

Second and Third 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:

Iterative Writing Mode:

Enhanced Accessibility Mode: For the visually/hearing impaired

- Hearing impaired
- Visually impaired

Student View Results:

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 O 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**



The image shows a configuration interface for an assignment. It includes several dropdown menus and checkboxes. The 'Sections' dropdown is set to 'Single'. The 'Iterative Writing Mode' dropdown is set to 'On'. The 'Enhanced Accessibility Mode' dropdown is set to 'Off', with a note 'For the visually/hearing impaired'. Below this are two checkboxes: 'Hearing impaired' and 'Visually impaired', both of which are unchecked. The 'Student View Results' dropdown is set to '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. From here you can read, rescore, comment, and print the student's essay.

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**.

*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 O 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

3rd Grade Rubric

(See scoring information on the bottom of page 17)

	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, well-developed multiple paragraphs • Strong use of transition 	Exemplary Development <ul style="list-style-type: none"> • Strong use of examples, evidence or supporting details • Clear focus maintained <ul style="list-style-type: none"> ➢ <u>Descriptive</u>: exemplary examples and sensory details ➢ <u>Narrative</u>: exemplary ideas convey the experience 	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 	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 Regular/irregular verbs 	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"> • Clear use of examples, evidence or supporting 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 	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 	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 Regular/irregular verbs 	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"> • Sufficient use of examples, evidence or supporting 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 	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 	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 Regular/irregular verbs 	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"> • 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 	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 	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 Regular/irregular verbs 	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"> • 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 	Minimal Sentence Structure/Minimal Response <ul style="list-style-type: none"> • Contains some incomplete sentences and/or run-ons • Minimal evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative ➢ Interrogative ➢ Exclamatory ➢ Imperative 	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 	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 or end • Lacks evidence of paragraphing • No transition 	Inadequate Development <ul style="list-style-type: none"> • 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 	Inadequate Sentence Structure <ul style="list-style-type: none"> • Contains numerous incomplete sentences and/or run-on • Lacks evidence of sentence variety: (types/length) <ul style="list-style-type: none"> ➢ Declarative ➢ Interrogative ➢ Exclamatory ➢ Imperative 	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 Regular/irregular verbs 	Inadequate Mechanics <ul style="list-style-type: none"> • Serious and consistent errors <ul style="list-style-type: none"> Punctuation Capitalization Spelling Impedes understanding/communications

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												
				NEVER begin with and , but, or												
				Word Choice Total												
			WORD CHOICE	Subject/verb agreement												
				Character ("cool") nouns												
				Vivid verb												
				Correct pronoun (Politeness)												
				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/"cool"/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 subtropics mentioned in prompt

SAMPLE SCORES OF 3RD GRADE ESSAYS

Scored 3rd Grade Prompts

Gr 03 NAR - Charlie and the Tree

Wow Look at that amaua tree charlie exlaims his fend fend jennie found thit say she woos lmedia thly she thought of immediat of charlle and cowd not wait to him can youb not linmzmementit she asks him can beasks it sheask sinament thejump and coulattr cnd cotoys frw kides you believe tree yestt sday whatmauid charlie and cowd not wait to him can you belleve it sheasks in amazement the zmement the jump and. could aot clrm cand was up set and hop. yur it latr peple that wrle. have no my ney and biy toys frw kindse play wife my maney and I hav ahsbl and I had fun wal I I haf fun ant has the tree lrcs like wrutd ders bills and smls like chiklt and chrle code not clime the tree and Jennie thrnd to jomp but charlie got a latl threy pote the thnk and a mafene and a slerle and a hase they bide a plene and the trey cent groy wonrit dorle bris and trey hand fun and thryh haf a nrw car and a new cbte a new frne the tee sme leke chrokltit bunt the tee dos not like chokit and it has wune hurit dlors wife. The tee stotin to a lowl prise. Wune day the tee wuse ant art muney and it wus cunt dan. It wus not efil a gane esnt tey can see the in a pesle.

Score of: 1.0 1.0 1.0 1.0 1.0 1.0

Gr 03 NAR - Charlie and the Tree

Wow look at that amasing tree Carlie exlaims. His friend Jennie found this cool tree yesterday while she was walking in the woods with her friend. Immediately she thought of Charlie and and cowld not wait to see him. It? she asks in amasement.

It lookes cool and skinny. What is that sound? It sounds like a bell and they feel happy. Charlie jumes no Jennies shoulders they are frustrated because they cant reach the money.

