Second and Third Grade Writing Folder
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</tr>
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</table>
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.wvvwrites.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.

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 icon. 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.

Then click Save Assignment and click OK
**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 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.

**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, rescoring, 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)

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>DEVELOPMENT</th>
<th>SENTENCE STRUCTURE</th>
<th>WORD CHOICE/GRAMMAR USAGE</th>
<th>MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear and logical progression of ideas</td>
<td>• Strong use of examples, evidence or supporting details</td>
<td>• Complete and correct</td>
<td>• Vivid, specific, precise</td>
<td></td>
</tr>
<tr>
<td>• Strong beginning, middle and end</td>
<td>• Clear focus maintained</td>
<td></td>
<td>• Consistent grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Strong, well-developed multiple paragraphs</td>
<td>• Descriptive: exemplary examples and sensory details</td>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>• Strong use of transition</td>
<td>• Exclamatory</td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Imperative</td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 6

<table>
<thead>
<tr>
<th>Effective Organization</th>
<th>Effective Development</th>
<th>Effective Sentence Structure</th>
<th>Effective Word Choice/Grammar Usage</th>
<th>Effective Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Logical progression of ideas</td>
<td>• Clear use of examples, evidence or supporting details</td>
<td>• Complete and correct</td>
<td>• Specific, precise</td>
<td></td>
</tr>
<tr>
<td>• Clear beginning, middle and end</td>
<td>• Clear focus</td>
<td></td>
<td>• Mostly consistent grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Appropriate, effective paragraphing</td>
<td></td>
<td>• Clear evidence of sentence variety: (types/length)</td>
<td></td>
<td>Subject/verb agreement</td>
</tr>
<tr>
<td>• Sufficient use of transition</td>
<td></td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 5

<table>
<thead>
<tr>
<th>Adequate Organization</th>
<th>Adequate Development</th>
<th>Adequate Sentence Structure</th>
<th>Adequate Word Choice/Grammar Usage</th>
<th>Adequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some evidence of a logical progression of ideas</td>
<td>• Sufficient use of examples, evidence or supporting details</td>
<td>• Minor errors in structure</td>
<td>• Appropriate, somewhat simplistic</td>
<td></td>
</tr>
<tr>
<td>• Beginning, middle and end</td>
<td></td>
<td></td>
<td>• Somewhat consistent grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Some evidence of appropriate paragraphing</td>
<td></td>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>• Some use of transition</td>
<td></td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited evidence of a logical progression of ideas</td>
<td>• Some use of examples, evidence or supporting details</td>
<td>• Some errors in sentence structure</td>
<td>• Inadequate, repetitive</td>
<td></td>
</tr>
<tr>
<td>• Beginning, middle and/or end</td>
<td>• Some evidence of focus</td>
<td></td>
<td>• Several inconsistencies in grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Attempts at appropriate paragraphing</td>
<td>• Descriptive: limited examples and sensory details</td>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>• Limited use of transition</td>
<td>• Narrative: limited ideas</td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 3

<table>
<thead>
<tr>
<th>Minimal Organization/Minimal Response</th>
<th>Minimal Development/Minimal Response</th>
<th>Minimal Sentence Structure/Minimal Response</th>
<th>Minimal Word Choice/Grammar Usage/Minimal Response</th>
<th>Minimal Mechanics/Minimal Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lacks evidence of a logical progression of ideas</td>
<td>• Lacks sufficient examples, evidence or supporting details</td>
<td>• Contains some incomplete sentences and/or run-ons</td>
<td>• Inadequate, incorrect</td>
<td></td>
</tr>
<tr>
<td>• Lacks a beginning, middle and/or end</td>
<td>• Unclear focus</td>
<td></td>
<td>• Frequent inconsistencies in grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Minimal evidence of paragraphing</td>
<td>• Descriptive: minimal examples and sensory details</td>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>• Lacks clear transition</td>
<td>• Narrative: minimal ideas</td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 2

<table>
<thead>
<tr>
<th>Inadequate Organization</th>
<th>Inadequate Development</th>
<th>Inadequate Sentence Structure</th>
<th>Inadequate Word Choice/Grammar Usage</th>
<th>Inadequate Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little or no progression of ideas; difficult to follow</td>
<td>• Lacks examples, evidence or supporting details</td>
<td>• Contains numerous incomplete sentences and/or run-on</td>
<td>• Rambling, inappropriate, incorrect</td>
<td></td>
</tr>
<tr>
<td>• No evidence of beginning, middle or end</td>
<td>• No focus</td>
<td></td>
<td>• Distracting inconsistencies in grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Lacks evidence of paragraphing</td>
<td>• Descriptive: inadequate examples and sensory details</td>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td>• No transition</td>
<td>• Narrative: inadequate ideas</td>
<td></td>
<td>Singular/plural nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular/irregular verbs</td>
<td></td>
</tr>
</tbody>
</table>

