Kindergarten & First 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 identifying 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/
RUBRIC
Meaning of Cups

- **Capitalization**: Capital letters belong at the beginning of a sentence. Capitalize names and the word "I" when you are writing.
- **Understanding**: Read what you have written. Does it make sense? Check for understanding.
- **Punctuation**: Use punctuation marks . ! ? at the end of each sentence.
- **Spelling**: Check the spelling of your words.
Cups Worksheet

Name

Capital
Understand
Punctuation
Spaces

1

2

3

4
Kindergarten Writing Rubric

Name ______________________________________

Check your work and fill out the rubric below by coloring either the happy face or the sad face.

<table>
<thead>
<tr>
<th>Did I ...</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I start my sentence with a capital letter?</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>Did I write a sentence that the reader can understand?</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>Did I use punctuation at the end of every sentence? ( . ? ! )</td>
<td>😊</td>
<td>😞</td>
</tr>
<tr>
<td>Did I use a finger space between each word and after every sentence?</td>
<td>😊</td>
<td>😞</td>
</tr>
</tbody>
</table>
First Grade Check List

First Grade Check-Up
Name: _____________________________
Date: _____________________________

Did I write complete sentences?
😊 ☑ ☐

Did I use neat handwriting?
😊 ☑ ☐

Did I capitalize the correct words?
😊 ☑ ☐

Did I use the correct punctuation? ( . ! ?)
😊 ☑ ☐

Did I do my best work?
😊 ☑ ☐

Comments:
_________________________________
_________________________________
_________________________________
_________________________________
First Grade Writing Rubric

<table>
<thead>
<tr>
<th>Name ______________________________</th>
<th>Date __________</th>
</tr>
</thead>
</table>

First Grade Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Conveys meaning through writing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Finger spaces, capitals, punctuation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Name ______________________________ | Date __________

First Grade Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Conveys meaning through writing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Finger spaces, capitals, punctuation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
See additional prompts online:

For a list of prompts, see page 39 in this folder.
Halloween Writing Worksheet with Name

Name ____________________________________________

Date ____________________________________________
Name ____________________
November ______.
Thanksgiving is a day
to give thanks.
I am thankful for
______________________
Valentine Writing Worksheet with name

Name
Date
Valentines Day is here!

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Easter Writing Worksheet

My Easter Story

April
basket
chocolate
eggs
hunt
spring

Easter
bunny
flowers
search

By
Birthday Writing Worksheet
Types of sentences

**Declarative** - Telling sentence, ends with a period .

**Interrogative** - Asking sentence, ends with a question mark ?

**Imperative** - Demanding sentence, ends with a period .

**Exclamatory** - Shows strong feeling, ends with an exclamatory point !
Introduce Other Sentence Strategies

Triangle Sentences

- Noun
- & verb
- & adverb
- & adjective
- & Prep. Phrase
TRANSITIONAL WORDS
# K-2 Transitional Words

<table>
<thead>
<tr>
<th>Time words:</th>
<th>To compare:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Also</td>
<td>Therefore</td>
</tr>
<tr>
<td>Second</td>
<td>In fact</td>
<td>For instance</td>
</tr>
<tr>
<td>Third</td>
<td>Meanwhile</td>
<td>For example</td>
</tr>
<tr>
<td>Next</td>
<td>However</td>
<td>As a result</td>
</tr>
<tr>
<td>Last</td>
<td>Still</td>
<td>In addition</td>
</tr>
<tr>
<td>Finally</td>
<td>Further</td>
<td>In conclusion</td>
</tr>
<tr>
<td>Again</td>
<td>Furthermore</td>
<td>Certainly</td>
</tr>
<tr>
<td>Soon</td>
<td>On the other</td>
<td></td>
</tr>
<tr>
<td>After</td>
<td>hand</td>
<td></td>
</tr>
<tr>
<td>Afterwards</td>
<td>Although</td>
<td></td>
</tr>
<tr>
<td>Later</td>
<td>Likewise</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>Yet</td>
<td></td>
</tr>
<tr>
<td>Then</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

(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 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 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 to find your mistakes and correct your own writing.

⒋ is to correctly use grammar in your writing (and then hopefully in your speech).

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

*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 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 indirect 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 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>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>far</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>well</td>
<td>better</td>
<td>best</td>
</tr>
</tbody>
</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>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>around</td>
<td>beyond</td>
<td>in</td>
<td>past</td>
<td>unto</td>
</tr>
<tr>
<td>across</td>
<td>at</td>
<td>but</td>
<td>into</td>
<td>through</td>
<td>up</td>
</tr>
<tr>
<td>after</td>
<td>before</td>
<td>by</td>
<td>like</td>
<td>throughout</td>
<td>upon</td>
</tr>
<tr>
<td>against</td>
<td>behind</td>
<td>by</td>
<td>like</td>
<td>throughout</td>
<td>upon</td>
</tr>
<tr>
<td>along</td>
<td>below</td>
<td>during</td>
<td>off</td>
<td>toward</td>
<td>with</td>
</tr>
<tr>
<td>amid</td>
<td>beneath</td>
<td>except</td>
<td>on</td>
<td>under</td>
<td>without</td>
</tr>
<tr>
<td>beside</td>
<td>for</td>
<td></td>
<td></td>
<td></td>
<td>underneath</td>
</tr>
</tbody>
</table>

**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
List of additional prompts on the Berkeley County Writing 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.*