They go home to get a ladder. When they

Score of: 2.0 2.0 2.0 2.0 2.0 2.0

Gr 03 NAR - Charlie and the Tree

"Wow look at that amazing tree!" Charlie exlaims. His friend Jennie, found this grand tree yesterday while she was strolling in the woods by her school. Immediately she thought of Charlie and could not wait to tell him. Can you believe it? she ask in amazement.

They were so amused to see the tree. It look like 100 dollers bills. It sound like cha-ching, Jennie Charlie feels shocked. At the same time they were so amused to see the tree. Look at all thet money.

"Oh no, there is a proldem," Jennie said. What is the proldem, Charlie said. We can't reach the money. Charlie treied to jump but it din't work. Jennie cliemd on Charlie shoders so that din't work. Afterward they where frustrated.

"I have it! We can go to Big Loxts and get a ladder says Jennie. Snddenly ran to Big Loxt to get a ladder. Then Jennie and Charlie climd the ladder to get the money. Due to all the money, both of them felt rich. Horay!!

Both of them spend it on a joucosey. The

Score of: 3.0 3.0 3.0 4.0 3.0 3.0

Gr 03 NAR - Charlie and the Tree

"Wow! look at that amazing tree!" Charlie shouts. His friend, Jennie, found this money tree yesterday while she was hunting at 6:00 pm. Immediately she thought of Charlie and could not wait to call him. "Can you believe it." She said in amazement.

"Yesterday I saw a very very big money tree with hundred dollar bills. The money tree is big, green, and is in front of my window!" Said Charlie as he walked along the path talking to Jennie. "Were did you find the tree at?" Jennie ask. Charlie feels so rich now. Charlie and Jennie listen to the bills blowing in the wind. Then Jennie and Charlie go back home.

"I can't get the money that was on the tree until my dad let me use his lader." Then Charlie tells Jennie more about when he got the first one dollar bill. "When I found the money tree I took a dollar bill off of it." After Charlie felt so rich he layed down and took a long nap.

Jennie and Charlie get a lader then they climb the lader and get the money. They feel so rich and happy. "This day is the best day ever." Charlie and Jennie shout."

"Hay Charlie let's spend the money on a dog! Money grows back. Did you know that? And that was the end of the amazing tree. The trees money is gone now. Says Jennie. It's the best best day ever in the world." Are you happy. Yes yes I am. So the tree is gone for ever. Yes Charlie, the tree is gone. By Jennie." Says Charlie. "I love today!" Shouts Charlie. The tree is gone for ever and ever. It is the end. The tree disapeard at 12:00pm. "Look Charlie, the tree is growing back. Awsome! Carlie shouts.

Score of: 4.0 4.0 4.0 4.0 4.0 4.0

Gr 03 NAR - Charlie and the Tree

"Wow! look at that amazing tree!" Charlie shouts. His friend, Jennie, found this big, old, money tree yesterday while she was hiking in the woods near the tall, big, large, huge, mounitions. Immediately Jennie thought of Charlie and could not wait one second to tell him about this big, old money tree. "Can you believe it?" Jennie asks in amazement.

This tree isn't a normal tree, it was a money tree! The money tree was filled with twenty dollor bills. As the wind blew, the twenty dollor bills flapped wildly. Charlie couldn't belive his eyes! Some of the twenty dollor bills flew off because the wind was very, very strong. "This is the weirdest tree tree I've ever seen!" says Charlie. "I know, right?" Jennie whispers. When the wind blew, the money dance up and down, up and down. Jennie and Charlie are amazed...they have never seen a money tree. To them this was very exciting! They have never seen such a tree!

Jennie and Charlie try to reach the money they jump as high as a jack rabbit could, but, it dosen't work. Jennie pushes over a huge, old, grey and white rock to stand on, but that dosen't work either. "The money on this tree is way too high!" Charlie says very frustrated. "I'm so tired." Jennie whispers. "There is nothing we can do now, Charlie, nothing is working." She says saidly.

"I know what to do!" says Charlie. "We can go home and get my dad's old ladder. So off they go to get Charlie's dad's old ladder. They run back to the tree with the ladder. Jennie begins to climb. Then Charlie follows her up. When they get down their hands are filled with money. "The tree is bare, it used to have twenty or nineteen dollars on it!" Charlie yells to Jennie. Charlie and Jennie are very happy now.

