reading Passage

Before beginning a book report it is very important to read the entire book. By doing this you will gain a general understanding of the plot, characters, and organization of the book. Besides, you'd feel very foolish trying to answer questions about the book if you hadn't read all of it! If you have a choice about the book to make a report on, be sure to choose one that sounds like it would be interesting to you. Then, as you read, make notes about the characters, plot, setting, and other important parts of the book.



The Writing Watch Dog says, "Make sure that you choose a book that interests you, take notes while you read it, and then write a great book report to share the book with your friends and classmates. You will have a great sense of accomplishment when you're finished."

Comprehension Questions

What is a book report? Type your answer in the box below.

/1

What are the three parts of a good book report? Type your answer in the box below.

/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 = /71

Writing Tasks

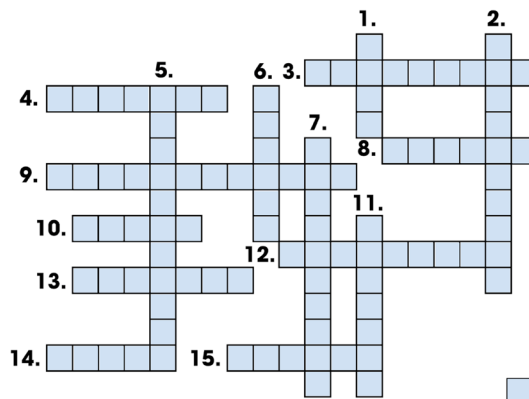
Choose a favorite character from a book you have read. Now pretend that you and this character can go on a five-day vacation together. Write a diary entry for each day describing the events of each day. You may use additional paper from your notebook if you like.

/5

Crossword

Word List

biography
body
book report
characters
fantasy
genres
informative
introduction
mystery
organizer
quotes
setting
theme
title
visual



/15

Word Search

Drag the red circles

over top of the words

you find in the word

search.

/19

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

Comprehension Quiz

Comprehension Quiz

What is one way to show how well you understand a book and to tell what you think about it? Type your answer in the box below.

/1

What are the three main parts of a good book report? Type your answer in the box below.

/3

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: _____

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

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

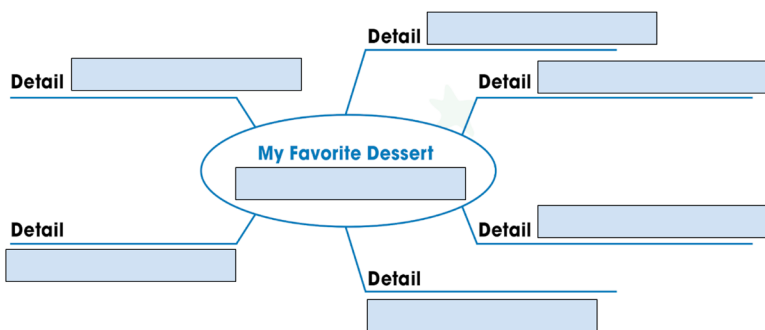
It is very important to remember that descriptive essays should contain colorful language. Try to use as many adjectives as you can in your essay. Descriptive essays do not tell a story, convince someone to think a certain way, or present a report about something. In a descriptive essay, your purpose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

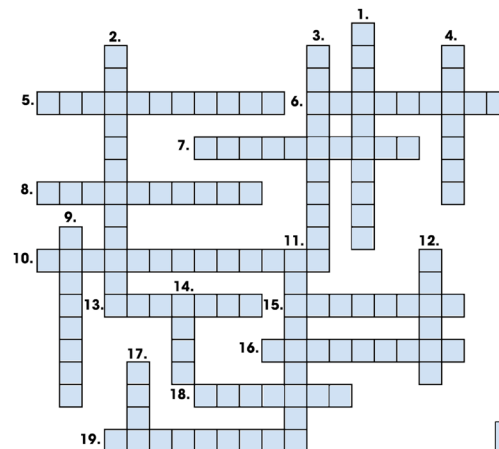
 You are holding a family photograph. As you look at the photograph you are suddenly transported back into the time and setting of the picture. Describe the picture and explain the interesting things that happened on the day the picture was taken.

/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
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