

# Don't Let CSAP be "The Last Straw"

**Grade Level or Special Area:** 3<sup>rd</sup> Grade

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**Length of Unit:** Nine lessons, 60 minutes each

## I. ABSTRACT

The purpose of this unit is to familiarize students with the CSAP format while presenting content third grade Core Knowledge® classrooms are already using. In a world of standardized testing teachers must prepare their students to the best of their ability. This unit utilizes Core Knowledge® literature, science, history and geography to prepare third graders for the reading and writing CSAP tests. It is not necessary to teach the units consecutively. Each lesson is independent, and can be integrated into the language arts period during the corresponding Core Knowledge® unit.

## II. OVERVIEW

### A. Concept Objectives

1. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
3. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.

### B. Content from the *Core Knowledge Sequence*®

1. Language Arts: Reading Comprehension and Response (p. 65)
  - a. Independently read and comprehend longer works of fiction and non-fiction appropriately written for third grade or beyond.
2. Language Arts: Writing (p. 65)
  - a. Produce a variety of types of writing
  - b. Organize material in paragraph and understand
    - i. how to use a topic sentence
    - ii. how to develop a paragraph with examples and details
    - iii. that each new paragraph is indented
  - c. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
3. Language Arts: Spelling, Grammar, and Usage (p. 66)
  - a. Use capital letters correctly.
  - b. Know how to use the following punctuation:
    - i. end punctuation: period, question mark, or exclamation point
    - ii. comma: in a series
    - iii. apostrophe: in contractions; in singular and plural possessive nouns
4. Language Arts: Poetry (p. 67)
  - a. By Myself
5. Language Arts: Fiction (p. 67)
  - a. William Tell
  - b. Three Words of Wisdom
6. World History and Geography: The Vikings (p. 70)
  - a. Eric the Red and Leif Ericson (Leif the Lucky)

7. American History and Geography: New England Colonies (p. 73)
    - a. Rhode Island
      - i. Roger Williams: belief in religious toleration
      - ii. Anne Hutchinson
  8. Science: Introduction to Classification of Animals (p. 81)
    - a. Mammals: warm-blooded, have hair on their bodies, parents care for their young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic
  9. Science: Astronomy (p. 83)
    - a. Our Solar System
      - i. The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Pluto
  10. Science: Ecology (p. 83)
    - a. Habitats, interdependence of organisms and their environment.
- C. Skill Objectives
1. Students will identify the main idea of the passage.
  2. Students will compare and contrast two animals.
  3. Students will list the traits of mammals.
  4. Students will become familiar with the format of standardized testing like the CSAP.
  5. Students will sequence events in a story.
  6. Students will summarize events in a story.
  7. Students will identify character traits of the main character in a story.
  8. Students will express and defend an opinion based on evidence in a story.
  9. Students will demonstrate comprehension.
  10. Students will relate what they read to their own life.
  11. Students will use inference when responding to a reading passage.
  12. Students will recall details from reading a story.
  13. Students will edit for spelling, punctuation and grammar.
  14. Students will construct a quality paragraph with relevant details.
  15. Students will evaluate their own writing based on a rubric.
  16. Students will revise their own writing using revision guidelines.
  17. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
  18. Students will write a piece of narrative writing.
  19. Students will add details from science class to their writing.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Teachers should have a working knowledge of how to construct paragraphs and stories. Ideally teachers should have access to a structured writing program that will help students build their skills from year to year.
- B. For Students
  1. Students should have additional reading and writing instruction throughout the school year.

### IV. RESOURCES

- A. *What Your Third Grader Needs to Know Revised Edition* (Lessons Two and Three)

## V. LESSONS

### Lesson One: Wild About Animals

#### A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
  - a. Science: Introduction to Classification of Animals (p. 81)
    - i. Mammals: warm-blooded, have hair on their bodies, parents care for their young, females produce milk for their babies, breathe through lungs, most are terrestrial (live on land) though some are aquatic
  - b. Language Arts: Reading Comprehension and Response (p. 65)
    - i. Independently read and comprehend longer works of fiction and non-fiction appropriately written for third grade or beyond.
3. Skill Objectives
  - a. Students will identify the main idea of the passage.
  - b. Students will compare and contrast two animals.
  - c. Students will list the traits of mammals.
  - d. Students will become familiar with the format of standardized testing like the CSAP.