"What are we going to do with all this money?" Jennie asks. "I'm going to give mine to charity." They walk out of the woods to donate the tree's money. When they walked back to the tree, to get more money the money was gone! "At least charity got the money." Jennie exclaims. "Yeah it's allways bether to give people things when they need them." Charlie says. If you found the money tree, would you give it to charity like Jennie and Charlie did? If not, what would you spend it on?

Score of: 5.0 5.0 5.0 5.0 4.0 5.0

3.8 ESSAY

The 3.8 Paragraph Definition

A 3.8 paragraph is a good way to begin teaching the students how to write a 5 paragraph essay required for third through eleventh graders on the OWA part of the WESTEST.

A 3.8 paragraph is one paragraph consisting of 8 sentences describing one topic with three subtopics.

1 topic sentence

2 sentences about each of the three subtopics

1 concluding sentence

An Outline for a 3.8 paragraph

My favorite Animal

My favorite animal is a pig.

Appearance

Food

Habitat

Summary sentence

Sample paragraph using that outline:

My favorite animal is a pig. A pig has a large snout and a curly tail. They usually have pink skin and four short legs. Everyday pigs root around in the ground and in their trough to find food. Pigs like to eat the food people throw out. Usually they live on a farm. The farmer provides a pen where they can roll around in the mud. These animals are so cute and make snorting sounds I love to hear.

3.8 Paragraph Checklist for Editing

Fill in the chart below:

Sentences	First Word	Transitional Word ?	Verb	Number of Words
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Put a check on line, if that is correct

_____ You have 8 sentences in your paragraph.

_____ All sentences begin with a capital letter.

_____ All sentences end with a punctuation mark.

_____ All sentences begin with a different word.

_____ How many sentences begin with transition words? Put the number of sentences that begin with a transitional word on the line.

How to Convert a Written 3.8 Essay to 5 Paragraphs

My Favorite Animal

(Same topic)

1. My favorite animal is a pig.

- **Appearance**
- **Food**
- **Habitat**

2. Appearance

- color
- size
- ears
- tail
- snout

3. Food

- trough
- corn
- leftovers
- meat/fish
- other grains

4. Habitat

- farm
- pen
- mud

5. Summary

(Retell in different words)

Word Chart:

At least 10 character/cool words from the passage

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

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 27 & 28

Second and Third Grade Flip Chart

Narrative

Keywords:

story

Descriptive

Keywords:

describe

Use sensory words

5 senses

see

hear

smell

taste

feel

Narrative

Paragraph 1

Give Setting:

- where
- who
- when

*Setting should be stated in the prompt

Paragraph 2

Discuss "trigger"
and what it is

Paragraph 3

Give a problem

Paragraph 4

Solve the problem

Paragraph 5

Summary:

How does your story end?

Descriptive

Paragraph 1

Introduce what you are going to describe and
tell in a general way how you will describe it

(NO DETAILS)

Paragraph 2

see

Paragraph 3

hear

Paragraph 4

taste/smell/feel

Paragraph 5

Summary

Restate the main ideas in a different way

LIST of 2nd Grade Writing Prompts

GRADE 2 PROMPTS

First Semester Prompts:

- Gr 02 DSC Greatest Birthday Party
- Gr 02 DSC In the Water
- Gr 02 DSC Zoo Field Trip
- Gr 02 INF Friendship
- Gr 02 NAR Hot Air Balloon
- Gr 02 NAR Walk in the Woods

Second Semester Prompts:

- Gr 02 DSC Best Field Trip
- Gr 02 DSC Pen Pals
- Gr 02 NAR Grandfather Gift
- Gr 02 NAR Strange Crate
- Gr 02 PER Classroom Pet
- Gr 02 PER Unusual Pet

