

4th and 5th Grade Writing Folder

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Online Writing Sites

Try storybook creator:

<http://pbskids.org/games/index.html>

<http://pbskids.org/superwhy/#game/storybookcreator> (guided writing)

<http://pbskids.org/berenstainbears/games/story/index.html> (guided writing)

<http://www.carnegielibrary.org/kids/storymaker/embed.cfm> (create your own story)

<http://pbskids.org/storyfactory> (create your own story)

- Fun Brain's Words Page has a variety of games designed to assist kids with writing skills. Children can test their skills at understanding plurals, grammar, vocabulary, story structure, idioms, and commonly confused words.
- I Know That! a multimedia education site, has several games dedicated to writing skills, including sentence puzzle and punctuation paintball.
- Buzz In's English and Writing Page is excellent for older elementary school students. Kids can click to learn about different aspects of writing and take a fun quiz to test their skills.
- Jenny Eather's Writing Fun is an interactive tool designed to improve children's writing skills by clearly indentifying the parts and processes of various types of writing. The easy-to-use online text organizer helps kids to feel confident their writing is organized well.
- BrainPOP Junior's Writing offers a fun way to learn writing skills through short, interactive movies on topics like paragraphs, tenses, and types of sentences.
- Magic Tree House Writing Club helps children improve writing skills through reading, writing, and organizing fiction. Mini lessons with characters from the popular Magic Tree House series help young writers grow and learn.

Sentence Types:

<http://www.harcourtschool.com/activity/clubhouse/>

WV WRITES ACCESS FOR TEACHERS & ADMIN

TEACHER GUIDE SHEET

LOGIN for Teachers

<http://admin.wvwrites.com>

Site Code:

User name: First and last name (no space)

Password: berke

Assign prompts to a class:

Click on **Create a New Assignment** under Assignments, and click **Go**.

Select the type of **prompt** you want to use from the Assessment Folder. Under Assessment **check the name of the prompt**. **Check the class** you want the prompt assigned to. You don't have to select a Date range unless you want to. Under options on the right the setup should look like below.

Sections: Single ▼

Iterative Writing Mode: On ▼

Enhanced Accessibility Mode: Off ▼ For the visually/hearing impaired

☐ Hearing impaired

☐ Visually impaired

Student View Results: Yes ▼

Then click **Save Assignment** and click **OK**

View/ Add a student to Assignments:

Click the **Home** icon. Check **Manage Assignments** under the Assignments icon and click **Go**.

Click on the **name of the essay** and it will appear below. Click on the **blue pencil**. From here you can view and edit certain parts of the prompt. Click **Add** to add an assignment to a student. Any of your students who haven't been assigned the prompt will show up on the left. **Click their name**, click **Add** and the name will appear on the right, then click **Done**.

Read/rescore/comment/print essay:

Click on the home I con. Click on **Manage Assignment** under Assignments, and click **Go**. Click **Score Items**. Click the **triangle beside the student's name**, and then click the **blue circle** beside the score number. From here you can read, rescore, comment, and print the student's essay.

View/print REPORTS

Writing List Report:

This report shows the student, their 5 writing dimension scores along with the holistic score and group Average.

From the home page. Check **Report Results** and click **Go**. Select **Class Reports**

Click **Writing List**, and click **next**. Fill in the **Report Name**. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut -off scores, and report label)

Select **WV Westest 2 Online Writing Practice Prompts**. Select the **essay** you want the report for and click **create**. Click **View All Printable**.

Writing Gain Report:

This report list the students percentage gains broken down by the writing dimension of each selected prompt.

From the home page. Check **Report Results** and click **Go**. Select **Student Reports**.

Click **Writing Gain**, and click **next**. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut -off scores, and report label--if you select any of these click save)

Select **WV Westest 2 Online Writing Practice Prompts**. Select **ALL** the **essays** you want to compare in the report and click **create**. Click **View All Printable**.

*When the PDF file turns from gray to red -- click on it and see your class's results. You can print from this page.

LOGIN for Students

<http://student.wvwrites.com>

Site Code:

User name: Student WVEIS # with a 0 before the 400

Password: First letter of their first name and first 4 letters of their last name with no spaces.

Student Printing

(3 pages) From your story click **Score** and **Score** again. At the bottom of the page with the colored bars you can **print**. This is a 3 page report that shows the essay the student wrote, their score, and a breakdown of the writing dimension.

(1 page) From your story click **Score** and **Score** again. At the bottom of the page with the colored bars click **FINISH** (even if the student isn't finished-they can still work on their writing) You will be back at the beginning screen. On the same line of your story click the magnifying glass. This will display your story. Click **print** (print draft will give you a little more space between lines but if the story is long it will run on two pages) and when the little window open click **print** again. This is a great report for the teacher to see what the student is writing and to have the student edit their work.

ADMIN GUIDE SHEET

- Add new students through website
 - Add new students to class
 - Assign WV Westest 2 Online Writing Practice Prompts
-

LOGIN for Admin

Site Code:

User name:

Password:

***Optional:** By making these edits one time in the beginning- it will let you locate a teacher's class easier for adding a student and creating reports. It will also move all the teachers using the program to the top of the list.

Click **Enrollment**. Click **Manage Classes**. Select the **blue pencil** on the line with the teacher's name. On the next screen where it says Class Name **type in the grade number and teacher's last name** in front of WRITING and click **Save**.

Add a student to WV Writes:

<http://berkeleycountyschools.org/Page/406>

Add a student to a class:

Click **Enrollment**. Click **Manage Classes**. Select the **blue pencil** beside the class name. On the next screen select the **grade**. Click on the **student's name** in that list, click **Add**, click **Save** and **OK**.

Assign prompts to a class/student:

Click on **Assignment**. Click **New Assignment**.

Select the type of **prompt** you want to use from the Assessment Folder. Under Assessment **check the name of the prompt**.

Check ALL the class/classes you want the prompt assigned to. You don't have to select a Date range unless you want to. Under options on the right the setup should look like below.

Then click **Save Assignment** and click **OK**

Sections: **Single** ▼

Iterative Writing Mode: **On** ▼

Enhanced Accessibility Mode: **Off** ▼ For the visually/hearing impaired
☐ Hearing impaired
☐ Visually impaired

Student View Results: **Yes** ▼

View/ Add a student to Assignments:

Click the **Home** icon. Check **Manage Assignments** under the Assignments icon and click **Go**.

Click on the **name of the essay** and it will appear below. Click on the **blue pencil**. From here you can view and edit certain parts of the prompt. Click **Add** to add an assignment to a student. Any of your students who haven't been assigned the prompt will show up on the left. **Click their name**, click **Add** and they name will appear on the right, then click **Done**.

Read/rescore/comment/print essay:

Click on **Assignments**, then **select a teacher** and do so, click **OK**. Click on **Manage Assignment** under Assignments, and click **Go**. Click **Score Items**. Click the **triangle beside the student's name**, and then click the **blue circle** beside the score number.

Writing List Report:

This report shows the student, their 5 writing dimension scores along with the holistic score and group Average.

Check **Report Results** and click **Go**. Select **Class Reports**

Click **Writing List**, and click **next**. Fill in the **Report Name**. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut -off scores, and report label)

Select **WV Westest 2 Online Writing Practice Prompts**. Select the **essay** you want the report for and click **create**. Select **My Reports**.

Writing Gain Report:

This report list the students percentage gains broken down by the 5 writing dimension using each selected prompt.

Check **Report Results** and click **Go**. Select **Class Reports**.

Click **Writing Gain**, and click **next**. (Optional: You can make individual selections such as class or tag group, proficiency scale, test cut -off scores, and report label)

Select **WV Westest 2 Online Writing Practice Prompts**. Select **ALL** the **essays** you want the report for and click **create**. Select **My Reports**.

From here you can read, rescore, comment, and print the student's essay.

*When the PDF file turns from gray to red -- click on it and see your class's results. You can print from this page.

LOGIN for Students

<http://student.wvwrites.com>

Site Code:

User name: Student WVEIS # with a 0 before the 400

Password: First letter of their first name and first 4 letters of their last name with no spaces.

Student Printing

(3 pages) From your story click **Score** and **Score** again. At the bottom of the page with the colored bars you can **print**. This is a 3 page report that shows the essay the student wrote, their score, and a breakdown of the writing dimension.

(1 page) From your story click **Score** and **Score** again. At the bottom of the page with the colored bars click **FINISH** (even if the student isn't finished-they can still work on their writing) You will be back at the beginning screen. On the same line of your story click the magnifying glass. This will display your story. Click **print** (print draft will give you a little more space between lines but if the story is long it will run on two pages) and when the little window open click **print** again. This is a great report for the teacher to see what the student is writing and to have the student edit their work

The Writing Process

1) Prewriting.

- a) Draw a picture.
- b) Talk it out.
- c) Make a web.

2) Write a rough draft.

- a) Guess and go.
- b) Get ideas on paper.

3) Revise.

- a) Vary beginnings of sentences.
- b) Vary length of sentences.
- c) Use more vivid words. (Both nouns and verbs)
- d) Avoid overused words. Use "instead of" words.

4) Edit your work.

- a) Peer conference.
- b) Correct spelling.
- c) Check punctuation.
- d) Correct grammar.

5) Type your work.

RUBRIC

4th Grade Rubric

(See scoring information on the bottom of page 18)

