

Student Name: _____

Ohio's Assessment System



Writing

Student Booklet

Screening Measure

3rd Edition

Office of Curriculum and Assessment

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Activity 1: Writing a Response to a Story

For this activity, you will do the following things: First you will read a story, and then you will complete your prewriting. Prewriting will help you get ready to write about the story. Then when you have finished your prewriting, follow the Writing Directions to write your response on the lined pages in your student booklet.

Remember that you may look back at your prewriting and the story as much as necessary to complete your response.

Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.



Go to the next page



Directions: Read the story.

Charlie



My name is Monica Miller, and I am in third grade. My class has a rabbit named Charlie. He has soft fur and big ears. Charlie adds fun to every day. Sometimes he sits still in a seat, and we take turns trying to sit by him. He usually wanders around the classroom, so we can never leave the door open. When visitors come, they are surprised to see a rabbit hopping around.

All of the students in the class help take care of Charlie. Every day, we have to fill his water bottle, feed him fresh food, clean his cage and give him plenty of love. Everyone in my class likes to take care of our furry friend.



Prewriting

In the story, Monica tells us about the class rabbit, Charlie.

1. Think of an animal that you know or that you heard or read about.
2. Use the Venn diagram to organize your thoughts. Write the kind of animal you have chosen on the line under "My Animal." Then write how your animal and Charlie are alike and different.

Charlie

1. _____

2. _____

3. _____

Charlie and my animal

1. _____
2. _____
3. _____

My Animal

1. _____

2. _____

3. _____



Writing Directions

Use the Venn diagram and story to help you write about your animal and Charlie. Make sure you do the following:

1. Describe your animal.
2. Tell how your animal is different from Charlie and how it is like Charlie.
3. Include examples from the story as you compare and contrast the animals.

Look at the Revising Checklist and the Editing Checklist on page 7 as you write and again after you finish writing. The checklists will help you write a complete response.

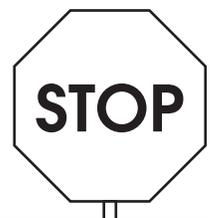


Revising Checklist

- I told what animal I chose.
- I explained how the animal I chose and Charlie are the same.
- I explained how the animal I chose and Charlie are different.
- I have enough details to make my explanation clear to the reader.
- I re-read my explanation, and it makes sense.

Editing Checklist

- I double-checked my spelling.
- I double-checked my capitalization.
- I double-checked my punctuation.
- I double-checked for complete sentences.





Go to the next page



Activity 2: Writing a Short Report

In this activity, you will be writing a short report about the solar system.

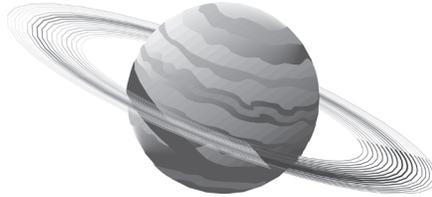
Start by reading the Introduction to the Writing Task to yourself.

Then complete the prewriting, which will help you organize your report.

When you have finished the prewriting, read the Writing Directions and write a first draft of your report on the lined pages. Use the Revising Checklist and the Editing Checklist at the end of the Writing Activity to check your work.



The Solar System



Introduction to the Writing Task

You are writing a report about the solar system. The facts you found are in the web on the next page. You will use the web to write a short report.

Prewriting

Read the web diagram on the next page carefully. Put a mark next to the facts that you want to use in your report. Make sure you select facts about the sun, planets, moons, and asteroids. You do not need to use all the facts identified on the web.



The Solar System Web Organizer

The Sun

___ a yellow star
orbited by the
planets and
asteroids

___ a huge ball of
gas at millions of
degrees in
temperature

Planets

___ nine planets in
the solar system
___ planets orbit, or
move around, the
sun

___ we live on a
planet called Earth

The sun, moon,
planets, and
asteroids make up
what we call the
solar system

Asteroids

___ huge chunks of rock
that orbit the sun
___ mostly between
orbits of Jupiter and
Mars

___ smaller than planets,
but some can be much
bigger than a house

Moons

___ gigantic pieces
of rock that orbit
planets

___ the Earth has a
moon that orbits it
___ over 100 moons
total in the solar
system

Writing Directions

Use the web to write a one-paragraph report about the solar system.

1. Be sure to include a topic sentence about the solar system.
2. Make sure you tell the reader something about the sun, planets, moons, and asteroids.
3. Include at least four important details.
4. You do not have to use all of the information.

Remember to use your own words when you write.

Look at the Revising Checklist and the Editing Checklists on page 15 as you write and again after you write. They will help you produce a complete response.



Revising Checklist

- My report has a topic sentence and supporting details.
- My report tells something about the sun, planets, moons, and asteroids in the solar system.
- I have enough details to make my report clear to the reader.
- I re-read my report, and it makes sense.

Editing Checklist

- I double-checked my spelling.
- I double-checked my capitalization.
- I double-checked my punctuation.
- I double-checked for complete sentences.