LIST of 3rd Grade Writing Prompts

GRADE 3 PROMPTS

Gr 03 DSC - Perfect Day	WV Writing RoadMap 2.0 Prompts	Grade 03	Descriptive
Gr 03 DSC - Place in Town	WV WESTEST2 Online Writing Practice Prompts	Grade 03	Descriptive
Gr 03 DSC - Plan House	WV Writing RoadMap 2.0 Prompts	Grade 03	Descriptive
Gr 03 DSC - Special Day	WV Writing RoadMap 2.0 Prompts	Grade 03	Descriptive
Gr 03 DSC - Your Room	WV Writing RoadMap 2.0 Prompts	Grade 03	Descriptive
Gr 03 INF - New Student	WV Writing RoadMap 2.0 Prompts	Grade 03	Informative
Gr 03 INF - School Fair	WV Writing RoadMap 2.0 Prompts	Grade 03	Informative
Gr 03 INF - Third-Grade Knowledge	WV Writing RoadMap 2.0 Prompts	Grade 03	Informative
Gr 03 NAR - A Shoe	WV Writing RoadMap 2.0 Prompts	Grade 03	Narrative
Gr 03 NAR - Charlie and the Tree	WV WESTEST2 Online Writing Practice Prompts	Grade 03	Narrative
Gr 03 NAR - Park Visit	WV Writing RoadMap 2.0 Prompts	Grade 03	Narrative
Gr 03 NAR - Someone Famous	WV Writing RoadMap 2.0 Prompts	Grade 03	Narrative
Gr 03 NAR - When Bored	WV Writing RoadMap 2.0 Prompts	Grade 03	Narrative
Gr 03 PER - Class Money	WV Writing RoadMap 2.0 Prompts	Grade 03	Persuasive

2nd grade First Semester - A Walk in the Woods

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

A Walk in the Woods



Jenny and I had no idea what we would find on our walk through the woods that day. Would we find treasure? Would there be wild animals? Nothing could have prepared us for what we actually saw.

Prompt:

Write a story about what Jenny and her friend saw on their trip through the woods.

Prompt from WV Writes web site

2nd grade First Semester - Field Trip to the Zoo

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Field Trip to the Zoo



Your class is taking a special field trip to the zoo. You arrive at the zoo. Your teacher hands you a pencil and a journal so that you can record interesting sights and sounds.

Prompt:

Describe your day at the zoo. Be sure to use as many senses as you can. Use rich, descriptive words so that your reader can imagine what your day at the zoo was like.

Prompt from WV Writes web site

2nd grade First Semester - Friendship

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Friendship



Friendship is important at school and at home. Your friends share special times with you. A good friend is fair and kind.

Friends find ways to get along even if they are unlike. The Frog and Toad books teach us about friendship. Frog and Toad are not alike. They enjoy spending time together. They are best friends.

Prompt:

Your sister wants to know how to make friends. What advice can you give her based on your friendships? Write a letter to your sister explaining how to make friends.

Prompt from WV Writes web site

2nd grade First Semester - In the Water

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

In the Water



One spring day, Taylor and Dad went fishing at the lake. They got in their boat and headed to their favorite spot. When they got to the best fishing place on the lake, they stopped the boat and started getting their fishing poles ready. Just as Taylor was about to cast the line, there was a big splash near the boat. Taylor was amazed at the sight.

Prompt:

Write a story about what happened next.

Prompt from WV Writes web site

2nd grade First Semester - My Ride

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

PASSAGE:

My Ride



One summer morning you woke up and looked outside. There was a hot air balloon outside of your house. Then a man yelled, "Bring your family and hop in. I'll take you anywhere you want to go!"

PROMPT:

Where would the hot air balloon take you? Write a story for your classmates explaining the adventures that took place during the ride.

Prompt from WV Writes web site

2nd grade First Semester - The Greatest Birthday Party

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

The Greatest Birthday Party



One morning, you walked to the mailbox. You wanted to see if anyone had sent you a birthday card. You saw an envelope with your name on it from your grandmother. When you opened the card, you saw a lot of money inside. Your grandmother wrote, "Please use this money to plan the best birthday party."

Prompt:

Describe your greatest birthday party. Use rich, descriptive words so that your grandmother can imagine your birthday party.

Prompt from WV Writes web site

2nd grade Second Semester - Classroom Pet

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Classroom Pet



Many classes have pets. Students can learn about animals from pets. The animals have to be fed and watered every day. Students have to learn how to clean the pet's cage. Class pets are a lot of work. They are fun too!

Prompt:

Your class is getting a classroom pet. You know which animal will make the best pet. Persuade your classmates that this animal is the best choice for your class.

Prompt from WV Writes web site

2nd grade Second Semester - Grandfather's Gift

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Grandfather's Gift



Grandpa's house was straight ahead. Excitement was building within me. You see, this was the day grandpa would pass to me his most prized possession.

Prompt:

Write a story about the gift the child is going to receive from his/her grandpa.