| | ORGANIZATION | DEVELOPMENT | SENTENCE STRUCTURE | WORD CHOICE/GRAMMAR USAGE | MECHANICS |
|------------|--|---|---|--|---|
| Score of 6 | Exemplary Organization <ul style="list-style-type: none"> • Clear and logical progression of ideas • Strong beginning, middle and end • Strong introductory and concluding paragraph; related and cohesive supporting paragraphs • Strong use of transition | Exemplary Development <ul style="list-style-type: none"> • Topic sentence • Strong use of examples, evidence, or relevant details • Clear focus maintained for intended audience <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: exemplary examples and sensory details ➢ <u>Narrative</u>: exemplary ideas convey the experience ➢ <u>Informative</u>: exemplary explanation ➢ <u>Persuasive</u>: convincing argument | Exemplary Sentence Structure <ul style="list-style-type: none"> • Complete and correct • Strong evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple and compound | Exemplary Word Choice/Grammar Usage <ul style="list-style-type: none"> • Vivid, specific, precise • Consistent grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Verb (tense and usage) ➢ Pronoun usage ➢ Adjective/Adverb | Exemplary Mechanics <ul style="list-style-type: none"> • May have minor errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs little or no editing |
| Score of 5 | Effective Organization <ul style="list-style-type: none"> • Logical progression of ideas • Clear beginning, middle and end • Appropriate, effective paragraphing • Sufficient use of transition | Effective Development <ul style="list-style-type: none"> • Topic sentence • Clear use of examples, evidence or relevant details • Clear focus <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: effective examples and sensory details ➢ <u>Narrative</u>: effective ideas convey the experience ➢ <u>Informative</u>: effective explanation ➢ <u>Persuasive</u>: convincing argument | Effective Sentence Structure <ul style="list-style-type: none"> • Complete and correct • Clear evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple and compound | Effective Word Choice/Grammar Usage <ul style="list-style-type: none"> • Specific, precise • Mostly consistent grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Verb (tense and usage) ➢ Pronoun usage ➢ Adjective/Adverb | Effective Mechanics <ul style="list-style-type: none"> • Few errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs some editing |
| Score of 4 | Adequate Organization <ul style="list-style-type: none"> • Some evidence of a logical progression of ideas • Beginning, middle and end • Some evidence of appropriate paragraphing • Some use of transition | Adequate Development <ul style="list-style-type: none"> • Topic sentence • Sufficient use of examples, evidence or relevant details • Some evidence of a continued focus <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: adequate examples and sensory details ➢ <u>Narrative</u>: adequate ideas convey the experience ➢ <u>Informative</u>: adequate explanation ➢ <u>Persuasive</u>: convincing argument | Adequate Sentence Structure <ul style="list-style-type: none"> • Minor errors in structure • Some evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple and compound | Adequate Word Choice/Grammar Usage <ul style="list-style-type: none"> • Appropriate, somewhat simplistic • Somewhat consistent grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Verb (tense and usage) ➢ Pronoun usage ➢ Adjective/Adverb | Adequate Mechanics <ul style="list-style-type: none"> • Some errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Needs editing but doesn't impede readability |
| Score of 3 | Limited Organization <ul style="list-style-type: none"> • Limited evidence of a logical progression of ideas • Beginning, middle and/or end • Attempts at appropriate paragraphing • Limited use of transition | Limited Development <ul style="list-style-type: none"> • Attempted topic sentence • Some use of examples, evidence or supporting details • Some evidence of focus <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: limited examples and sensory details ➢ <u>Narrative</u>: limited ideas convey the experience ➢ <u>Informative</u>: limited explanation ➢ <u>Persuasive</u>: limited evidence to support argument | Limited Sentence Structure <ul style="list-style-type: none"> • Some errors in sentence structure • Limited evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple sentences; limited use of compound | Limited Word Choice/Grammar Usage <ul style="list-style-type: none"> • Inadequate, repetitive • Several inconsistencies in grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Verb (tense and usage) ➢ Pronoun usage ➢ Adjective/Adverb | Limited Mechanics <ul style="list-style-type: none"> • Frequent errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Begins to impede readability |
| Score of 2 | Minimal Organization/Minimal Response <ul style="list-style-type: none"> • Lacks evidence of a logical progression of ideas • Lacks a beginning, middle and/or end • Minimal evidence of paragraphing • Lacks clear transition | Minimal Development/Minimal Response <ul style="list-style-type: none"> • Poorly stated topic sentence • Lacks sufficient examples, evidence or supporting details • Unclear focus <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: minimal examples and sensory details ➢ <u>Narrative</u>: minimal ideas convey the experience ➢ <u>Informative</u>: minimal explanation ➢ <u>Persuasive</u>: lacks evidence to support argument | Minimal Sentence Structure/Minimal Response <ul style="list-style-type: none"> • Contains fragments and/or run-ons • Minimal evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple sentences; minimal use of compound | Minimal Word Choice/Grammar Usage/Minimal Response <ul style="list-style-type: none"> • Inadequate, incorrect • Frequent inconsistencies in grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Regular/irregular verbs ➢ Pronoun usage ➢ Adjective/Adverb | Minimal Mechanics/Minimal Response <ul style="list-style-type: none"> • Consistent errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Impedes readability |
| Score of 1 | Inadequate Organization <ul style="list-style-type: none"> • Little or no progression of ideas; difficult to follow • No evidence of beginning, middle and/or end • Lacks evidence of paragraphing • No transition | Inadequate Development <ul style="list-style-type: none"> • Lacks topic sentence • Lacks examples, evidence or supporting details • No focus <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: inadequate examples and sensory details ➢ <u>Narrative</u>: inadequate ideas convey the experience ➢ <u>Informative</u>: inadequate explanation ➢ <u>Persuasive</u>: no argument | Inadequate Sentence Structure <ul style="list-style-type: none"> • Contains numerous incomplete sentences and/or run-ons • Little or no sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative, interrogative, exclamatory, imperative ➢ Simple sentences; minimal or no use of compound | Inadequate Word Choice/Grammar Usage <ul style="list-style-type: none"> • Rambling, inappropriate, incorrect • Distracting inconsistencies in grammar usage <ul style="list-style-type: none"> ➢ Subject/verb agreement ➢ Singular/plural nouns ➢ Verb (tense and usage) ➢ Pronoun usage ➢ Adjective/Adverb | Inadequate Mechanics <ul style="list-style-type: none"> • Serious and consistent errors <ul style="list-style-type: none"> ➢ Punctuation ➢ Capitalization ➢ Spelling • Impedes understanding/communication |

5th Grade Rubric

(See scoring information on the bottom of page 18)

| | ORGANIZATION | DEVELOPMENT | SENTENCE STRUCTURE | WORD CHOICE/ GRAMMAR USAGE | MECHANICS |
|-------------------|--|---|--|--|---|
| Score of 6 | Exemplary Organization <ul style="list-style-type: none"> Clear and logical progression of ideas Strong beginning, middle and end Strong introductory and concluding paragraph; related and cohesive supporting paragraphs Strong use of transition | Exemplary Development <ul style="list-style-type: none"> Topic sentence Strong use of examples, evidence or relevant details Clear focus maintained for intended audience <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: exemplary examples and sensory details ➤ <u>Narrative</u>: exemplary ideas convey the experience ➤ <u>Informative</u>: exemplary explanation ➤ <u>Persuasive</u>: convincing argument | Exemplary Sentence Structure <ul style="list-style-type: none"> Complete and correct Strong evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple and compound | Exemplary Word Choice/Grammar Usage <ul style="list-style-type: none"> Vivid, specific, precise Consistent grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Exemplary Mechanics <ul style="list-style-type: none"> May have minor errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Needs little or no editing |
| Score of 5 | Effective Organization <ul style="list-style-type: none"> Logical progression of ideas Clear beginning, middle and end Introductory paragraph, supporting paragraphs and concluding paragraph Sufficient use of transition | Effective Development <ul style="list-style-type: none"> Topic sentence Clear use of examples, evidence or relevant details Clear focus <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: effective examples and sensory details ➤ <u>Narrative</u>: effective ideas convey the experience ➤ <u>Informative</u>: effective explanation ➤ <u>Persuasive</u>: convincing argument | Effective Sentence Structure <ul style="list-style-type: none"> Complete and correct Clear evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple and compound | Effective Word Choice/Grammar Usage <ul style="list-style-type: none"> Specific, precise Mostly consistent grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Effective Mechanics <ul style="list-style-type: none"> Few errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Needs some editing |
| Score of 4 | Adequate Organization <ul style="list-style-type: none"> Some evidence of a logical progression of ideas Beginning, middle and end Introductory paragraph, supporting paragraphs and concluding paragraph Some use of transition | Adequate Development <ul style="list-style-type: none"> Topic sentence Sufficient use of examples, evidence or relevant details Some evidence of a continued focus <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: adequate examples and sensory details ➤ <u>Narrative</u>: adequate ideas convey the experience ➤ <u>Informative</u>: adequate explanation ➤ <u>Persuasive</u>: convincing argument | Adequate Sentence Structure <ul style="list-style-type: none"> Minor errors in structure Some evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple and compound | Adequate Word Choice/Grammar Usage <ul style="list-style-type: none"> Appropriate, somewhat simplistic Somewhat consistent <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Adequate Mechanics <ul style="list-style-type: none"> Some errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Needs editing but doesn't Impede readability |
| Score of 3 | Limited Organization <ul style="list-style-type: none"> Limited evidence of a logical progression of ideas Beginning, middle and/or end Introductory paragraph, concluding paragraph and limited supporting paragraphs Limited use of transition | Limited Development <ul style="list-style-type: none"> Attempted topic sentence Some use of examples, evidence or supporting details Some evidence of focus <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: limited examples and sensory details ➤ <u>Narrative</u>: limited ideas convey the experience ➤ <u>Informative</u>: limited explanation ➤ <u>Persuasive</u>: limited evidence to support argument | Limited Sentence Structure <ul style="list-style-type: none"> Some errors in sentence structure Limited evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple sentences; limited use of compound | Limited Word Choice/Grammar Usage <ul style="list-style-type: none"> Inadequate, repetitive, simplistic Several inconsistencies in grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Limited Mechanics <ul style="list-style-type: none"> Frequent errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Begins to impede readability |
| Score of 2 | Minimal Organization/Minimal Response <ul style="list-style-type: none"> Lacks evidence of a logical progression of ideas Lacks a beginning, middle and/or end Lacks introductory paragraph, supporting paragraphs and/or concluding paragraph Lacks clear transition | Minimal Development/Minimal Response <ul style="list-style-type: none"> Poorly stated topic sentence Lacks sufficient examples, evidence or supporting details Unclear focus <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: minimal examples and sensory details ➤ <u>Narrative</u>: minimal ideas convey the experience ➤ <u>Informative</u>: minimal explanation ➤ <u>Persuasive</u>: lacks evidence to support argument | Minimal Sentence Structure/Minimal Response <ul style="list-style-type: none"> Contains fragments and/or run-ons Minimal evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple sentences; minimal use of compound | Minimal Word Choice/Grammar Usage/Minimal Response <ul style="list-style-type: none"> Inadequate, incorrect Frequent inconsistencies in grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Minimal Mechanics/Minimal Response <ul style="list-style-type: none"> Consistent errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Impedes readability |
| Score of 1 | Inadequate Organization <ul style="list-style-type: none"> Little or no progression of ideas No evidence of beginning, middle and/or end Inadequate paragraphing No transition | Inadequate Development <ul style="list-style-type: none"> Lacks topic sentence Lacks examples, evidence or supporting details No focus <ul style="list-style-type: none"> ➤ <u>Descriptive</u>: inadequate examples and sensory details ➤ <u>Narrative</u>: inadequate ideas convey the experience ➤ <u>Informative</u>: inadequate explanation ➤ <u>Persuasive</u>: no argument | Inadequate Sentence Structure <ul style="list-style-type: none"> Contains numerous fragments and/or run-ons Little or no evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➤ Declarative, interrogative, exclamatory, imperative ➤ Simple sentences; minimal or no use of compound | Inadequate Word Choice/Grammar Usage <ul style="list-style-type: none"> Rambling, inappropriate, incorrect Distracting inconsistencies in grammar usage <ul style="list-style-type: none"> ➤ Subject/verb agreement ➤ Singular/plural nouns ➤ Verb (tense and usage) ➤ Pronoun usage ➤ Adjective/Adverb | Inadequate Mechanics <ul style="list-style-type: none"> Serious and consistent errors <ul style="list-style-type: none"> ➤ Punctuation ➤ Capitalization ➤ Spelling Impedes communication/understanding |

