

Level 6

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 1 – Subjects and Predicates (Lessons 2-5)

A. Draw a line between the *complete subject* and the *complete predicate*.

1. The Elf Owl is one of the smallest owls in the world.
2. It lives in the deserts of Southwest USA and Central Mexico.
3. Its diet consists of grasshoppers, caterpillars, and other insects.
4. Eating bugs sounds gross.
5. The Great Gray Owl is much bigger than the Elf Owl.
6. This large owls live in cold places like Canada.
7. Great Gray Owls hunt for small mammals like mice and chipmunks.
8. The world contains many different kinds of owls.

B. Complete the sentence with a *subject* or a *predicate*.

1. Molly _____.
2. _____ is one of the best desserts ever.
3. _____ likes to chase his tail.
4. The house next door _____.
5. Boys with red hair _____.
6. _____ fell off her bike last week.
7. Broccoli and lima beans _____.
8. _____ doesn't like dogs with stubby tails.

C. Underline each *simple subject*. Circle each *simple predicate*.

1. Alexander Graham Bell invented the telephone.
2. In 1876, he made the first phone call to his assistant.
3. Everyone around him thought the invention was magnificent.
4. Today, almost everyone you meet has a personal telephone.
5. People call these personal telephones "cell phones."
6. Cell phones send text messages.
7. These modern personal telephones are very different from the first telephone

Assessment 11 – Adjectives in Action (Lesson 18)

C. The *adjectives* are missing in the sentences below. Of the two options given for each sentence, choose the *adjective* that is more descriptive. Write it in the blank.

1. The woman's hat looked _____.
silly ridiculous
2. Secret agents have _____ gadgets.
cool fascinating
3. I had a _____ time at my friend's birthday party.
good fantastic
4. Dad said Italy is the _____ place in the world.
prettiest most exquisite
5. The bugs were so _____, I could hardly see them.
small minuscule
6. The meeting was _____.
boring tedious
7. Janice crocheted a _____ blanket.
big massive
8. The _____ cat watched its prey.
evil vile

D. Read the paragraph below. Circle the *adjectives* that are common or boring, and then rewrite the paragraph using more descriptive adjectives.

My friend gave me a nice book. It is about a good knight who saves a pretty princess. It is a common story, but this book is still fun. The villain is very bad, so sometimes the story is sad. The hero is very good, though, and wins in the end.

UNIT ONE COMPREHENSIVE ASSESSMENT

Circle the letter next to the correct answer.

1. Which of the following sentences contains a compound predicate?

- A. Henry rode his bike down the street.
- B. Henry and Jeff rode their bikes.
- C. Henry rode his bike to the store.
- D. Henry rode his bike and went to the store.

2. *A big brown moose stopped in front of our car.*

Which of the following is the simple subject of this sentence?

- A. moose
- B. a big brown moose
- C. stopped
- D. stopped in front of our car

3. *Aliens from outer space crashed into the Johnson's barn last night.*

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

- A. Aliens
- B. Aliens from outer space
- C. crashed
- D. crashed into the Johnson's barn last night

4. In which of the following sentences are the adjectives underlined?

- A. The old man walked quickly and quietly out the door.
- B. Everyone wants to see the new movie and thinks it will be great.
- C. Jeff's new car is shiny and clean.
- D. Holly went to her grandmother's house for the summer.

Assessment 22 – Personal Narrative (Lessons 41-49)

Circle the letter next to the correct answer.

1. A good narrative contains all of the following *except*:
 - A. events in chronological order
 - B. three characters
 - C. sensory details
 - D. focus on a single story

2. For *any* type of writing, what two things are necessary to know before you start to write?
 - A. beginning and end
 - B. audience and purpose
 - C. setting and dialogue
 - D. first and second draft

3. _____ are very important when writing a narrative because they help the reader understand *when* the events happened.
 - A. Transitions
 - B. Characters
 - C. Dialogues
 - D. Clocks

4. Correctly format the following dialogue:
Words Henry said: *You read too much.*
 - A. You read too much said Henry.
 - B. You read too much, said Henry.
 - C. "You read too much," said Henry.
 - D. "You read too much, said Henry."

5. Which of the following is true about writing dialogue?
 - A. Make sure to say "he said" or "she said" after every quotation.
 - B. Begin and indent a new paragraph each time the speaker changes.
 - C. Put an entire conversation in a single paragraph.
 - D. Never put who said the words after the quotation.

Assessment 22 – Personal Narrative



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

↳ *Everyone has a moment in his/her life when something embarrassing happened. Write a personal narrative about your most embarrassing moment.*



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.

6. Which of the following is true about writing dialogue?

- A. Make sure to say "he said" or "she said" after every quotation.
- B. Begin and indent a new paragraph each time the speaker changes.
- C. Put an entire conversation in a single paragraph.
- D. Never put who said the words after the quotation.

7. Correctly format the following dialogue:

Words Marianne said: *Can I borrow your yellow gloves?*

- A. "Can I borrow your yellow gloves?" asked Marianne.
- B. Can I borrow your yellow gloves? asked Marianne.
- C. "Can I borrow your yellow gloves?" Asked Marianne.
- D. "Can I borrow your yellow gloves? asked Marianne."

8. A _____ is a story of something that happened to you.

- A. descriptive essay
- B. expository essay
- C. personal narrative
- D. personal exposition

9. Which of the following is true about the *closing sentence* of a paragraph?

- A. It should be an exact copy of the opening sentence.
- B. It should restate the main idea of the paragraph.
- C. It should be clever and funny.
- D. It should contain the last detail of the paragraph.

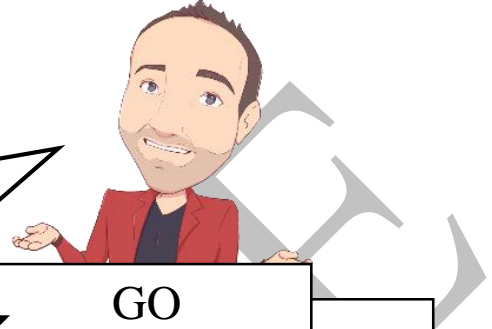
10. Persuasive writing _____.

- A. explains how something works
- B. attempts to convince readers to agree with your opinion
- C. describes something in vivid details
- D. is discouraged in certain regions of Antarctica

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.

To improve communication,
replace ineffective words
with powerful words.



MAKE

assemble concoct
build cook
cause devise
create develop
compile form
compose fashion

GO

advance head
depart journey
escape move
exit progress
flee proceed
fly travel

GET

acquire grab
collect hook
develop land
earn receive
fetch regain
gain redeem

THINK

believe guess
conclude judge
deem meditate
determine ponder
envision reflect
fancy suppose