Prompt from WV Writes web site

2nd grade Second Semester - Pen Pals

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Pen Pals



You have been writing to your pen pal for over a year. You find out your pen pal will be visiting next weekend! What are some places in your town that you want to show? What are some things that you want to do for fun?

Prompt:

Describe your special weekend visit with your pen pal. Use rich descriptive words so that your reader can imagine this special day.

Prompt from WV Writes web site

2nd grade Second Semester - The Best Field Trip

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

The Best Field Trip



Every year each grade at our school gets to go on a field trip. Usually the teachers get to organize and plan the field trip, but this year is different. Students will get to express their thoughts and vote on the best idea for a class field trip.

Prompt:

If you could plan a realistic field trip for your class, where would you choose to go and why? Describe the setting using your senses and explain some fun things you might do during the field trip.

Prompt from WV Writes web site

2nd grade Second Semester - The Strange Crate

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

The Strange Crate



Kimi and Josh were riding their bikes down the street. As they rode around the corner, they saw a broken crate on the edge of the street. They heard a strange animal-like sound as they got closer to the crate. Just then, they saw it.

Prompt:

Write about what Kimi and Josh saw in the crate, and what happened next.

Prompt from WV Writes web site

2nd grade Second Semester - Unusual Pet

SECOND GRADE PRACTICE PROMPTS

Select the *Second Grade WV Writes Proficiency Level Scale* to generate proficiency reports for second grade students.

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

Passage:

Unusual Pet



You have never owned a pet. Your parents do not think that you are old enough to take care of an animal. There is an unusual animal that you have always dreamed of having for a pet. One day you decide to go to the zoo to see that animal. It follows you home.

Prompt:

Give detailed reasons why you should be able to keep the unusual animal as a pet.

Prompt from WV Writes web site

3 NAR Charlie and the Tree

Essay Topic:

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

Passage:

Charlie and the Tree

Jennie and Charlie were hiking in the woods. Jennie was leading the way. She wanted to show him something she had found just yesterday, an amazing tree. That morning, when Charlie asked her to explain what was so amazing about it, Jennie just smiled.

"I can't tell you what it's like. I'll have to show you. Come on!" she said.

As they walked, Charlie kept trying to get Jennie to tell him more about the tree. He was very curious. Jennie kept saying, "We are getting very close!"

Finally, just when Charlie was about to ask how much further they had to go, Jennie turned to him and smiled. "It's up there!" she said, starting to run.

Charlie ran after her, wondering what he would find.

They both ran into a clearing. The moment he saw it, Charlie was glad he had come all this way. This was the tree Jennie had been talking about.

Charlie looked up at it. He was amazed.

Prompt:

Write a story about what happens next with Charlie and the amazing tree.

Prompt from WV Writes web site

3 DSC Place in Town

Essay Topic:

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

Passage:

Place in Town

There are so many places to go and things to do near where we live. Jessica likes to visit the pet store in her town. She loves animals. Jessica enjoys watching the fish swim in their tanks. She thinks the puppies are very cute.

Daniel likes going to the park on the weekend with his friends. They play baseball in the field at the park. His mother will sometimes bring a picnic lunch for them.

Beth is delighted every time she gets to visit the horse stables just outside of town. She has a favorite white and gray horse named Sky. She sometimes feeds him carrots.

What place in or near your town do you like to visit the most?

Prompt:

Write a composition that describes a place you like to visit. Use details to help your reader see, hear, and feel the place you describe.

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 5 Paragraph Essay

___ List all first words of each sentence on back of web in correct box. See example page 49.

___ 4 sentences in every paragraph.

___ All sentences in the entire story begin with a different word.

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

___ Number of transitional words. (Count them in the whole essay)

___ Reread the entire essay carefully and slowly looking for mistakes. Read your essay backwards beginning with the last sentences first. Read all the way through until you have read all the way to the first sentence.

___ Correct any sentence that is not a complete sentence.

___ Correct all sentences that are run-ons. (More than one sentence.)

___ Correct sentences that do not make sense.

___ Find and highlight the verb in every sentence.

___ Vary your verbs! Do not use any verbs more than once!

___ Circle all "cool" words

___ Count the number of "cool" words

___ Did you include the ones from the passage you wrote in the word box on your web?

Use all four types of sentences: Color ONLY ONE of each type!