Writing Assessment Score Sheet

| THIRD | FOURTH | FIFTH | | Name | | | | | | | | | | |
|-------|--------|-------|--------------------|---|--------------------------|--|--|--|--|--|--|--|--|--|
| | | | | Holistic Score | | | | | | | | | | |
| | | | | Organization Totals | | | | | | | | | | |
| | | | ORGANIZATION | 5 Complete Paragraphs | | | | | | | | | | |
| | | | | At least 4 sentences | | | | | | | | | | |
| | | | | Beginning, middle, end | | | | | | | | | | |
| | | | | Indent first word | | | | | | | | | | |
| | | | | Skip line between paragraphs | | | | | | | | | | |
| | | | | Use transitional words | | | | | | | | | | |
| | | | | Do not repeat | | | | | | | | | | |
| | | | | | Development Total | | | | | | | | | |
| | | | DEVELOPMENT | Topic sentence | | | | | | | | | | |
| | | | | Stay on topic (focus) | | | | | | | | | | |
| | | | | Use examples | | | | | | | | | | |
| | | | | Correct genre (types) | | | | | | | | | | |
| | | | | Sentence Structure Total | | | | | | | | | | |
| | | | SENTENCE STRUCTURE | All four types | | | | | | | | | | |
| | | | | Run-on | | | | | | | | | | |
| | | | | Fragment | | | | | | | | | | |
| | | | | Do NOT begin with the same word | | | | | | | | | | |
| | | | | Vary the length | | | | | | | | | | |
| | | | | Word Choice Total | | | | | | | | | | |
| | | | WORD CHOICE | Subject/verb agreement | | | | | | | | | | |
| | | | | Character/exemplary words-topic related | | | | | | | | | | |
| | | | | Vivid Verbs | | | | | | | | | | |
| | | | | Descriptive adjective and adverbs | | | | | | | | | | |
| | | | | Correct pronoun | | | | | | | | | | |
| | | | | Mechanics Total | | | | | | | | | | |
| | | | MECHANICS | Punctuation: | | | | | | | | | | |
| | | | | End of sentence | | | | | | | | | | |
| | | | | Apostrophe in contraction | | | | | | | | | | |
| | | | | Apostrophe in possessive | | | | | | | | | | |
| | | | | No apostrophe in plurals | | | | | | | | | | |
| | | | | Capitalization: | | | | | | | | | | |
| | | | | First word in sentence | | | | | | | | | | |
| | | | | Proper noun | | | | | | | | | | |
| | | | | I (about yourself) | | | | | | | | | | |
| | | | | Misspelled words | | | | | | | | | | |

Essentials needed for Mastery on OWA

- *1. At least 4-6 lines in each of the five paragraphs
- 2. EVERY sentence must begin with a different word
 - Use at least 15-20 transitional words
 - Use at least 2 -ly words at the beginning of a sentence
 - Use at least 2 -ing words at the beginning of a sentence
- 3. Sentences must vary in length and type
 - Be sure to use declarative, interrogative, imperative, and exclamatory
 - Also use quotations, complex, and compound sentences
- 4. Use character/exemplary words
 - Take from passage and put in word box on web in the left
 - Brainstorm topic related words and put in word box on right
- 5. Vary the verb and nail the noun
- 6. Show not tell
 - Rewrite sentences to become more vivid

An Overview of Computer Scoring

by Darlene Moitoso
(Darlene Moitoso, Hand Score Manager, CTB/McGraw-Hill)

What is the computer looking for and scoring?

BE SURE TO FOLLOW THE RUBRIC!

- Variety of transitional words (internal ones count)
- Sentence to paragraph ratio.
- Word count at least 500 words; Middle and high school 750
- Spelling errors in relation to total words; impedes readability?
- Length of words, character of words and use the word as its meaning relates to the topic! Word total in relation to character words
- Grammar errors versus sentence ratio
- Raw word count versus root word count (no repeating root word)
- Adverb count
- Strong nouns use synonyms
- Use analogies!
- Variety of sentences-also vary length of sentences
- Use sensory words
- Be sure to include and describe three subtopics mentioned in prompt

Online Writing Assessment by Classroom

Classroom Scores

[illegible]

SAMPLE SCORES OF 4TH & 5TH GRADE ESSAYS

Sample of WV Writes Scored 4th Grade Prompts

Gr 04 PER - Vegetable Garden

Why should you convince your classmate to grow a vegetable garden. if you every grow a vegetable its good to learn team work.therefore its good and heathly

Score of: no score

Gr 04 PER - Vegetable Garden

Why should we grow a vegetable garden project is a good idea? How can you do it? It is fun to work So watut is the rewords.

First some one will plant the seeds. Some of the plants will be corn, tomoatoe, green beans, cacaat, and potoe.The plants will grow for a long time. All of us will have a duty. Now here the list planting, watering, picking, spraing, weeding, and fertilizing.

We all will make a good plan. Next how will water the plant. Five

Score of: 2.0 2.0 2.0 2.0 2.0 2.0

Gr 04 PER - Vegetable Garden

Why should we grow a vegetable garden project is a good idea? How can you do it? It is fun to work So watut is the rewords.

First some one will plant the seeds. Some of the plants will be corn, tomoatoe, green beans, cacaat, and potoe.The plants will grow for a long time. All of us will have a duty. Now here the list planting, watering, picking, spraing, weeding, and fertilizing.

We all will make a good plan. Next how will water the plant. Five

Score of: 3.0 3.0 3.0 3.0 3.0 3.0

Gr 04 PER - Vegetable Garden

Why should our class grow a vegetable garden? By getting all of the supplies so it will stay alive. All the jobs are like you could water afterschool and your partner can do it on the weekends. It could bring your grade up. It mite be a very busy spring or summer so that means you do not want them to die. So that means give it the right amount of water and sun light.

You need to know how much water to give it and how many seeds to start it. The jobs are so easy you and your partners need to know which days to water it. Your going to need to know the right amount of water so it will not die. Check it every day. You need to take extremely good care so it will not die. Plus you going to need to use teamwork to it won't be so hard for you.

You'll need to know how much water to give it. How many seeds to get it started, and which days you water it and your partener to water it. Make sure to weed it every day if don't it will die. Your team mite need to fretilize it so it will not die. Do not let pests go near it or they will chew it up and die. Ones it is fully grown harest so you can have a good healthy dinner.

Ok now when you are finished planting harvesting you can invite families members to enjoy a vegetable dinner that I harvested. Now you can a healthy dinner and very tasty too! First worst part is that you mite think it is a class project. You need to do one too. Becuase it is fun and it will help the world grow nice and strong like use. Maybe you can get a reward.

I glanced at my vegtable garden everyday to see if it grown at all for about ten minutes. If it did change I would run over to it and look closely at it. When I get stuck like if I should harvest it or not I would go to my mother and ask her. One of the best parts was having fun and tolearn how to grow a plant. For example when I had to go ask my mother if I should harvest it.

Score of: 4.0 4.0 3.0 4.0 3.0 4.0

Gr 04 PER - Vegetable Garden

Why should we plant a vegetable garden? At last I learned that plants need to have water, sun, and air. Then they will grow in the summer and you will have to work as a class to get the job do. Our teacher will plants seeds.

We have to work in the garden every day. You could plant like apples, oranges, grapefruits and, salad. You need jobs to like watering plants, picking weeds and waiting patience for the vegetables. To grow and then you can pick them up and start the party at school.

However you can invite your families and have a special dinner for your Mom, Dad Brother, sisters, anuts.

Finally you can enjoy the food and have fun and play games. Also Tic-Tac-Toe. Next Guess what number I have and Duck-Duck-Goose.

Therefor have you ever had a special dinner at your school? Even worse one day I was at school and my teacher said that we are planting a vetable garden. have you ever had grapes, oranges, pears, apples. Since you can grow more then you could bring your parents and have fun at school watch movies eat popcorn or go outside and play on the playground and have so much fun. Then when you go home you could ask your mom if you can plant vegetables. Then go home and in the morning when you wake up you can come back and plant different plants like apples, oranges, pears, peaches, and bananas or you could learn how to plant all of the best plants that you can find like flowers to make the plants grow you have to take out all the weeds when they grow they start from Little, Meduim, then Big. But if they don't grow it is because you did not take the weeds out of the soil. You could taste apple, juicy banana, pears

Score of: 5.0 4.0 6.0 4.0 6.0 5.0

Sample of WV Writes Scored 5th Grade Prompts

Gr 05 PER - Bicycle Safety

Why should fifth grader be responsible enough to ride bikes without supervision. Next they talk about the after school program. they said not ride too fast and not no helmet.

Then they also take about the wearing helmets/protect. The PAT take about the

Score of: No score

Gr 05 PER - Bicycle Safety

Why should fifth grader be responsible enough to ride bikes without supervision. They should not ride bikes without with a helmet. Students should not cut in front of traffic. Or when it is wet all side or sleeporeyailt side. And they started at school, when students are that they turn about wearing their helmet.

At the after school program they turn about bike safety.

Score of: 1.0 1.0 1.0 1.0 1.0 1.0

Gr 05 PER - Bicycle Safety

Why should fifth graders be responsible enough to ride bikes without supervision, because some school teacher don't think it's safe. They are telling parents that it is not safe to do so. Also they ask their parents to forbid them to without adult supervision. The kids say that it's not fair! But quite a few people in town are complaining about it.

The after school program is to tell the kids to wear helmets and protect. To keep kids safe from getting hurt. Carefully ride your bike in the lane. Never ever ride your bike too fast. It's to keep you safe.

You shouldn't ride too fast. Don't ride with no helmet. You can not cut in front of traffic. Be very careful and don't text while riding it's not safe. Don't take your helmet off. Of course in front of traffic.

Parents are busy so that is a good way to get to school.

Score of: 2.0 2.0 1.0 2.0 3.0 2.0

Why should fifth grade be responsible enough to ride bikes without supervision? The after school program is telling us that we should be wearing helmets. The after school program is also telling us kids about protection. For example they are telling us to ride in bike lanes and never ever ride too fast and ride to fast in the rain because you may slip. In bike lanes you may be more safe. We already know all of this education that is why we should not be watched. We also know to never take off our helmets or never cut into traffic because we may get hit by a car and end up in the hospital the next morning.

We should also be allowed to ride outside with out supervision because it is good for our bodies which in that case is very good exercise for us. And our parents want to relax once in a while that's why we should go outside with out them so they can sit back and relax. Plus it is a much more better way for us to get around so that way we don't pollute the air. Oh yeh and so you don't have to ride us to school and a whole bunch of other things. That way if you are sleeping you don't have to get up.

Us kids should have the freedom to ride around any where and you not having to take us. That would also be good for you. It is also good for the environment. Plus so we don't wait for traffic to move. Wouldn't that be a wish come true.

Score of: 3.0 3.0 3.0 3.0 3.0 3.0

Why should fifth graders be responsible enough to ride bikes without supervision? If you have a problem about that, then go to the after school program about bicycle safety. You need to know what you shouldn't do and what you should do when you are bicycling. Next, why are you allowed to ride your bike by your self? Questions will be revealed.

The after school program for bicycle safety is to teach you to be safe while riding your bike. They will demonstrate why you should wear a helmet when you are riding a bike. Also they will teach you where you should ride your bike at, for example a bike lane. Never ride too fast, you can hurt yourself or another biker when you ride too fast, make sure that you are biking at the right speed limit for you.

These are the things that you shouldn't do, there are some things that you should do and that you shouldn't do. Riding fast is very dangerous, sometimes you think that you can ride fast without getting hurt, but it will happen. Next is you should not ride on the roads often, you can get really injured by a car or any thing that is moving, but you should ride in bike lanes all the times just in case. Next rule, You should never ride with out any protection or you will get very hurt, most people don't ride with any protection, but that doesn't mean you can.

These are the things that kids should do but some don't. When busy parents are at work, they don't have time to drive their kids around, that is why you should ride your bike instead so busy parents can work again. Even though, biking is a good exercise for your legs and body, so biking is a very good exercise for the kids. Also biking is a good environment so you have to use a car with burns up gas. so biking is good for the environment because it is powered by legs.