#### B. *Materials*

1. Appendix A: Wild About Animals (one copy of all three pages stapled into a packet per student)
2. Appendix B: Wild About Animals Exemplar Answers (one copy for teacher)

#### C. *Key Vocabulary*

1. Marsupial – mammals which give birth to young not fully formed with a pouch where the young can develop
2. Joey – a baby kangaroo
3. Dependent – needing another for something
4. Eucalyptus – a tree native to Australia
5. Kangaroo – a large Australian mammal
6. Koala – an Australian mammal

#### D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix A: Wild About Animals.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 4 and 5, emphasize the importance of answering the question completely to earn the 2 points that are possible.

9. If anyone wrote outside of the box, tell the students that it is important to stay within the box because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Two: William Tell**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Language Arts: Fiction (p. 67)
      - i. William Tell
    - b. Language Arts: Reading Comprehension and Response (p. 65)
      - i. Independently read and comprehend longer works of fiction and non-fiction appropriately written for third grade or beyond.
  3. Skill Objectives
    - a. Students will identify the main idea of the passage.
    - b. Students will sequence events in a story.
    - c. Students will summarize events in a story.
    - d. Students will identify character traits of the main character in a story.
    - e. Students will express and defend an opinion based on evidence in a story.
    - f. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of William Tell for each student (you can find the story in *What Your Third Grader Needs to Know*)
  2. One copy of Appendix C: William Tell with both pages stapled together for each student
  3. One copy of Appendix D: William Tell Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Town square – a place in the center of a town that is usually shaped like a square
  2. Emperor – the head of a country, similar to a king
  3. Stand for – take the place of, represent
  4. Requirement – something that everyone must do
  5. Executed – killed
  6. Switzerland (pronunciation)
  7. Austria (pronunciation)
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the story. Be sure to read through your version of “William Tell” to scan for other unfamiliar vocabulary.
  2. Give each student one copy of Appendix C: William Tell.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.

4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 4 and 7, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. With the drawing, emphasize the importance of labeling each item like the directions specify.
  10. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Three: By Myself**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Language Arts: Poetry (p. 67)
      - i. By Myself
  3. Skill Objectives
    - a. Students will demonstrate comprehension.
    - b. Students will relate what they read to their own life.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of "By Myself" for each student (the poem can be found in *What Your Third Grader Needs to Know*)
  2. One copy of Appendix E: By Myself for each student
  3. One copy of Appendix F: By Myself Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Poet – the person who writes a poem
- D. *Procedures/Activities*
1. Go over the vocabulary.
  2. Give each student one copy of Appendix E: By Myself.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 20 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 20 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.

6. At the end of the 20 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper
  8. With the written answers for numbers 1 and 4, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

#### **Lesson Four: Rhode Island Town Crier**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of informational text.
  2. Lesson Content
    - a. Language Arts: Reading Comprehension and Response (p. 65)
      - i. Independently read and comprehend longer works of fiction and non-fiction appropriately written for third grade or beyond.
    - b. American History and Geography: New England Colonies (p. 73)
      - i. Rhode Island
        - a) Roger Williams: belief in religious toleration
        - b) Anne Hutchinson
  3. Skill Objectives
    - a. Students will identify the main idea of the passage.
    - b. Students will demonstrate comprehension.
    - c. Students will use inference when responding to a reading passage.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix G: Rhode Island Town Crier with all three pages stapled together for each student
  2. One copy of Appendix G: Rhode Island Town Crier Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Granted – allow or give
  2. Charter – an official document giving a colony the right to exist
  3. Parliament – a group of people who make laws and decisions for a country like England
  4. Worship – to show respect for God
  5. Roger Williams (familiarity with pronunciation)
  6. Anne Hutchinson (familiarity with pronunciation)
  7. John Winthrop (familiarity with pronunciation)
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.