___ Declarative (green) A telling sentence.

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

___ Imperative (red) Command, tells the reader what to do

___ Exclamatory (yellow) Ends with an exclamatory mark!

Front of web

1. When I walk around my hometown 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

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			



Thinking CAPS

Capital letters

I

Names

First word in every sentence

Always begin every sentence with a
different word.

Use transitional words

Paragraphs

5

Every paragraph needs at least 3 lines

Spacing

1 space between words

1 space after a comma

1 space after every sentence



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 81 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, they also lengthens the sentence which gives you essay more quantity.

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

Teach “Nail the Noun” and “Vary the Verb”

Vary the Verb

Teach your students to vary the verb. Using a student written paragraph, 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 every repeated word/phrase, tell students to keep one and change the rest.)

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.

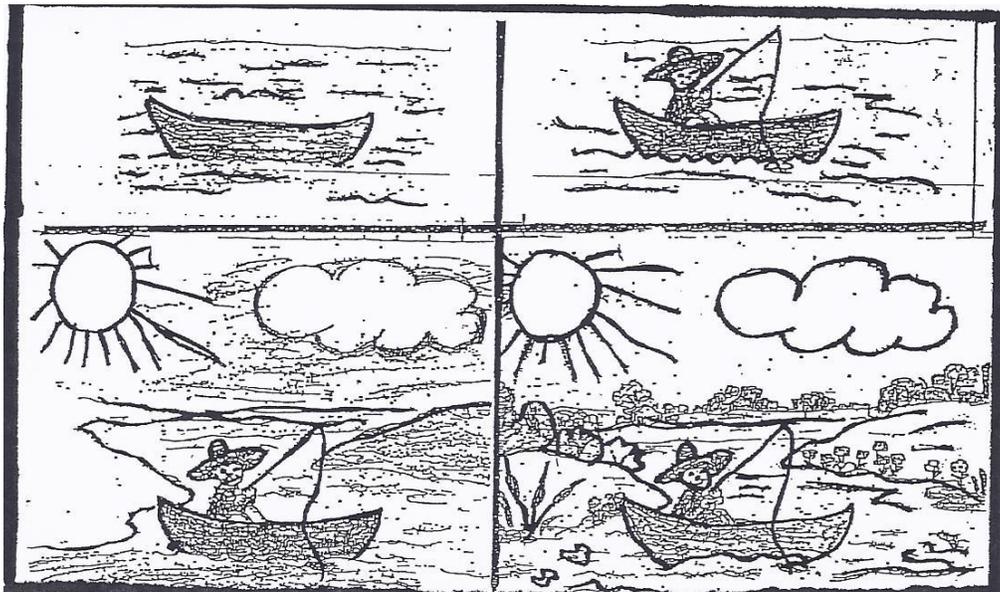
EXCLAMATORY (Exclaims) - a sentence that shows strong feeling. It ends with an exclamation mark.

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.

K-2 Transitional Words

ADDING MORE

FIRST

SECOND

THIRD

NEXT

LAST

FINALLY

FURTHER

FURTHERMORE

AGAIN

SOON

AFTER

AFTERWARDS

LATER

WHEN

THEN

TO COMPARE

ALSO

IN FACT

MEANWHILE

HOWEVER

STILL

ON THE OTHER

HAND

ALTHOUGH

LIKEWISE

YET

TO SUPPORT

THEREFORE

FOR INSTANCE

FOR EXAMPLE

AS A RESULT

IN ADDITION

IN CONCLUSION

CERTAINLY

3rd Grade 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
Grown have gotten bigger
Groan sigh or make moaning sound
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

Writers’ “PIZZAZZ” Used to Dazzle the Reader

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

Personification (The leaves danced in the wind)

Similes (The leaves moved like dancers)

Metaphor (The green ballerinas danced in the wind)

Alliteration (The lovely leaves leapt from their lofty perch)

Onomatopoeia (“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:

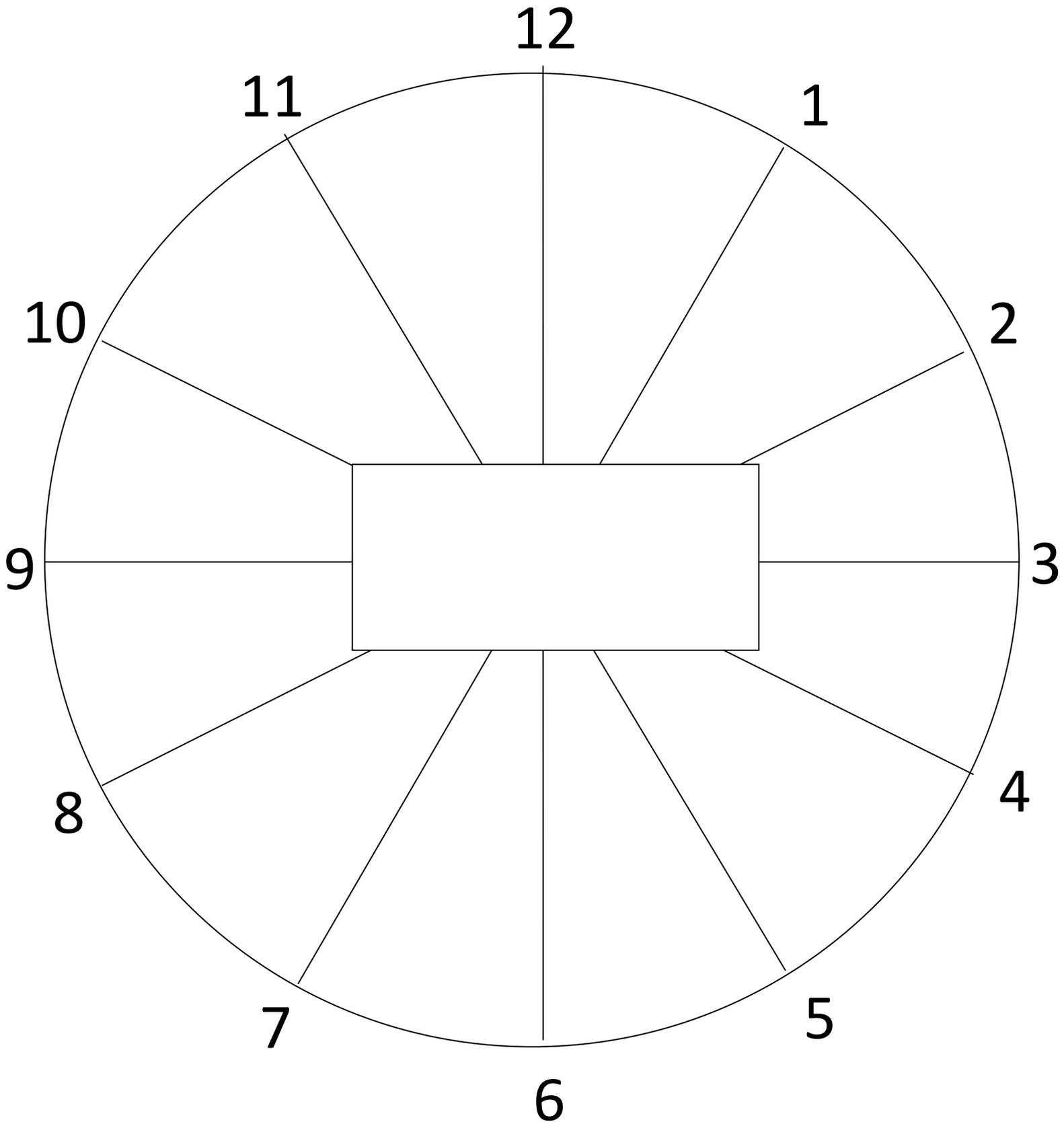
“The girl was frightened.” Instead, a frightened girl is “shown” to the reader. For Example:

“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 *tbbbbth* 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.”

Appointment Calendar



3rd Grade Questions

- 1 What is a composition?
 - A A place where you recycle grass.
 - B A story.
 - C Any essay you write.
2. How many paragraphs do you have to type when writing you composition on the day of the test?
 - A 4
 - B 7
 - C 5
- 3 How many sentences must you have in every paragraph?
 - A 4
 - B 5
 - C 3
- 4 Can you write more than 3 or 4 sentences in every paragraph?
 - A Yes
 - B No
 - C Sometimes
- 5 What do you do to begin a new paragraph?
 - A Indent.
 - B Skip three lines.
 - C Hit enter twice.
- 6 If you are asked to describe an item, what should you tell about it?
 - A What it looks like, sounds like, smells like, tastes like.
 - B Tell how it looks.
 - C Write many sentences about it.
- 7 What does it mean to add more details?
 - A Make your composition longer.
 - B Give additional facts or descriptions of the topic.
 - C Write more lines.
- 8 What do you do when you have written 5 paragraphs
 - A Raise your hand and tell the teacher 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 Hold 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 you 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 you computer?
- A Bang on the space bar.
 - B Hit the delete key.
 - C Raise your hand and wait for help. Never to correct it yourself and keep your hands off the computer while you are waiting for help.
- 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.