Alright so let see what we have read. first there is the after school program that keeps kids healthy is safe while biking. Second what you shouldn't do, some thing that you can do while riding your bike and some that you can't do. The other one is what you should be allowed, biking is good for the environment because it does not burn any fuel, so it is human powered. Remember, riding your bike can be dangerous, have fun!

Score of: 4.0 4.0 4.0 4.0 4.0 4.0

Why should fifth graders have the freedom to ride without an adult hovering over their shoulders watching them like hawks to be sure they don't do anything unsafe. The school even made kids attend an after school lesson on bike safety. Yet some adults still claim to see kids doing unsafe things on their bikes. We should be allowed to ride our bikes without worrying that you may make a teeny, tiny, ity bity mistake and be grounded until your seven thousand five hundred ninety-two years old, but, by that time you really wouldn't be able to enjoy it.

Our school had an after school program to show us stuff we already knew and have known for several years. The first thing they did was completely cover A bike helmet with reflective tape. then they made us do it to ours. I still can't get any of it off to see the custom design that was hand painted in India. Then they put automatic brakes on every single bike in a fifteen mile radius. With those things attached you can't go faster then ten miles an hour without it automatically slowing or stopping it. Then they put two foot walls around the bike lanes to keep you in them. They claimed this would keep us safe, but, the worst thing that ever happened before was a couple of bruises and minor scrapes.

The only people who still say we do this are the only people in town who hate kids completely. So how do you know they aren't lying to get you to take away our bikes. First off we only ride fast when we need to. I mean literally what do you think we are idiots. Helmets only come off when we are absolutely sure we won't fall or anything. By the way how do you expect us to get across the road when there aren't any lanes that cross the road or any cross walks to use. So us cutting through traffic is sort of your own fault.

Unlike you we can't just hop in a car all the time because we don't know how to drive. Bikes let us go to places when our parents have to go somewhere and we need to be somewhere. I also thought you adults were complaining that we need to get more exercise biking allows us to get that much needed exercise. This also helps us keep fit when many kids aren't as lucky. It also helps keep the environment from being completely destroyed by you with your pollutant emitting cars and other world wrecking means of transportation. Do you really want to ruin our future planet now?

Okay so maybe we could be a little safer and ride a little slower but not too slow part of the fun is the wind tugging at your hair making you feel utterly free. If you try to take away the right of riding our bikes you are in for a really nasty fight. We will stand up for our rights no matter what. Also it may help to check who you get your information from because all the kids promised each other that in order to keep our bikes we would not ride too fast, take off our helmets, or cut across traffic if we could help it. Oh, and if you are that concerned about us cutting across build some crosswalks or something so we don't have to.

Score of: 5.0 5.0 5.0 5.0 5.0 5.0

Why should fifth graders be responsible enough to ride bikes without supervision? Wearing helmets while riding your bike is the safe thing to do. Riding without helmets is unsafe. Riding bikes is good exercise for your muscles, body, and good for your health. Kids are against parents though.

There is an after-school program at my school because parents are worried about us not being careful when riding our bikes. I think they're over-exaggerating about it.

When I first went to see the video, I thought it was going to be boring. It said never to ride a bike without a helmet or else we might get hurt. They also said when riding your bike across the street to carefully make sure no cars were coming, especially trucks. Another was to never ride too fast when it's slippery or wet. When they said that I thought the video was over, fortunately it wasn't. The last thing they warned was to always ride in a bicycle lane, never in the street. I understood it all except for one thing, there are no bicycle lanes where I live. I guess I'll just use the sidewalk.

Every fifth grader was riding safely after that. A week had passed and fifth graders went back to riding unsafely, even me. People complained about it again, but we just ignored them until they told the school. When I was on the bus going to school, I heard everybody whispering and gasping. I asked my friend Jevon what was going on. He said that the school was going to ask parents to forbid fifth graders from riding their bikes without supervision. When he said that, I just stared at him in shock. From that day forward, I started making signs, posters, even videos that says fifth graders should be allowed to ride their bikes without adult supervision. Every fifth grader helped me, at last the school board asked us why we were doing this. We showed them a video we made. Suddenly, they said alright we'll take care of it.

Everyone was in shock. We didn't expect them to agree with our video. The video said that bike riding was healthy exercise for growing children. It also said that its good for the enviroment. The video said it would keep the enviroment clean and would not have to be filled with dangerous chemicals that they put in gasoline. While this was happening, the school board just stood there and nodded. I think the one that really got to them was the part when they said it'll give us the opportunity to travel to places if parents are busy and cannot take us there themselves. Thats when everyone's parents walked in and agreed to the video. Everyone cheered, some cheered so hard they cried.

Although we won without a fight, I still cheered. I felt like a newborn leader. Parents and teachers didn't make a big fuss about it though, some even disagreed with the video. The students didn't care though. Everyone just cheered their hearts out. While we cheering, I heard third and fourth graders cheering in the other hall. That didn't really surprise me, but everyone else deep inside were shocked. After school was over, everyone congratulated me on our sweet victory. Everybody was asking me different kinds of questions, but there was one little problem. The only words I would say was " I'm really proud of us and what we did. I hope this story will go on forever and be retold by different generations. One thing for sure is that I'll never forget this day".

Score of: 6.0 5.0 6.0 6.0 6.0 6.0

PROMPTS

*Each grade level may use prompts assigned to their grade, or one grade below, however you may not use prompts from a grade above your own.

Types of Essays

Descriptive: Describe, give detailed descriptions. How does it look, feel, sound, smell, and taste?

Narrative: Tell a story. Use prompt as a beginning. Then develop the story. Make the characters come alive. Last write a conclusion. Be sure to use dialogue, including quotation marks, to show the exact words the character says. Use the action to make the scenes come alive.

Expository: Explain how to do the prompt. Discuss the way to accomplish whatever the prompt asks you to do. Give details explaining and outlining the steps to complete the project. Define how to do it and what each step involves.

Persuasive: Convince the reader to accept your opinion. Give three thoroughly persuasive arguments convincing the reader that your opinion is the correct one. You want them to agree with you and feel as you do.

***Descriptive:**

Describes, Discusses, Give three topics to detail the prompt you are describing.

***Narrative:**

Use who, when, where, from the passage in the first paragraph. Introduce the trigger (what) in the second paragraph. Continue to tell your story in the third and fourth paragraphs, with a summary in the fifth paragraph.

***Expository:** Gives information, States reasons or examples, Gives steps to accomplish.

***Persuasive:** Convinces, Persuades, Use three arguments to express your opinion.

***See flip chart page 28 & 29**

Flip Chart

Narrative

Keywords:

story

Descriptive

Keywords:

describe

Use sensory words

5 senses

see

hear

smell

taste

feel

Informative

also called

Expository

Keywords:

explain

inform

discuss

gives steps to do

Persuasive

Keywords:

persuade

convince

| <p>Narrative</p> <p>Paragraph 1</p> <p>Give Setting:</p> <ul style="list-style-type: none"> • where • who • when <p>*Setting should be stated in the prompt</p> | <p>Descriptive</p> <p>Paragraph 1</p> <p>Introduce what you are going to describe and tell in a general way how you will describe it</p> <p>(NO DETAILS)</p> | <p>Informative</p> <p>Paragraph 1</p> <p>Restate prompt:</p> <p>Tell what you will discuss or explain to the reader</p> | <p>Persuasive</p> <p>Paragraph 1</p> <p>Tell what you are going to convince/persuade the reader</p> |
|---|---|--|--|
| <p>Paragraph 2</p> <p>Discuss "trigger" and what it is</p> | <p>Paragraph 2</p> <p>see</p> | <p>Paragraph 2</p> <p>step 1</p> | <p>Paragraph 2</p> <p>reason 1</p> |
| <p>Paragraph 3</p> <p>Give a problem</p> | <p>Paragraph 3</p> <p>hear</p> | <p>Paragraph 3</p> <p>step 2</p> | <p>Paragraph 3</p> <p>reason 2</p> |
| <p>Paragraph 4</p> <p>Solve the problem</p> | <p>Paragraph 4</p> <p>taste/smell/feel</p> | <p>Paragraph 4</p> <p>step 3</p> | <p>Paragraph 4</p> <p>reason 3</p> |
| <p>Paragraph 5</p> <p>Summary:</p> <p>How does your story end?</p> | <p>Paragraph 5</p> <p>Summary</p> <p>Restate the main ideas in a <u>different</u> way</p> | <p>Paragraph 5</p> <p>Summary</p> <p>Summarize steps or explanation in a <u>different</u> way</p> | <p>Paragraph 5</p> <p>Summary</p> <p>Restate reasons you gave in a <u>different</u> way</p> |

LIST of 4th Grade Writing Prompts

| GRADE 4 PROMPTS | | | |
|----------------------------------|---|--|---|
| Gr 04 DSC - Describe Animal | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 DSC - Favorite Thing | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 DSC - Interesting Person | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 04 DSC - Plan House | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 DSC - Special Place | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 INF - Computers | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 04 INF - Favorite Food | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 INF - Good Friend | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 NAR - A Shoe | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 NAR - Big Mistake | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 NAR - Helpful Friend | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 NAR - Lighthouse Adventure | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 04 NAR - When Bored | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 PER - Dress Code | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 04 PER - Vegetable Garden | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 04 PER - Young People | WV Writing RoadMap 2.0 Prompts | | G |

LIST of 5th Grade Writing Prompts

| GRADE 5 PROMPTS | | | |
|-------------------------------------|---|--|---|
| Gr 05 DSC - Describe a Character | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 DSC - Memorable Trip | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 DSC - Perfect Day | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 DSC - Planet Dreams | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 05 DSC - Window View | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 DSC - Your Room | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 INF - Explain a Lifetime Goal | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 INF - Happiness | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 05 INF - Meet Historical | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 INF - School Fair | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 INF - Trade Places | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 NAR - A Helpful Hero | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 NAR - Helpful Friend | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 NAR - Linda and the Library | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 05 NAR - Park Visit | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 NAR - Someone Famous | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 PER - Bicycle Safety | WV WESTEST2 Online Writing Practice Prompts | | G |
| Gr 05 PER - Class Money | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 PER - Dress Code | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 PER - Recycling at School | WV Writing RoadMap 2.0 Prompts | | G |
| Gr 05 PER - Something Unfair | WV Writing RoadMap 2.0 Prompts | | G |

Gr 04 INF - Computer

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Computers

Years ago, there were no computers. Back then, many of the things that are easy for us now were much more difficult or even impossible to do. Doctors, scientists, pilots, and even students would not be able to do many of the things they do today without computers.

Today, computers have become an important part of daily life. In fact, many of us could not imagine a world without personal computers in our homes or schools. We use computers all the time. Students often use word processors to write papers and do homework. Some teachers even use websites to post assignments and class schedules.

Computers aren't just for work, though. E-mail makes it easy to send messages to friends and family. The Internet makes information and entertainment from around the world available to us whenever we want it. All the time, more and more people are using computers or electronic devices to listen to music.

Computers have also made it possible for people to be creative in new, exciting ways. Some people use computers to create art or personal websites. Some even use computers to record music of their own.

Prompt:

Write a composition explaining what you like most about computers and why.