Score of 1

© 2013 BERKELEY COUNTY SCHOOL 2ND & 3RD GRADE WRITING FOLDER
<table>
<thead>
<tr>
<th>THIRD</th>
<th>FOURTH</th>
<th>FIFTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holistic Score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization Totals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Complete Paragraphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least 4 sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beginning, middle, end</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indent first word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skip line between paragraphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use transitional words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do not repeat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay on topic (focus)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct genre (types)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence Structure Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All four types</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Run-on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fragment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do NOT begin with the same word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NEVER begin with and, but, or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Choice Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject/verb agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Character (“cool”) nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vivid verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct pronoun (Politeness)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punctuation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>End of sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apostrophe in contraction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apostrophe in possessive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No apostrophe in plurals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capitalization:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First word in sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proper noun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I (about yourself)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Misspelled words</td>
<td></td>
</tr>
</tbody>
</table>
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
# Online Writing Assessment by Classroom

## Classroom Scores

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Student Name:</th>
<th>Organization</th>
<th>Development</th>
<th>Sentence Structure</th>
<th>Grammar Word Choice</th>
<th>Mechanics</th>
<th>Total Points</th>
<th>Holistic</th>
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</table>

## 2nd Grade

- **Mastery 3.0**
- *Other than mastery there is no other level in 2nd grade*

## 3rd Grade

- **Distinguished** 6.0
- **Above Mastery** 5.0
- **Mastery** 4.0
- **Practical** 3.0
- **Below Mastery** 2.0
- **Novice** 1.0
SAMPLE SCORES OF 3RD GRADE ESSAYS
Scored 3rd Grade Prompts

Gr 03 NAR - Charlie and The Tree

Wow Look at that amaua tree charlie exlains his fend fend jennie found thit say she woos lmedia thly she thought of immediat of charlie and cowd not wait to him can youub not lmnmementit she asks him can beaks it sheask sinamement thejump and coultrr end cotoys frw kides you believe tree yeett eday whatmauid charlie and cowd not wait to him can you believe it sheaks in amazement the zmement the jump and. could act cirm cand was up set and hop. yur ilair peple that wrle. have no my ney and biy toys frw kinds play wife my money and i hav ahahl and i had fun wal l l haf fun ant has the tree lrcs like wrutders bills and smils like chikit and chrle code not clime the tree and Jennie thrd to jump but charlie got a latl threy pote the thnk and a mafe and a sitele and a hase they hide a plen and the trey cent groy wonrit doral bris and trey hand fun and thryh haf a nwv car and a new cble a new frwe the tee seme leke chrokit bunt the tee dos not like chokit and it has wune hurt diors wife. The tee stotin to a lowl pric. Wune day the tee wuse ant art money and it wus cunt dan. It wus not effl 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 amazing tree Carlie exclaims. His friend Jennie found this cool tree yesterday while she was walking in the woods with her friend. Immediately she thought of Charlie and could not wait to see him. It? she asks in amazement.

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 exclaims. 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 that money.

"Oh no, there is a problen,“ Jennie said. What is the problen,Charlie said. We can't reach the money. Charlie tried to jump but it din't work. Jennie cliem on Charlie shoers so that din't work. Afterward they where frustrated.

"I have it! We can go to Big Loxts and get a ladder says Jennie. Suddenly 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 hiking in the woods near the tall, big, large, huge, moutains. 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 dollar bills. As the wind blew, the twenty dollar bills flapped wildly. Charlie couldn't believe his eyes! Some of the twenty dollar bills flew off because the wind was very, very strong. "This is the weirdest tree I've ever seen!" says Charlie. "I know, right?" Jennie whispers. When the wind blew, the money danced 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 doesn't work. Jennie pushes over a huge, old, grey and white rock to stand on, but that doesn'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 always better 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?
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:

<table>
<thead>
<tr>
<th>Sentences</th>
<th>First Word</th>
<th>Transitional Word</th>
<th>Verb</th>
<th>Number of Words</th>
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</thead>
<tbody>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>8.</td>
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**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.
### My Favorite Animal

(Same topic)

1. My favorite animal is a pig.
   - **Appearance**
   - **Food**
   - **Habitat**

<table>
<thead>
<tr>
<th>2. Appearance</th>
<th>3. Food</th>
</tr>
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<tbody>
<tr>
<td>• color</td>
<td>• trough</td>
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<td>• size</td>
<td>• corn</td>
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<tr>
<td>• ears</td>
<td>• leftovers</td>
</tr>
<tr>
<td>• tail</td>
<td>• meat/fish</td>
</tr>
<tr>
<td>• snout</td>
<td>• other grains</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Habitat</th>
<th>5. Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• farm</td>
<td>(Retell in different words)</td>
</tr>
<tr>
<td>• pen</td>
<td></td>
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<tr>
<td>• mud</td>
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</table>

