

Level 5

Second Edition

Resource/Assessment Booklet

by
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Essentials in Writing
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

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Printed in the United States of America

Assessment 2 – Nouns (Lessons 6-9)

A. Underline each *common noun*.

- | | | | |
|--------------|------------|-----------|--------------|
| 1. tears | 4. idea | 7. George | 10. baseball |
| 2. Christmas | 5. teacher | 8. Mary | 11. Simon |
| 3. feather | 6. Jack | 9. life | 12. garage |

B. Underline each *proper noun*.

1. Jerry has a pet named Chyna.
2. Chyna is a German Shepherd.
3. Chyna's favorite treats are called Smik-Smaks.
4. Jerry and Chyna go to Laney Park all the time.
5. One of Chyna's friends is a Dalmatian named Rocco.
6. Rocco's owner Greg talks with Jerry while the dogs play.
7. Going to the dog park is one of Jerry and Chyna's favorite activities.

C. Correct the capitalization errors in these sentences.

1. Henry is a salesman at great electronics.

2. Mickey attends green mountain middle school.

3. Jennie and Rachel both play soccer for the yellow jackets.

4. Michelle's mother peggy owns a lot of shoes.

5. The birthday party is going to be at playworld!

6. Colby's father matthew works at the store big shoes.

Assessment 12– Action Verbs in Action (Lesson 22)

A. Complete each sentence with an *action verb*.

1. The brave mouse _____ across the garden.
2. The group of penguins _____ a large number of fish.
3. The king of the lions _____ as loudly as he could.
4. A sorry-looking kitty cautiously _____ the bowl of cream.
5. Arney the Aardvark _____ for seven hours straight!
6. Hildebrand the Parrot _____ Jacques the Snake.
7. The grasshopper _____ off the garden gnome.
8. The fat hippo _____ down the stairs.
9. The badger _____ his friend over for tea.

B. Rewrite the sentences below. Replace the underlined boring *action verbs* with **descriptive, creative, and strong *action verbs***.

1. The butler said that the queen had arrived for dinner.

2. Clarissa ate the magnificent parfait in ten minutes.

3. The dejected boy walked to the front door.

4. The mayor gave the award to the winner.

5. Marli proudly walked back to the dugout after the home run.

6. Hector got a new pair of shoes from the store.

7. Joe saw a present hidden in the closet.

UNIT ONE COMPREHENSIVE ASSESSMENT

Circle the letter next to the correct answer.

6. Which of the following sentences correctly capitalizes proper nouns?

- A. Henry drives a Car.
- B. Hilary works at Market Foods.
- C. Hobbes visits his friend calvin all the time.
- D. Hanna plays for the yellow vipers basketball team.

7. What is the correct plural form of the noun *life*?

- A. lifes
- B. life's
- C. lives
- D. live's

8. What is the correct plural form of the word *box*?

- A. boxs
- B. boxies
- C. box's
- D. boxes

9. What is the correct possessive form of the noun *moose*?

- A. mooses
- B. moose's
- C. mooses'
- D. meese

10. What is the correct possessive form of the noun *parties*?

- A. partiess
- B. partie's
- C. parties'
- D. parties's

Assessment 21 – Expository Letter (Lessons 49-54)

Circle the letter next to the correct answer.

1. What is the purpose of expository writing?
 - A. To tell a good story
 - B. To use lots of big words
 - C. To explain, describe, and inform
 - D. To convince readers to agree with your opinion
2. What are the main parts of a letter?
 - A. Setting, characters, and dialogue
 - B. Heading, greeting, body, closing, and signature
 - C. Audience and purpose
 - D. Top, bottom, and back
3. You're at camp and are writing a personal letter to your parents about a friend you made. Which of the following sentences is the *best* opening sentence (after the greeting) for this letter?
 - A. Sam says he makes ice cream out of snow in the winter.
 - B. I met a really cool kid named Sam!
 - C. My cabin-leader's name is Caleb, but we call him Coffee.
 - D. I don't like any of the kids here, and I want you to come pick me up.
4. Which step of the writing process uses a graphic organizer to plan what you want to say in your composition?
 - A. Draft
 - B. Brainstorm
 - C. Revise
 - D. Organize
5. In expository writing, _____ are all used to communicate information.
 - A. sounds, letters, and words
 - B. colors, smells, and flavors
 - C. examples, facts, and concise language
 - D. details, arguments, and backstories

Assessment –Expository Letter



1. Read the **prompt**. Then, **brainstorm** your ideas on a clean sheet of paper and choose a topic.

↳ *Imagine one of your friends has written a letter to you asking about your least favorite place. Write a letter to your friend explaining what your least favorite place is and why.*



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.
(Additional graphic organizers available in the *Assessment/Resource Booklet*)



3. **Draft** your paragraph on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.



CHECKLIST

- Revised word choice
- Revised sentence structure



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.



CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors

UNIT TWO COMPREHENSIVE ASSESSMENT

Circle the letter next to the correct answer

11. The _____ contains the main idea of a composition.
- A. introduction
 - B. body paragraphs
 - C. hook
 - D. closing paragraph
12. The first line of a paragraph is called
- A. the first sentence
 - B. the first argument
 - C. the topic sentence
 - D. the opening line
13. A summary _____.
- A. lists every detail from a bigger composition
 - B. explains the body paragraphs of an essay
 - C. is a tool to help organize your thoughts
 - D. is a brief explanation of a bigger composition
14. Compare and contrast writing _____.
- A. tries to convince readers that one thing or idea is better than another
 - B. shows similarities and differences between two things or ideas
 - C. describes two things or ideas with close attention to detail
 - D. explains how one thing works in relation to another
15. Which of the following graphic organizers is most helpful when comparing and contrasting?
- A. A Venn diagram or T-chart
 - B. A pyramid diagram
 - C. A sheet of notebook paper
 - D. A graphic organizer is not helpful

Resource Word list

When communicating in written language, it is important to be able to express your ideas effectively. **Word choice** is a key aspect of effective communication. The following word lists are alternatives to overused words.

Using effective words can make your writing come alive!



RUN

accelerate escape
bolt fly
bound gallop
charge hurry
dart jog
dash scurry

WET

damp showered
drenched soaked
dripping soggy
flooded splashed
humid sprayed
saturated sprinkled

SCARED

afraid panicked
alarmed petrified
anxious terrified
fearful spooked
frightened startled
horrified unnerved

GOOD

all right fantastic
benefit great
dandy healthy
delightful lovely
excellent outstanding
fabulous pleasant