Prompt from WV Writes web site

Gr 04 PER - Vegetable Garden

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Vegetable Garden

Ms. Green has an idea for a new class project for her fourth grade class. She wants to start a vegetable garden next to the playground. During the project, the students will learn how to plant and take care of the garden. The project will be quite a lot of work but will have lots of rewards. The students will need to work in the garden every day. This project will help them learn the value of teamwork. Some students will take turns watering the plants, and others will work together to pull weeds. The project will also require a lot of patience because it will take a long time for the vegetables to grow. When the vegetables are ready, the class will make a special dinner. They will invite their families and enjoy the good food they have grown. Think about this idea for a class project. You know that some students will think the project is too much work! Other students will say that they don't like vegetables anyway!

Prompt:

Write a composition that will help convince your classmates that this vegetable garden project is a good idea.

Prompt from WV Writes web site

Gr 04 NAR - Lighthouse Adventure

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Lighthouse Adventure

Once upon a time, high on a cliff, there was a lonely, old lighthouse. Modern day lighthouses are run by computer, but this lighthouse had a keeper named Sam. Sam lived next door with his family: his wife Lorraine and their children Larry, Laura and Luke. Sam liked his job and often worried about mechanical lighthouses.

"People these days don't realize how important lighthouses are! Computers are great, but they can't replace humans in emergency situations," he complained, and his family would sigh. As far as they could tell, nothing ever happened that a machine couldn't have handled. They sometimes wondered if it wouldn't be better, after all, if a computer took over. Then, they could live in town instead of at the edge of the sea where nothing exciting ever happens.

Then one day, something did happen. The entire family was startled by the shouts of people pointing to the rocks below the cliff.

Prompt:

Write a story about what Sam and his family discover below the cliff.

Prompt from WV Writes web site

Gr 04 DSC - Interesting Person

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Interesting Person

These days, we have lots of information about people all over the world whom we may never meet. We read about famous people on the Internet and in magazines. We watch them on television. With all this information available to us, we often fail to notice all the interesting people surrounding us in daily life.

After all, interesting people are all around us. An interesting person is often someone who can teach us something or help us experience the world in a different way. Perhaps this person is someone we look up to, like a great scientist, writer, or athlete. Or it could simply be an ordinary person known for his or her kindness and generosity. Sometimes, we are interested in people who seem very different from ourselves. A very friendly person, for instance, could become fascinated by someone who is very quiet.

Your teacher has asked you to choose one person that you think is very interesting. That person could be someone famous, or it could just be someone that you know personally.

Prompt:

Write a composition describing a person you find interesting. In your description, be sure to include details that help your readers picture this person and understand why you find him or her so interesting.

Prompt from WV Writes web site

Gr 05 DSC - Planet Dreams

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Planet Dreams

Imagine that it's late in the evening and you're getting ready to go to bed. Your parents had company over for dinner. They let you stay up late, so you are more tired than usual. Your eyes droop as you brush your teeth, comb your hair and put on your pajamas. You walk sleepily to the window to close the curtains.

As you peer out, you see the planet Mars, a small, bright speck of red, glimmering far away in the night sky. You stand there, in the moonlight, looking up at it for a long time.

You think about how amazing it is that you can see this planet so many millions of miles away in the galaxy. You wonder if human beings will ever be able to travel to planets so very far away.

As you crawl into bed, you still keep seeing that tiny red planet flickering so mysteriously. As you nod off to sleep, you're still thinking about trips to outer space and what an adventure that would be.

While sleeping, you dream that you travel far, far away to that distant planet. You see the means of travel you used to get there. You see the landscape with all its amazing colors, smells, and sounds.

Prompt:

Write a composition describing this landscape with all its amazing colors, smells, and sounds.

Prompt from WV Writes web site

Gr 05 INF - Happiness

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Happiness

Everyone wants to be happy. On the other hand, not everyone has the same definition of happiness. Let's say you ask four friends what they think makes people happy.

One says that happiness comes from having things like designer clothes or fancy cars. Another thinks that happiness comes from doing certain activities like painting, playing a sport, or just hanging out with friends and family. Another friend feels that happiness depends on the weather; people feel great when it's sunny and sad when it rains.

The last person you ask says that happiness doesn't have anything to do with any of those things. It does not depend on what we own. It doesn't depend on how we spend our time either or on whether our days are sunny or rainy.

This person thinks happiness is an attitude. If one expects the world to be sad and gray, it will be. If, on the other hand, one thinks it will be wonderful, the world will seem bright.

What do you think?

Prompt:

Write a composition explaining what makes you, a family member, or a friend truly happy.

Prompt from WV Writes web site

Gr 05 PER - Bicycle Safety

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Bicycle Safety

Some parents and teachers in your town are worried that fifth graders are not being careful enough when riding bikes. The school has already offered an after-school program that taught students about bicycle safety. Students learned about wearing helmets for protection. They learned that cyclists should always ride in bicycle lanes. They learned that they should never ride too fast, especially when the streets are wet or slippery.

Yet quite a few people in town complain that they still see students riding unsafely. They say that some students ride too fast or take off their helmets or cut in front of traffic.

The PTA at your school has heard these complaints. They have decided to ask parents to forbid their fifth graders to ride bikes without supervision. Students definitely do not like the new idea. They argue that bicycles give them the opportunity to get around when busy parents don't have time to drive them. They also say that biking is great exercise and good for the environment.

Prompt:

Write a composition persuading parents and teachers that fifth graders are responsible enough to continue biking safely without supervision.

Prompt from WV Writes web site

Gr 05 NAR - Linda and the Library

Essay Topic:

DIRECTIONS: Read the passage and prompt and type a composition in the box below.

Passage:

Linda and the Library

One gloomy, rainy Saturday, Linda decided to go to the library to pick up something good to read. Her best friend had the flu and was unavailable for the weekend. It was too wet to ride bikes or take a walk. She was tired of looking at a computer. For once, she didn't have much homework to do. So, Linda asked her mother to drop her off at the library. When Linda walked through the massive oak doors of the library, she felt sure she had made the right choice. The lights were a little dim but cozy on such a rainy morning. People were curled up on comfortable couches and deeply cushioned chairs as they read.

As Linda walked quietly through the children's adventure section, she wondered what kind of story would be most exciting to read that day. A tale about adventurous pirates with kind hearts? A story about a wild stallion that only one child could tame?

As Linda browsed through the books, deep in thought, she became aware of a soft, blue light flickering just to her left. Instinctively, Linda turned in the direction of the light. What she saw amazed her!

Prompt:

Write a story about Linda's adventure in the library.

Prompt from WV Writes web site

WEB

*See other types of web on the Berkeley County Web Site.

Sample Web

1. Topic Sentence (hook)

Rephrase prompt (In form of a question)

A. Main Topic

B. Main Topic

C. Main Topic

2. A) Main Topic

-
-
-
-
-
-

3. B) Main Topic

-
-
-
-
-
-

4. C) Main Topic

-
-
-
-
-
-

5. Summary (Retell)

Word Chart:

At least 10 character/cool words
from the passage

At least 10 character/cool words topic
related of your own.

EDITING

Checklist for Editing

_____ List the first word of each sentence on the back of the web in correct box. See sample page

44.

_____ 4 typed lines in every paragraph.

_____ All sentences in entire story begin with a different word.

_____ All first words in each sentence have a capital letter.

_____ Punctuation at the end of each sentence.

_____ Number of transitional words. (Put the total on the line.)

_____ Use all four types of sentences: Color **ONLY** one of each type!

_____ Declarative (green) A telling sentence. Ends with a period.

_____ Interrogative (blue) Asking sentence. Ends with a question mark.

_____ Imperative (red) Command, tells the reader what to do. Ends with a period.

_____ Exclamatory (yellow) shows strong feelings. Ends with an exclamation mark.

_____ Find and highlight the verb in every sentence

_____ Count active verbs. (Put the total on the line.)

_____ Count all dead verbs. (Not helping verbs and put the total on the line.)

_____ Vary your verbs! Do not use any verb more than once!

_____ Reread the entire essay carefully, looking for mistakes.

_____ Correct fragments.

_____ Correct run-ons.

_____ Correct sentences that do not make sense.

_____ Use pizzazz! (Figurative language). See page 63.

_____ Personification (something not a person acting like a person)

Paragraph _____ Sentence _____

_____ Simile (compare two items using like or as)

Paragraph _____ Sentence _____

_____ Metaphor (compare two items without using like or as)

Paragraph _____ Sentence _____

_____ Alliteration (two or more words beginning with the same sounds)

Paragraph _____ Sentence _____

_____ Onomatopoeia (sound words)

Paragraph _____ Sentence _____

Front of web

1. When I walk around my home town I notice changes in the fall.

- plants
- animals
- weather

2. plants

- leaves change color
- leaves fall
- plants go to sleep
- nuts, acorns, berries grow

3. animals

- gather food
- eat a lot
- grow thicker fur
- insects laid eggs and die
- birds fly south
- find shelter

4. weather

- cold
- rain
- wind blows
- days are shorter
- nights get longer
- foggy
- frost on the ground.

5. conclusion

Word Chart:

At least 10 character/cool words from the passage

At least 10 character/cool words topic related of your own.

Back of web

*Use for editing and recording the first word in each sentence.

1.

When

Plants

Animals

The

2.

I

Outside

Once

In

3.

Also

When

Then

They

The

meanwhile

Then

4.

The

It

My

Every

There

5.

Trees

A

The

What

Number of sentences in your essay

| Number the sentences in your essay. Fill in the chart below. | | | |
|--|------------|------|-----------------|
| Sentences | First Word | Verb | Number of words |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | | | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |
| 21 | | | |
| 22 | | | |
| 23 | | | |
| 24 | | | |
| 25 | | | |

GRAMMAR

Frequent Mistakes

Incorrect: I seen it. I done it. I done my homework.

Correct: I have seen it. I had done it. I have done my homework.
or I did my homework.

Do NOT use the past participle of a verb without an auxiliary or helping verb.

Tenses of verbs

| Present | Past | Past Participle (past participle must be used with a helping verb) |
|---------|------|---|
| see | saw | seen |
| do | did | done |
| run | ran | run |
| say | said | said |

Incorrect: It was so fun.

Correct: It was so much fun.

So is an adverb telling how much. Fun is a noun meaning pleasure or enjoyment. Adverbs (in this case so) may not modify nouns! Adverbs modify verbs, adjectives or other adverbs only!

Correct Use of Good and Well

Incorrect: He did good. She sang good. We done good.

(Two mistakes. Good should be well and done is a participle and needs auxiliary/helping verb.)

Correct: He did well. She sang well. We did well.

Good is an adjective and can only modify nouns not verbs. Well is an adverb and is used to modify verbs. If you have an action verb as did, done and dang all you need an adverb to modify the verb.

Sometimes well can be an adjective—if it is describing a person's health.

(Please note both adjectives and adverbs are modifiers. If they modify a noun, pronoun, phrase or clause acting like a noun the modifier is an adjective. If the modifier modifies a verb, adverb, or other adverb then the modifier is an adverb.)

Correct Use of May and Can

Can means are you able to do something as in:

Can you fix this bike for me?

May means to ask permission as in:

May I go to the movies?

Correct Use of Pronouns

Incorrect: Me and Johnny went to the movies.

Correct: Johnny and I went to the movies.

Politeness!

Always put the other person first in any situation where you are speaking or writing about yourself and someone else. Also when using a compound subject use the nominative case of the pronoun: I, we, you, he, she, it, they. When a pronoun is used as a direct or indirect object of the verb or of a preposition, whether simple or compound, put the other person (Politeness) first, and use the objective case of the pronoun:

She gave the tickets to Johnny and me. Or She gave us the tickets.

Incorrect: It is me. This is him.

Correct: It is I. This is he.

