

Level 3

Second Edition

Assessment/Resource Booklet

Authors

Matthew Stephens
Athena Lester
Danielle Nettleton
Hope Tolbert

Teacher

Matthew Stephens

Senior Consultant

Mary McGee

Designer

Boston Stephens

Project Coordinator

Athena Lester

Editor

Athena Lester



Essentials in Writing®
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

Copyright © 2020 by Matthew B. Stephens

All rights reserved. No part of this book may be reproduced or transmitted in any form by any means – electronic, mechanical, photocopying, recording, or otherwise.

Printed in the United States of America

Assessment 1 – Complete Subjects, Simple Subjects, Complete Predicates, & Simple Predicates (Lessons 2-5)

A. Complete the sentence with your own *simple subject*.

1. _____ dove into the water.
2. _____ flew across the sky.
3. _____ likes pink lemonade.
4. _____ smell delicious.
5. _____ rode a camel.
6. _____ made s'mores.

B. Complete the sentence with your own *simple predicate*.

1. Her friend _____.
2. The tree _____.
3. The ball _____.
4. My grandma _____.
5. The snake _____.
6. Their pets _____.

C. Complete each sentence with a *subject* or a *predicate*.

_____ had a birthday party. Her friends and family
_____. _____ ate cake and
ice cream. At the party, she _____.
_____ received many gifts. Everyone _____.

Assessment 7 – Action Verbs; Present, Past, and Future Tense Action Verbs; Irregular Action Verbs; Linking Verbs; & Present, Past, and Future Tense Linking Verbs (Lessons 15-19)

A. Underline each *action verb*.

1. A friendly dog belonged to a little girl.
2. The girl named the dog Bolt.
3. Then, she lost Bolt during a rainy day.
4. However, she found her favorite puppy at the park.

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

1. The horse _____ in the field.
2. Grandma _____ a sweater for Grandpa.
3. The baby _____ during the whole trip.
4. Uncle Albert _____ a funny story.

C. Write whether the underlined verbs are in the *past, present, or future tense*.

1. Dad brews coffee for Mom. _____
2. The birds chirp softly. _____
3. Faith shared her sundae with George. _____
4. The pants ripped at the knee. _____

D. Rewrite the sentences and change the *present tense verbs to past tense verbs*.

1. Angelica drops her toy in the bucket.

2. Snow falls in winter.

Unit 1 Comprehensive Assessment (Lessons 2-31)

Circle the letter next to the correct answer.

1. *The hungry bear ate berries from a bush.*

Which of the following is the *complete subject* of this sentence?

- A. bear
- B. The hungry bear
- C. ate berries
- D. bush

2. In which sentence is the *simple subject* underlined?

- A. The girl rode her bike to her friend's house.
- B. Hippos and rhinos are my favorite animals at the zoo.
- C. A beautiful daffodil was growing in the garden.
- D. Hot chocolate always warms me up.

3. *Jessica and Alice own a bakery. _____ both love to bake good bread.*

Choose the correct *pronoun* that completes the sentence above.

- A. She's
- B. They
- C. Them
- D. Her

4. Linking verbs...

- A. are the subject of a sentence.
- B. come at the end of a phrase.
- C. link the subject to a word or phrase in the predicate.
- D. are capitalized.

9. A *proper noun*...

- A. is never capitalized.
- B. is a specific person, place, thing, or idea.
- C. is always underlined.
- D. is any person, place, thing, or idea.

10. Blake ate _____ raspberries and _____ eggs.

Choose the most *descriptive adjectives* to complete the sentence above.

- A. juicy, scrambled
- B. red, yellow
- C. good, good
- D. some, two

11. Which sentence contains the most *descriptive action verb*?

- A. Esther went from the car to the door.
- B. Esther ran from the car to the door.
- C. Esther goes from the car to the door.
- D. Esther dashed from the car to the door.

12. *Kim did not break the vase.*

What is the correct way to combine “did” and “not” into a *contraction*?

- A. didn't
- B. doesn't
- C. di'nt
- D. did'not

13. Which sentence uses an *adverb* correctly?

- A. Kaitlyn and her kind brother walked home.
- B. A puppy was playfully running around when they arrived.
- C. Kaitlyn and Dakota had been waiting for this all week patiently long.
- D. The two siblings played with excitedly their new puppy.

Assessment 17 – Expository Writing (Lessons 44-53)

Circle the letter next to the correct answer

1. Expository writing...
 - A. explains, describes, or informs.
 - B. tries to convince a reader using facts and examples to support an opinion.
 - C. describes someone or something using sensory details.
 - D. is an imagined or make-believe story about a series of events.

2. In which step of the writing process do you plan your opening, body, and closing sentences?
 - A. Brainstorm
 - B. Organize
 - C. Draft
 - D. Revise

3. The parts of a personal letter are...
 - A. pictures, jokes, drawings, stories.
 - B. date, greeting, body, closing, and signature.
 - C. questions, answers, ideas, opinions, and recipes.
 - D. top, beginning, middle, end, and bottom.

4. Which topic would you write about for an expository paragraph?
 - A. Your favorite movie and why you like it
 - B. A dragon who can't fly
 - C. Convincing your mom to buy a guinea pig
 - D. Telling your brother why he should take you to the movies

Assessment 18 – Persuasive Writing (Lessons 54-63)

Circle the letter next to the correct answer.

1. Persuasive writing...
 - A. explains, describes, or informs.
 - B. tries to convince a reader using facts and examples to support an opinion.
 - C. describes someone or something using sensory details.
 - D. is an imagined or make-believe story about a series of events.

2. Which topic would you write about in a persuasive paragraph?
 - A. What you did last Christmas with your grandparents
 - B. Your plan for decorating your bedroom
 - C. What you know about elephants
 - D. Why people should not throw trash on the side of the road

3. The opening sentence of your persuasive paragraph should include _____.
 - A. your persuasive opinion
 - B. expository ideas
 - C. sensory details
 - D. a funny joke

4. Persuasive writing can try to convince someone to believe or not believe something or...
 - A. to know more information about a topic.
 - B. to do or not do something.
 - C. to imagine a fantastic story.
 - D. to understand new details.

Assessment 18 – Persuasive Writing (Lessons 54-63)



1. Choose one of the **prompts** below. Then, **brainstorm** your ideas.

Write a **paragraph** telling someone why they should read a certain book.

Write a **personal letter** to your friend about what you both should do during summer vacation. Be sure to include all parts of a letter.



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.



3. Using information from your plan, **draft** your **paragraph OR letter**.



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

→ **CHECKLIST**

- Revised words
- Revised sentences



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