2. Give each student one copy of Appendix G: Rhode Island Town Crier.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 3, 5, 8, and 9 emphasize the importance of answering the question completely to earn the point that is possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Five: Three Words of Wisdom**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Language Arts: Reading Comprehension and Response (p. 65)
      - i. Independently read and comprehend longer works of fiction and non-fiction appropriately written for third grade or beyond.
    - b. Language Arts: Fiction (p. 67)
      - i. Three Words of Wisdom
  3. Skill Objective
    - a. Students will recall details from reading a story.
    - b. Students will sequence events in a story.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of “Three Words of Wisdom” for each student (this story can be found in *What Your Third Grader Needs to Know*)
  2. One copy of Appendix I: Three Words of Wisdom with two pages stapled together for each student
  3. One copy of Appendix J: Three Words of Wisdom Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Shortcuts – a shorter way from place to place
  2. Concern – involve
  3. Succulent – juicy

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article. If you are not using the version from *What Your Third Grader Needs to Know*, you may need to scan for additional vocabulary words.
2. Give each student one copy of Appendix I: Three Words of Wisdom.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 1, 2, and 4, emphasize the importance of answering the question completely to earn the 2 points that are possible.
9. If anyone wrote outside of the boxes or lines, tell the students that it is important to stay within the boxes and lines because a machine cuts the margins off of each page before it is scored.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Six: Solar System Editing**

A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in editing for grammar, spelling, punctuation, and sentence structure.
2. Lesson Content
  - a. Language Arts: Spelling, Grammar, and Usage (p. 66)
    - i. Use capital letters correctly.
    - ii. Know how to use the following punctuation:
      - a) end punctuation: period, question mark, or exclamation point
      - b) comma: in a series
      - c) apostrophe: in contractions; in singular and plural possessive nouns
  - b. Science: Astronomy (p. 83)
    - i. Our Solar System
      - a) The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Pluto
3. Skill Objectives
  - a. Students will edit for spelling, punctuation and grammar.
  - b. Students will become familiar with the format of standardized testing like the CSAP.

- B. *Materials*
1. One copy of Appendix K: Solar System Editing with all three pages stapled together for each student
  2. One copy of Appendix L: Solar System Editing Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Orbit – a planet’s path around the sun
  2. Craters – a dent in the surface of a planet or moon
  3. Rotation – spinning around in a circle (on an axis)
  4. Atmosphere – the air surrounding the Earth
  5. Methane – a kind of gas
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student one copy of Appendix K: Solar System Editing.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. On the paragraphs on the 3<sup>rd</sup> page emphasize the importance of rewriting all underlined words when editing.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Seven: My Viking Nickname**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
  2. Lesson Content
    - a. Language Arts: Writing (p. 65)
      - i. Produce a variety of types of writing
      - ii. Organize material in paragraph and understand
        - a) how to use a topic sentence
        - b) how to develop a paragraph with examples and details
        - c) that each new paragraph is indented
    - b. World History and Geography: The Vikings (p. 70)
      - i. Eric the Red and Leif Ericson (Leif the Lucky)
  3. Skill Objectives
    - a. Students will construct a quality paragraph with relevant details.
    - b. Students will evaluate their own writing based on a rubric.

- c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
  - 1. One copy of Appendix M: My Viking Nickname with both pages stapled together for each student
  - 2. One copy of Appendix N: Writing Evaluation Rubric for each student
- C. *Key Vocabulary*
  - 1. Organization – the way of putting a paragraph together
  - 2. Focused – all ideas are related to the topic of the paragraph
  - 3. Content – the details and ideas in the writing
  - 4. Style/fluency – the way the sentences sound and are written
  - 5. Language usage – the use of grammar, spelling, capitalization and punctuation
- D. *Procedures/Activities*
  - 1. Give each student one copy of Appendix M: My Viking Nickname.
  - 2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
  - 3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
  - 4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  - 5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  - 6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  - 7. Pass out Appendix N: Writing Evaluation Rubric to each student.
  - 8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
  - 9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
  - 10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
  - 11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
  - 12. Read as many as you have time to discuss.
  - 13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality paragraph.
  - 14. If you would like to have the students revise and write a second copy, go to lesson eight. (3<sup>rd</sup> graders do not have to revise for CSAP, but starting in 4<sup>th</sup> grade, all students revise during the test).
- E. *Assessment/Evaluation*
  - 1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