In these sentences the pronoun is used as the subject complement/nominative so the pronoun must be in the nominative case. This type of sentence has a linking verb and a subject complement/nominative completing the subject by renaming the noun or pronoun equally on the right side of the verb.

Incorrect: Who do you want to see?

Correct: Whom do you want to see?

Whom in this sentence is the direct object and must be in the objective case. (Who is a subjective pronoun in the nominative case.)

Using the correct word

Incorrect: Are books (It is often said that way.)

Correct: Our books

Are is an auxiliary/helping verb.

Our is a second person possessive pronoun.

Incorrect: I am anxious to go on vacation.

Correct: I am eager to go on vacation.

Anxious means worried or troubled. Eager means looking forward to it.

Homophones

There in that place

Their a pronoun meaning belonging to them

They're a contraction meaning they are

Here in this place

Hear listen with your ear

Its a pronoun meaning belonging to it

It's a contraction meaning it is


Frequently heard mispronounced words:


Speaking words happens more quickly than writing or typing and often words are slurred or abbreviated in speaking. For example: Many times the speaker will drop the g in a word ending in –ing: going becomes gunna. I am gunna go to the store rather than I am going to the store.

She's runnin' for for office rather than she is running for office.

I was shiverin' from the cold, rather than I was shivering from the cold.

***Remember your job:**

 is not to correct others' speech. (Speech is more casual than written language and is delivered faster, so grammatical mistakes will happen.)

 is to correctly use grammar in your writing (and then hopefully in your speech).

 is to find your mistakes and correct your own writing.

***ONLY** if you are asked to help edit someone else's writing, do you correct their mistakes.

What is a sentence?

A sentence must contain a subject and a predicate (main verb).

*Every predicate includes a verb or verb group, but not every verb or verb group is a predicate. (Without a main verb, it is a fragment.)

*A subject must be a noun, pronoun, or a group of words that can act as a noun.

Verb

Verbs may be in past or present tense. A participle may not act as a main verb without a helping or auxiliary verb:

do/does/did, have/has/had, or am/is/are/was/were that agrees with the subject. Also helping verbs called Modals may be used **can/could, will/would, shall/should, may/might, or must.**

Types of verbs:

Main verb-conveys main action, happening, or state of being.

Linking verb conveys a state of being (is), relates to the senses (tastes, feels, smells appears), or indicates a condition (grows, feels)

Auxiliary verb (helping verb) employed by the main verb to show tense, mood or voice. These are:

Modals which include can/could, may/might, shall/should, will/would and others. Other auxiliary verbs include do/does/did/done, be/am//is/are/been, was/were, have/has/had when combined with other verbs.

Nouns

A noun as a subject is the central actor in a sentence; it may be simple, complete, or compound.

A noun as the recipient of the action on of the verb is a direct object.

A subject complement/nominative completes the subject by renaming the noun or pronoun equally on the right side of a linking verb.

“She was the winner.” Or “The teacher was a resident of the town.”

Verbs such as taste, become, looked, stayed and others can act as linking verbs not just is/are/was/were.

A noun can be an indirect object if it is the recipient of an in direct or secondary action.

“Give me a break.” Or “We made our customers special cupcakes.”

A noun can be an appositive by renaming it adjacent to the subject.

Bill, my friend, met me at the restaurant.

A noun can act as the object of a preposition.

“to the store”.

A noun can act as an adverb when used as an adverbial object.

“I saw him this morning.”

A noun can be used as an adjective when it modifies a noun.

“mail truck” or “garden pest”.

A noun can be a direct address/vocative.

“John, please come here.”

A noun can be an object when it renames the direct object.

“The team named the bulldog or mascot.”

A noun can be a gerund (A verb turned into a noun by adding –ing).

teaching/learning/texting.

A noun can be an infinitive (to plus a verb). However not all infinitives are nouns.

Any group of words that can take the place of a pronoun can act as a noun.

They saw my sister and me. (Us); I know where they are. (that/this); The man in the black hat (he) is standing.

Pronouns

Pronouns can be in different case:

Pronouns can be subjective, the subject of a sentence.

I/we, you, he/she, it, they

Pronouns can be objective, the object in a sentence.

me/us, you, him, her, it, them

Pronouns can be possessive showing ownership.

my/ mine, our/ours, yours, his/hers/its/theirs

Pronouns can be relative.

who/whose/whom, which what that

Pronouns can be interrogative.

Who/Whose/whom? Which? What?

Pronouns can be demonstrative and refer to an antecedent.

this/these, those/that

Pronouns can be reflective.

myself, yourself, himself, herself, itself, ourselves,
yourselves, themselves

Pronouns can be reciprocal and refer to individual parts of an antecedent.

“each other”

Pronouns can be indefinite

any, each, some, anybody/anything/anyone,
everybody/everything, everyone,
someone/somebody/something

(Please note both adjectives and adverbs are modifiers. If they modify a noun, pronoun, phrase or clause acting like a noun the modifier is an adjective. If the modifier modifies a verb, adverb, or other adverb then the modifier is an adverb.)

For example: good is an adjective, well is an adverb when describing how an act was completed, but well is an adjective when describing a person's health.

Adjectives

Adjectives modify nouns or pronouns. They answer the questions which, what kind of, or how many about the noun or pronoun.

Adjectives are compliments after linking verbs: The children are happy

Adjectives can be comparative. (having different levels of intensity)

| Positive: | Comparative: | Superlative: |
|-----------|--------------|--------------|
| good | better | best |
| happy | happier | happiest |

Noun adjectives can be nouns that modify other nouns as baby sitter, truck driver.

Proper adjectives are formed by adding –ful, -ing, -an, -ish, -less, -like to a proper noun:

American, Middle Eastern, English, Congressional

Any group of words (phrases or clauses) that follows a noun and does not rename the noun is used as an adjective:

The car that he drove is expensive.

Limiting adjectives or determiners convey whether the nouns are general or specific, how many there are, and which ones it is:

- A. Articles—a, an, the
- B. Demonstrative—this, these that, those
- C. Indefinite—any, each, few, some, other
- D. Interrogative—what, which, whose
- E. Numerical—one, first, two, second, three, third, four fourth
- F. Possessive—my, your, their, others
- G. Relative—what, which, whose, whatever, and others.

Adverbs

Adverbs modify verbs, adjectives, and other adverbs. They answer the question how, when, where, and why.

Adverbs sometimes end in –y, but not always.

Adverbs can be comparative.

| Positive: | Comparative: | Superlative: |
|-----------|--------------|--------------|
| far | farther | farthest |
| well | better | best |

Conjunctive adverbs modify by creating logical connections:

- A. Addition—also, furthermore, moreover, besides
- B. Contrast—however, still nevertheless, nonetheless, instead, otherwise
- C. Comparison—similarly, likewise
- D. Result or summary—therefore, thus, consequently, accordingly, hence, then
- E. Time—next, then, meanwhile, finally
- F. Emphasis—indeed, certainly

An adverb can introduce an adjective clause as in:

The cabin where we stayed was small.

Prepositions

Prepositions begin prepositional phrases. The list of preposition must be memorized.

| | | | | | |
|---------|---------|---------|------|------------|---------|
| about | among | between | from | over | until |
| above | around | beyond | in | past | unto |
| across | at | but | into | through | up |
| after | before | by | like | throughout | upon |
| against | behind | down | of | to | within |
| along | below | during | off | toward | with |
| amid | beneath | except | on | under | without |
| | beside | for | | underneath | |

Interjections

Interjections are words or expressions that convey surprise or strong emotion. Alone they are followed by an exclamation point. As part of the sentence they are set off by a comma.

Conjunctions

Conjunctions connect words, phrase, and clauses.

Coordinating conjunctions connect two grammatically equivalent structures:

- A. Addition—and
- B. Contrast—but, yet
- C. Result or effect—so
- D. Reason or cause—for
- E. Choice—or
- F. Negative choice—nor

Correlative conjunctions are used in pairs to connect equivalent grammatical structures.

- A. Both...and
- B. Either...or
- C. Neither...nor
- D. Not only...but (also)
- E. Whether...or
- F. Not...so much as

Subordinating conjunctions introduce dependent clauses that are not as important as the independent clause.

- A. Time—before, after, once, since, until while
- B. Reason, choice or cause—as, because, since, rather than, whether
- C. Result or effect—in order that, so, so that, that
- D. Condition—if, even if, provided that, unless
- E. Contrast—although, even though, though, whereas

HELPS

See additional help files on the Berkeley County Web Site.

For a list of help files, see page 75 in this folder.

Practice rewriting sentences

There is a little house near the sea. It is easy to see because it is painted blue.

Rewrite:

Near the sea, stands a cottage. This structure stands out among the other small white houses because of its azure siding.

A small girl with a red hat walked down the street.

Rewrite:

The two year old wearing a bright red beret was easy to spot as she toddled along the sidewalk.

In both of these examples, not only do the rewrites make the sentence more vivid, it also lengthens the sentence which gives you essay more quantity.

"Nail the Noun" and "Vary the Verb"

Vary the Verb

Teach your students to vary the verb, using a student written paragraph, and highlight over used verbs. Give them a spelling dictionary to use when replacing dead verbs and overused verbs. Student should write in present tense, so they will not need to use helping verbs. When you give them the spelling dictionary, they will then begin to think of other words to add to the list of synonymous verbs.

Nail the Noun

Brainstorm to find synonymous nouns. You could have contests or use as bell ringers to collect noun synonyms.

An example: house

Palace, cottage, bungalow, mansion, cabin, home, rancher, split level, two-story, residence, abode, dwelling, building

(In any/every repeated word/phrase, tell students to keep one and change the rest.)

Vary the Verb

In order to get ready to go back to school, I went to Walmart to get my schools supplies. The list of needed supplies from my school said get wide-ruled notebook paper. First we got three packages of wide-ruled paper. Next we got a package of twelve # 2 pencils. Also I walked down aisle 5 to get some crayons and colored pencils. “Be sure to get an eraser,” my mother reminded me. Finding a “cool” backpack presented a challenge. Finally I got a pretty, petite, pink one with silver sparkles on it. “Wow!” I thought. My friends will really be impressed. Our family was strolling to the checkout counter, when we saw three ring binders. I got a sky blue one.

Highlight all get/got. Keep one. Then use word box below to replace all other. Verbs must be varied, never repeated.

Word bank for get/got:

select

obtain

acquire

chose

search for

buy/bought

pick out

take/took

locate

find/found

carry

looked for

Writers' "PIZZAZZ" Used to Dazzle the Reader

Figurative language—these are some of the most common ones.

Personification-something not a person acting like a person. (The leaves danced in the wind)

Similes- compare two items using like or as (The leaves moved like dancers)

Metaphor- compare two items without using like or as (The green ballerinas danced in the wind)

Alliteration- two or more words beginning with the same sounds (The lovely leaves leapt from their lofty perch)

Onomatopoeia- sound words ("Cough, cough" spluttered the sick child)

Oxymoron—Words put together that have opposite meanings such as *jumbo shrimp*.

"Showing, not telling" writing—this is a technique used to avoid vague statements like:

"The girl was frightened." Instead, a frightened girl is "shown" to the reader. For Example:

"The frightened girl *quivered* as her knees *knocked* together, her throat *closed up*, and her mouth *lost* all moisture. She could not even *scream* her terror."

Sound Words—Sound words can mimic any sound you hear. For example, *toot toot* for the sound of a tugboat or *tbbbt* for a "raspberry." These also are called onomatopoeia.