Word Chart:
- **At least** 10 character/cool words from the passage
- At least 10 character/cool words topic related of your own.
*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
<table>
<thead>
<tr>
<th>Narrative</th>
<th>Descriptive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph 1</strong></td>
<td><strong>Paragraph 1</strong></td>
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<tr>
<td>Give Setting:</td>
<td>Introduce what you are going to describe and tell in a general way how you will describe it</td>
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<tr>
<td>• where</td>
<td>(NO DETAILS)</td>
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<tr>
<td>• who</td>
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<tr>
<td>• when</td>
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<tr>
<td>*Setting should be stated in the prompt</td>
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<tr>
<td><strong>Paragraph 2</strong></td>
<td><strong>Paragraph 2</strong></td>
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<tr>
<td>Discuss &quot;trigger&quot; and what it is</td>
<td>see</td>
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<td><strong>Paragraph 3</strong></td>
<td><strong>Paragraph 3</strong></td>
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<tr>
<td>Give a problem</td>
<td>hear</td>
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<tr>
<td><strong>Paragraph 4</strong></td>
<td><strong>Paragraph 4</strong></td>
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<tr>
<td>Solve the problem</td>
<td>taste/smell/feel</td>
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<tr>
<td><strong>Paragraph 5</strong></td>
<td><strong>Paragraph 5</strong></td>
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<tr>
<td>Summary:</td>
<td>Restate the main ideas in a different way</td>
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<tr>
<td>How does your story end?</td>
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</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Grade</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 03 DSC - Perfect Day</td>
<td>Grade 3</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Gr 03 DSC - Place in Town</td>
<td>Grade 3</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Gr 03 DSC - Plan House</td>
<td>Grade 3</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Gr 03 DSC - Special Day</td>
<td>Grade 3</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Gr 03 DSC - Your Room</td>
<td>Grade 3</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Gr 03 INF - New Student</td>
<td>Grade 3</td>
<td>Informative</td>
</tr>
<tr>
<td>Gr 03 INF - School Fair</td>
<td>Grade 3</td>
<td>Informative</td>
</tr>
<tr>
<td>Gr 03 INF - Third-Grade Knowledge</td>
<td>Grade 3</td>
<td>Informative</td>
</tr>
<tr>
<td>Gr 03 NAR - A Shoe</td>
<td>Grade 3</td>
<td>Narrative</td>
</tr>
<tr>
<td>Gr 03 NAR - Charlie and the Tree</td>
<td>Grade 3</td>
<td>Narrative</td>
</tr>
<tr>
<td>Gr 03 NAR - Park Visit</td>
<td>Grade 3</td>
<td>Narrative</td>
</tr>
<tr>
<td>Gr 03 NAR - Someone Famous</td>
<td>Grade 3</td>
<td>Narrative</td>
</tr>
<tr>
<td>Gr 03 NAR - When Bored</td>
<td>Grade 3</td>
<td>Narrative</td>
</tr>
<tr>
<td>Gr 03 PER - Class Money</td>
<td>Grade 3</td>
<td>Persuasive</td>
</tr>
</tbody>
</table>
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.
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
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 unalike. 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
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
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
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.
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.
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:

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
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.
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
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!
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.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>First Word</th>
<th>Verb</th>
<th>Number of words</th>
</tr>
</thead>
<tbody>
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<td>25</td>
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</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
</tbody>
</table>

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.

(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 compliment/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 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:

〆 is not to correct others’ speech. (Speech is more casual than written language and is delivered faster, so grammatical mistakes will happen.) 〆 is to correctly use grammar in your writing (and then hopefully in your speech).
〆 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, fells, 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).

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:

- **Subjective**: the subject of a sentence.
  - I/we, you, he/she, it, they
- **Objective**: the object in a sentence.
  - me/us, you, him, her, it, them
- **Possessive**: showing ownership.
  - my/ mine, our/ours, yours, his/hers/its/theirs
- **Relative**: who/whose/whom, which what that
- **Interrogative**: Who/Whose/whom? Which? What?
- **Demonstrative**: this/these, those/that
- **Reflective**: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- **Reciprocal**: “each other”
- **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)

<table>
<thead>
<tr>
<th>Positive:</th>
<th>Comparative:</th>
<th>Superlative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
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<td>best</td>
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<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Positive:</th>
<th>Comparative:</th>
<th>Superlative:</th>
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<tbody>
<tr>
<td>far</td>
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</table>

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.

<table>
<thead>
<tr>
<th>about</th>
<th>among</th>
<th>between</th>
<th>from</th>
<th>over</th>
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<td>under</td>
<td>underneath</td>
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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  
chose  
pick out  
find/found

obtain  
search for  
take/took  
carry

acquire  
buy/bought  
locate  
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 (Exclams)** - 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 sentenced 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

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<th>To Compare</th>
<th>To Support</th>
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<td>THEREFORE</td>
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<td>IN FACT</td>
<td>FOR INSTANCE</td>
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<td>THIRD</td>
<td>MEANWHILE</td>
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<td>IN CONCLUSION</td>
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</table>
# 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 |
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
Pray 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.”
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 your 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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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.