## **Lesson Eight: Time to Revise**

### **A. *Daily Objectives***

1. Concept Objective
  - a. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.
2. Lesson Content
  - a. Language Arts: Writing (p. 65)
    - i. Organize material in paragraph and understand
      - a) how to use a topic sentence
      - b) how to develop a paragraph with examples and details
      - c) that each new paragraph is indented
    - ii. In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.
  - b. Language Arts: Spelling, Grammar, and Usage (p. 66)
    - i. Use capital letters correctly.
    - ii. Know how to use the following punctuation:
      - a) end punctuation: period, question mark, or exclamation point
      - b) comma: in a series
      - c) apostrophe: in contractions; in singular and plural possessive nouns
3. Skill Objectives
  - a. Students will revise their own writing using revision guidelines.
  - b. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
  - c. Students will become familiar with the format of standardized testing like the CSAP.

### **B. *Materials***

1. Students should have a copy of one of their previously written paragraphs
2. One copy of Appendix N: Writing Evaluation Rubric for each student
3. One copy of Appendix O: Paragraph Revision Checklist for each student
4. One copy of Appendix P: Paragraph Final Copy for each student

### **C. *Key Vocabulary***

1. Draft – a copy of a writing piece

### **D. *Procedures/Activities***

1. Pass out Appendix N: Writing Evaluation Rubric and their previously written paragraphs.
2. Remind students of previous discussions about their written work based on Appendix N: Writing Evaluation Rubric.
3. Encourage students to reread the rubric and discuss the quality they should work toward in their revision work.
4. Give each student one copy of Appendix O: Paragraph Revision Checklist and Appendix P: Paragraph Final Copy.
5. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and edit and revise their previously written paragraph completely and carefully. Tell them they will have 30 minutes to complete the activity.

6. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  7. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  8. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
  10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
  11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
  12. Read as many as you have time to discuss.
  13. Use this rubric often to evaluate student writing in order to make students aware of what how to edit and revise to create quality paragraphs.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Nine: Habitat Holiday**

#### A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
2. Lesson Content
  - a. Language Arts: Writing (p. 65)
    - i. Produce a variety of types of writing
  - b. Science: Ecology (p. 83)
    - i. Habitats, interdependence of organisms and their environment.
3. Skill Objectives
  - a. Students will write a piece of narrative writing.
  - b. Students will add details from science class to their writing.
  - c. Students will become familiar with the format of standardized testing like the CSAP.

#### B. *Materials*

1. One copy of Appendix Q: Habitat Holiday with both pages stapled together for each student
2. One copy of Appendix N: Writing Evaluation Rubric for each student
3. One copy of Appendix R: Story Revision Checklist for each student if you are planning to revise this story
4. One copy of Appendix S: Story Final Copy for each student if you are planning to have students write a final copy of this story

#### C. *Key Vocabulary*

1. Habitat – the place where animals live naturally

#### D. *Procedures/Activities*

1. Give each student one copy of Appendix Q: Habitat Holiday.

2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Pass out Appendix N: Writing Evaluation Rubric to each student.
  8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
  9. Have each student evaluate their own story using Appendix N: Writing Evaluation Rubric.
  10. Tell the class that you will now read some of the stories out loud. If they do not wish to have their story read aloud they should write the word “no” at the bottom corner of the page.
  11. Collect the stories and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the story. Collect a group consensus on the points earned.
  12. Read as many as you have time to discuss.
  13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality story.
  14. If you would like to have the students revise and write a second copy, go to lesson eight. Use Appendices R and S instead of Appendices O and P when evaluating stories. (3<sup>rd</sup> graders do not have to revise for CSAP, but starting in 4<sup>th</sup> grade, all students revise during the test).
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

## **VI. CULMINATING ACTIVITY**

- A. There is no culminating Activity, but teachers are encouraged to use the writing rubrics and checklists often to familiarize students with them. Teachers are encouraged to create narrative and expository writing assignments that connect to other Core Knowledge® subjects.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Wild About Animals
- B. Appendix B: Wild About Animals: Exemplar Answers
- C. Appendix C: William Tell
- D. Appendix D: William Tell Exemplar Answers
- E. Appendix E: By Myself
- F. Appendix F: By Myself Exemplar Answers
- G. Appendix G: Rhode Island Town Crier
- H. Appendix H: Rhode Island Town Crier Exemplar Answers
- I. Appendix I: Three Words of Wisdom