Strong, Active Verbs—these verbs say "The cat *sprawled* in the chair." Rather than "The cat was in the chair."

Overused Words / Instead of use:

Big: Towering, huge, large, enormous, great, gigantic, mammoth, tremendous, immense, massive, giant, colossal

Funny: Farcical, amusing, silly, jocular, hysterical, comical, witty, sidesplitting, hilarious, nonsensical, laughable, humorous

Go: tray, roam, wander, rove, range, ramble, gallivant

Good: Great, splendid, pleasant, superb, marvelous, grand, delightful, terrific, superior, amazing, excellent, wonderful

Great: Wonderful, enormous, noble, magnificent, famous, awesome, splendid

Happy: Glad, jovial, joyful, contented, pleased, cheerful, elated, jolly, merry, jubilant, thrilled, delighted

Important: Major, significant, vital, momentous, worthy

Interesting: Intriguing, fascinating, engrossing, spellbinding, absorbing

Laughed: Snickered, giggled, howled, roared, chuckled, chortled, crowed, guffawed, tittered, hee-hawed, bellowed, cackled

Like: Enjoy, fancy, relish, care for, be fond of, love, prefer, admire, cherish, appreciate, idolize, favor, adore, treasure

Little: Teeny, small, diminutive, compact, minuscule, tiny, microscopic, miniature, petite, slight, wee, minute

Make: Shape, build, construct, manufacture, assemble, fashion, form, fabricate

New: Fresh, novel, original, modern, contemporary, current, newfangled

Nice: Enjoyable, delightful, lovely, pleasant, agreeable, likable, cool fine, gratifying, warm, considerate, decent, cordial, kind, congenial, thoughtful, courteous, gracious, decent

Pretty: Beautiful, lovely, exquisite, gorgeous, glamorous, cute, stunning, handsome, striking, fair, attractive, elegant

Sad: Downcast, unhappy, depressed, dejected, woeful, forlorn, gloomy, miserable, mournful, sorrowful, melancholy, crestfallen

Said: Called, shouted, cried, whispered, responded, asked, remarked, questioned, replied, demanded, stated, exclaimed

Saw: Glimpsed, glanced at, noticed, gazed at, examined, watched, observed, sighted, spotted, eyed, spied, stared at

Smart: Witty, ingenious, bright, sharp, brainy, brilliant, knowledgeable, gifted, intelligent, clever, wise

Stuff (things): Items, pieces, articles, goods, merchandise, objects, wares, possessions

Terrible: Awful, ghastly, horrible, rotten, horrid, nasty, wretched

Type: Kind, sort, class, variety, make, category, breed, brand

Very: Awfully, extremely, highly, exceedingly, terribly, mighty

Walked: Staggered, shuffled, hiked, traveled, trudged, strolled, lumbered, paraded, marched, sauntered, ambled, strutted

Types of sentences- four different ways of writing a sentence:

DECLARATIVE (Statement) - a sentence that tells you something. It ends with a period.

INTERROGATIVE (Question) - a sentence that asks you something. It ends with a question mark.

IMPERATIVE (Command) - a sentence that tells you to do something. It ends with a period.

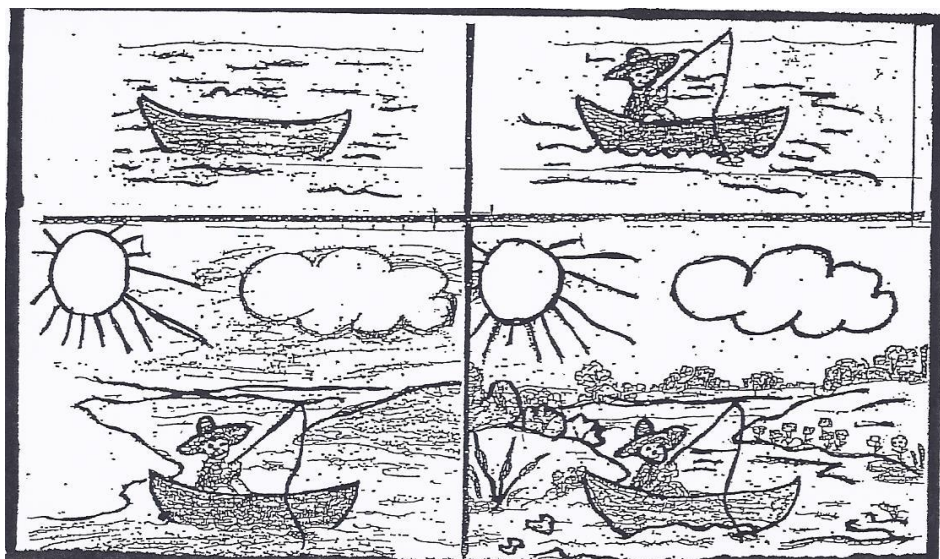
EXCLAMATORY (Exclaims) - a sentence that shows strong feeling. It ends with an exclamation mark.

Sentence- a complete thought. A sentence must have a subject and a verb.

Paragraph- several sentences about one topic. A paragraph **MUST** have a main idea and at least three sentences. **ALL** sentences **MUST** be about the same topic.

Prompt- the topic about which you are writing. It may be a question or just a topic.

Paraphrase- to restate the same thing in a different way. The last paragraph in your writing paraphrases the first paragraph.



Different Ways of Writing the Same Sentence

1. Regular Order

The rickety bus rides slowly down the road.

2. Question

Does the rickety bus ride slowly down the road?

3. Exclamation

How slow the rickety bus rides down the road!

4. Adverb First

Slowly, the rickety bus rides down the road.

5. Prepositional Phase First

Down the road the rickety bus rides slowly.

6. Verb Precedes Subject

Down the road rides the rickety bus slowly.

7. Quotation

"The rickety bus rides down the road slowly," the drive announced.

8. Apposition

The rickety bus, filled with cheerleaders and football players from our school, rides slowly down the road.

9. Adjective First

Tired, the rickety bus rides slowly down the road.

10. Adverb Phrase

Recently in a wreck, the rickety bus rides slowly down the road.

11. Present Participle

Knocking loudly, the rickety bus rides slowly down the road.

12. Perfect Participle

Having ridden down the road slowly, the rickety bus rested.

Transitional Words and Phrases

| | |
|--------------------------|-------------------|
| Another reason | Carefully |
| Another example | Suddenly |
| As well as | In contrast |
| One reason | Above |
| One example | After |
| To begin with | Also |
| To start with | Although |
| To summarize | Another |
| In conclusion | As a result |
| In summary | At last |
| So you can see | Before |
| Hence | Behind |
| First | Below |
| Second | Beside |
| Third | Different than |
| At the same time | Beyond |
| Earlier | Due to |
| Fortunately | During |
| Finally | Earlier |
| Meanwhile | For example |
| Moreover | For instance |
| Nevertheless | Further |
| Still | Furthermore |
| Unfortunately | However |
| While this was happening | In addition to |
| Therefore | In fact |
| However | Inside |
| For example | Instead of |
| Such as If | Just as |
| Since | Much as |
| Next | On the other hand |
| Finally | Outside |
| Afterward | Rather than |
| Then | Similarly |
| Last | So |
| On the other hand | Such |
| Actually | Through |
| Even better | Under |
| Even worse | |

Homophones

A

Aisle a path between two rows
I'll I will
Allowed permitted
Aloud able to be heard
Alter change
Altar in a church
Ate having eaten
Eight a number

B

Ball around object used to play a game; a dance
Bawl cry loudly
Bare uncovered
Bear an animal
Be verb become
Bee an insect
Berries fruit on a bush
Buries covered with dirt or sand
Board a flat piece of wood
Bored dull, uninteresting
Blew past tense of blow
Blue a color
Break to fall apart or interruptions
Brake used to stop a car
Buy purchase
By an author or to pass
Bye a pass when you don't play

C

Capital large letter; place of government
Capitol state building
Cent penny
Scent a smell
Sent past tense of send
Cite call to mind; issue a violation
Sight your vision
Chord several musical notes
Cord thick string
Coarse rough
Course a path

D

Dew moisture on the grass
Do to get something done
Due when something must be turned in
Doe a female deer
Dough flour mixture; slang for money
Dual two
Duel flight

E

Eight a number
Ate past tense of eat
Ewe a female sheep
You second person pronoun

F

Flea insect on the fur of an animal
Flee run away or escape
For given to someone
Fore in front
Four a number
Foul not allowed in a game
Fowl a bird

G

Grate slice; rails in the ground
Great large
Groan sigh or make moaning sound
Grown have gotten bigger
Gnu an animal
Knew past tense of know
New opposite of old

H

Heard past tense of hear
Herd group of animals like cows
Here in this place
Hear to listen with your ear
Heal to get well or recover
Heel back of your foot or shoe
He'll he will
Hi hello
High tall, or above other things
Hole an empty space
Whole the entire thing
Hour 60 minutes

I

I'll I will
Aisle a path between two rows
Its belonging to it
It's it is

K

Knead to mix bread dough
Need having a use for something
Knew past tense of know
New opposite of old
Gnu an animal
Knight lived in a castle and served a lord
Night dark part of 24 hours
Knot rope tied together
Not a negative word
Know to have learned something
No opposite of yes

M

Mail letters

Male a boy or man

Meet to get together

Meat comes from an animal

Miner a person who digs for minerals

Minor a young person

N

New opposite of old

Knew past tense of know

Need having use for something

Knead to squeeze bread dough

Night the dark part of 24 hours

Knight lived in a castle and served a lord

O

One a number

Won past tense of win

Our belongs to us

Hour 60 minutes

Or one or another

Ore metal from a mineral

Oar to row a boat

P

Pail a bucket

Pale without color

Passed to go by something

Past happened earlier in time

Plain not fancy; flat area of land

Plane machine that flies

Peace not at war

Piece a part of something like a pie

Pray an idea expressed to God

Prey an animal caught by another

R

Rains water falling from the sky

Reigns time a king or queen is in power

Reins on a horse

Read having finished a book

Red a color

Right opposite of left

Write put words on a paper with pencil
or pen

S

Sea body of water

See to look with your eyes

Sew to use thread to put together

So comes before a reason for something

Scene landscape; where it takes place

Seen past tense of see

Scent a smell

Cent a penny

T

Tail the extension of the back of an animal

Tale a story

Their belongs to them

There in that place

They're they are

Threw past tense of throw (tossed
something)