Answer Key

Question: Answer

1 C

2 C

3 C

4 A

5 C

6 A

7 B

8 C

9 D

10 B

11 A

12 C

13 B

14 B

15 C

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:

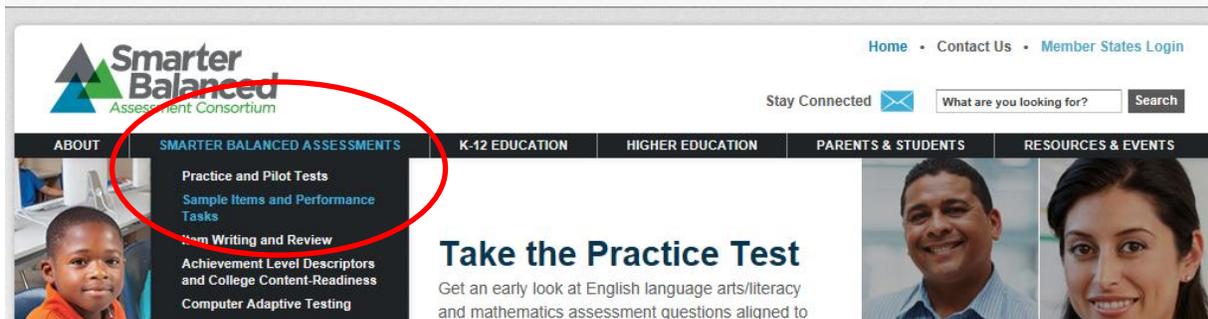
-  **ACCESS FOR TEACHERS**
-  **ACRONYMS POSTERS**
-  **ACTIVITIES**
-  **ADDITIONAL HELPS**
-  **EDITING**
-  **ESSAYS**
-  **FLIP CHARTS**
-  **FORMS FOR RECORDING SCORES**
-  **GRAMMAR**
-  **PROMPTS**
-  **RUBRIC**
-  **SENTENCES**
-  **WEBS**

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

Smarter Balanced

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

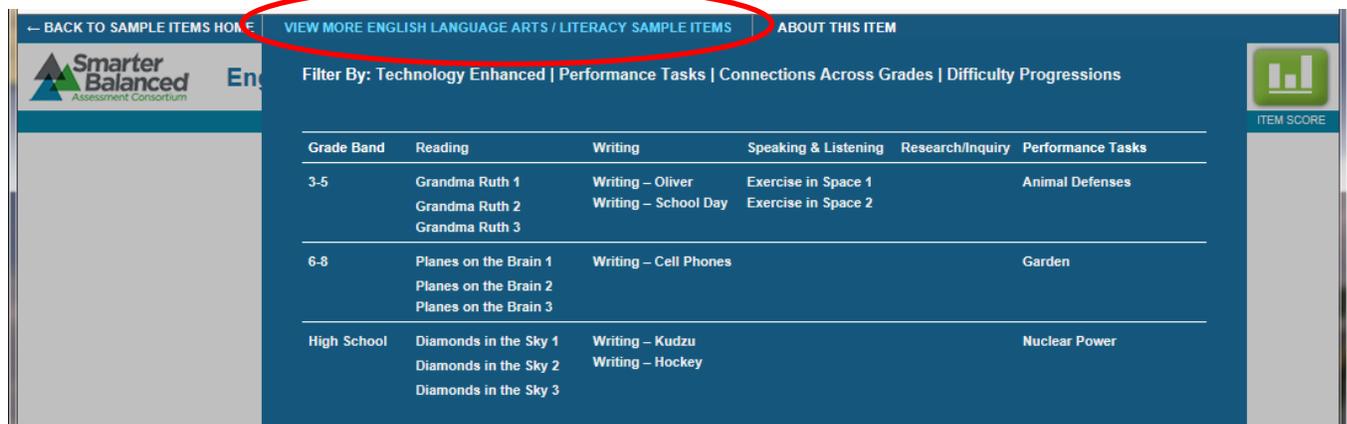
From the Smarter Balanced web site select: **Smarter Balanced Assessments** and then **Sample Items and Performance Task**.



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**.



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.