Through (or thru) finished; to pass between
two things

To in that direction; for

Too also; in addition

Two a number

V

Vary change or be different

Very a great deal

W

Way a path to something

Whey milky part of cottage cheese

Weigh to determine how heavy something is

We first person plural pronoun meaning you
and I

Wee very small

Weight the number of pounds of something

Wait to stay for someone to come or
something to happen

Weak not strong

Week seven days

Wear to put on clothes

Where in what place

Weather conditions of temperature and
precipitation

Whether one or another

Which decide on one

Witch and evil character

Whole the entire thing

Hole an empty space

Won to be victorious

One a number

Wood comes from trees

Would if you agree to do it

Y

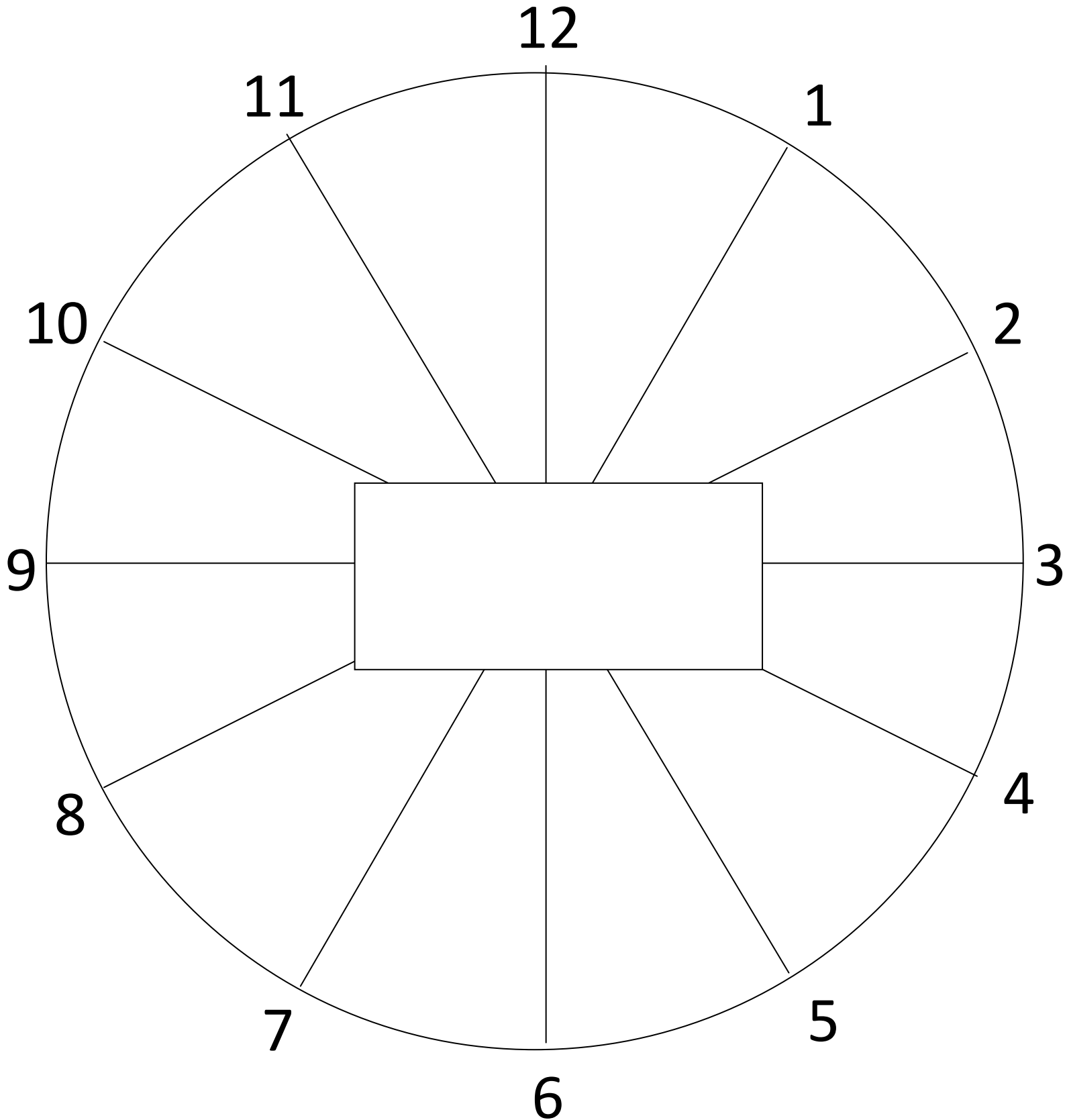
You second person pronoun

Ewe female sheep

Your belongs to you

You're you are

Appointment Calendar



Writing Question

1. What is a composition?
 - A. A place where you recycle grass.
 - B. A story.
 - C. Any essay you write.
2. Who is a peer? If this is the sentence—You and your peer will collect money for the homeless shelter.—What does peer mean in that sentence?
 - A. A place where ships dock.
 - B. Someone in your class or about your age
 - C. To look at something.
3. Who is the reader?
 - A. The person who reads your composition.
 - B. The computer who reads your composition.
 - C. Either the person or the computer that reads your composition.
4. How many paragraphs do you have to type the day of the test?
 - A. 4
 - B. 7
 - C. 5
5. Can you write more than 4 or 5 sentences in every paragraph?
 - A. Yes
 - B. No
 - C. Sometimes
6. You must have AT LEAST how many typed lines in every paragraph?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
7. What do you do to begin a new paragraph?
 - A. Indent
 - B. Skip three lines
 - C. Hit enter twice
8. What do you do when you have written 5 paragraphs?
 - A. Raise your hand and tell a person in charge you have finished.
 - B. Go back and look for mistakes.
 - C. Find mistakes and correct them, then reread it again.
 - D. All of the above.
9. Where and when do you use a capital letter?
 - A. First letter in a person's name.
 - B. First word in a sentence.
 - C. For I when you are talking about yourself.
 - D. All of the above, A, B, and C.
10. How do you make a capital letter?
 - A. Put caps lock down.
 - B. How shift down while pushing the letter.
 - C. Push shift let it up and then push the letter.

11. What do you do the day of the test if you can't find the key you are looking for?
- A. Raise your hand and ask the teacher that comes to you.
 - B. Ask the person beside you.
 - C. Just skip that word.
12. What do you do if something goes wrong with your computer?
- A. Bang on the space bar.
 - B. Hit the delete key.
 - C. Raise your hand and wait for help. Never try to correct it yourself and keep your hands off the computer while you are waiting for help.
 - D. Erase what you have written.
13. What do you NEVER do the day of the test?
- A. Ask for help.
 - B. Look at another person's screen.
 - C. Edit your work.
14. What does edit mean?
- A. Look for mistakes.
 - B. Find mistakes and correct your work.
 - C. Make your composition longer.
15. When do you erase a paragraph or even a line you have written?
- A. Never
 - B. When what you have written is wrong
 - C. After you ask the teacher

16. Prompt:

When you arrive at home, you see a little monkey has followed you home. Now you want to convince your parents to let you keep the monkey. What is the key word?

- A speak
- B monkey
- C convince
- D parents

17. Prompt:

When you arrive at home, you see a little monkey has followed you home. Now you want to convince your parents to let you keep the monkey. What type of prompt is it?

- A Descriptive
- B Informative
- C Narrative
- D Persuasive

18. Prompt:

You need to choose a book that all the students in your class will like to read. Explain why the book you choose is a good choice. What is the key word?

- A explain
- B why
- C choose
- D choice

19. Prompt:

You need to choose a book that all the students in your class will like. Explain why

the book you choose is a good choice. What is the genre?

- A Descriptive
- B Informative
- C Narrative
- D Persuasive

20. Prompt”

Every day you pass a door. It is always locked. Write a story about what is on the other side of the door. What is the key word?

- A notice
- B story
- C inside
- D locked

21. Prompt:

Every day you pass a door. It is always locked. Write a story about what is on the other side of the door. What type of prompt do you have?

- A Descriptive
- B Informative
- C Narrative
- D Persuasive

22 Prompt:

Describe a storm. It can be thunder, a snowstorm, a tornado, a hurricane, or a rainstorm. What is the key word?

- A Describe
- B thunder
- C storm
- D tornado

23 Prompt:

Describe a storm. It can be thunder, a snowstorm, a tornado, a hurricane, or a rainstorm. What is the genre?

- A Descriptive
- B Informative
- C Narrative
- D Persuasive

Answer Key

- | | |
|-----|---|
| 1. | C |
| 2. | B |
| 3. | C |
| 4. | C |
| 5. | A |
| 6. | C |
| 7. | C |
| 8. | C |
| 9. | D |
| 10. | B |
| 11. | A |
| 12. | C |
| 13. | B |
| 14. | B |
| 15. | A |
| 16. | C |
| 17. | D |
| 18. | A |
| 19. | B |
| 20. | B |
| 21. | C |
| 22. | A |
| 23. | A |












List of additional helps on the web site

From the **Berkeley County Web Site**, go to **Departments, Federal Programs**, and **Title I Resources for Schools**.

Or click on the following link.

<http://berkeleycountyschools.org/Page/342>

From here, you will find additional files under the following categories:

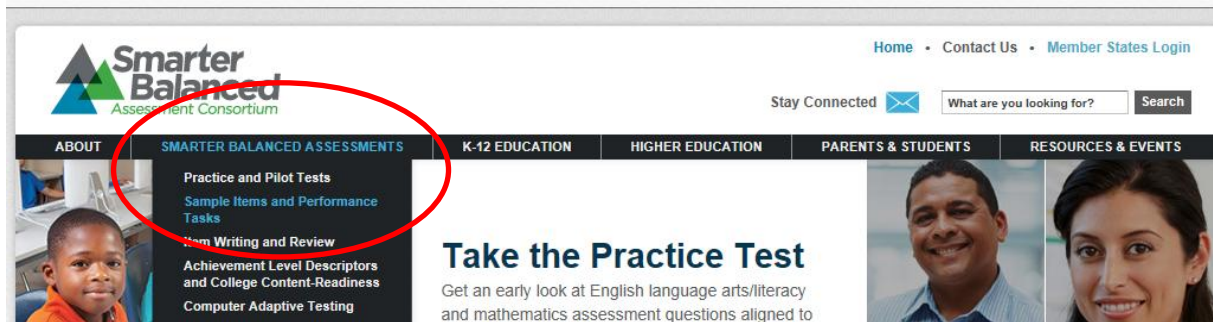
-  **ACCESS FOR TEACHERS**
-  **ACRONYMS POSTERS**
-  **ACTIVITIES**
-  **ADDITIONAL HELPS**
-  **EDITING**
-  **ESSAYS**
-  **FLIP CHARTS**
-  **FORMS FOR RECORDING SCORES**
-  **GRAMMAR**
-  **PROMPTS**
-  **RUBRIC**
-  **SENTENCES**
-  **WEBS**

**This list is subject to change as additional information is needed and added.*

Smarter Balanced

<http://www.smarterbalanced.org/>

From the Smarter Balanced web site select: **Smarter Balanced Assessments** and then **Sample Items and Performance Task**.



Scroll down the page until you see the following. Click on **English language arts/literacy**.



Go to the top and click on **View more English language Arts/Literacy Sample items**.

The screenshot shows the 'VIEW MORE ENGLISH LANGUAGE ARTS / LITERACY SAMPLE ITEMS' page. The page displays a table of sample items and performance tasks for grades 3-5, 6-8, and High School. The 'VIEW MORE ENGLISH LANGUAGE ARTS / LITERACY SAMPLE ITEMS' link is circled in red.

| Grade Band | Reading | Writing | Speaking & Listening | Research/Inquiry | Performance Tasks |
|-------------|---|--|--|------------------|-------------------|
| 3-5 | Grandma Ruth 1 Grandma Ruth 2 Grandma Ruth 3 | Writing – Oliver Writing – School Day | Exercise in Space 1 Exercise in Space 2 | | Animal Defenses |
| 6-8 | Planes on the Brain 1 Planes on the Brain 2 Planes on the Brain 3 | Writing – Cell Phones | | | Garden |
| High School | Diamonds in the Sky 1 Diamonds in the Sky 2 Diamonds in the Sky 3 | Writing – Kudzu Writing – Hockey | | | Nuclear Power |

From this page, you can read samples of test questions for grades 3-5, 6-8, and High School. I had to use Google Chrome to view the above page.