- J. Appendix J: Three Words of Wisdom Exemplar Answers
- K. Appendix K: Solar System Editing
- L. Appendix L: Solar System Editing Exemplar Answers
- M. Appendix M: My Viking Nickname
- N. Appendix N: Writing Evaluation Rubric
- O. Appendix O: Paragraph Revision Checklist
- P. Appendix P: Paragraph Final Copy
- Q. Appendix Q: Habitat Holiday
- R. Appendix R: Story Revision Checklist
- S. Appendix S: Story Final Copy

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**Appendix A, page 1**  
**Wild About Animals**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the article “Wild About Animals.” Then do numbers 1 through 5.

**Wild About Animals**

There are millions of animals all around the world. Each continent has animals that are unique to it. The island continent of Australia has several animals that are unlike any other on the planet. The kangaroo and the koala are native to Australia, but fascinating to people all over the world.

Kangaroos are a special kind of mammal called a marsupial. Marsupials are mammals that have a pouch for their young. Like all mammals, kangaroos are warm blooded, they give birth to live young and the mother provides milk for the young joeys. A newborn kangaroo is not fully developed when it is born, so it crawls into the mother’s pouch where it feeds and continues to grow for 11 months before leaving the mother’s pouch. Even after it leaves the mother’s pouch, it will drink the mother’s milk for about seven more months. Kangaroos hop along the ground with their very large feet. Their long tails help them to balance on their hind feet so they can use their much smaller front feet to grab food and other objects. A full-grown kangaroo can travel at a speed of over 50 miles per hour. Kangaroos usually eat grass and other plants.

Koalas are also marsupials. Baby koalas are also born before they are fully developed. When they are born, they are the size of a bee and they crawl into their mother’s pouch where they nurse for nearly two months. After two months have passed, the baby koala has teeth and is able to leave the pouch. The baby koala will be dependent on its mother’s milk for about 1 year. Koalas, like kangaroos and other mammals, are covered with fur and breathe through lungs. Koalas live in trees and eat eucalyptus leaves. They spend most of the day eating and do not move around very much. Their front and back paws are nearly the same size. Like the kangaroo, they use their front feet for grabbing food and other things.

Although there are no kangaroos and koalas in the wild in the United States, we can see them in some of the zoos around the country.

**Appendix A, page 2**  
**Wild About Animals**

Fill in the circle for the best answer to each question below.

1. This article is mainly about:
  - How baby kangaroos are born.
  - How kangaroos and koalas are the same and how they are different.
  - Why kangaroos and koalas do not eat meat.
  - Why baby koalas need a pouch.
  
2. A marsupial is a mammal that:
  - lays eggs.
  - eats plants.
  - has a pouch for its babies.
  - hops along the ground searching for food.
  
3. According to the article, why do baby kangaroos and koalas stay in the mother's pouch?
  - They are not fully developed when they are born.
  - They are afraid of the sun.
  - They don't want to get lost.
  - They like to eat plants.
  
4. In the chart below write one way a kangaroo is like a koala and one way a kangaroo is different than a koala.

How is a kangaroo like a koala?	How is a kangaroo different from a koala?
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

**Appendix A, page 3**  
**Wild About Animals**

5. In the chart below, list three things you learned about mammals from this article.

Three things I learned about mammals:

**Appendix B**  
**Wild About Animals- Exemplar Answers**

1. How kangaroos and koalas are the same and how they are different.
2. A marsupial is a mammal that has a pouch for its babies.
3. They are not fully developed when they are born.

4. Possible answers for how kangaroos are like koalas:

- They are both mammals.
- They are both marsupials or have pouches.
- They both live in Australia/do not live in the wild in the U.S.
- They both eat plants.
- They both nurse their young/give milk to their babies.
- They both give birth to live young.
- The babies are not fully developed when they are born.
- They both use their front feet for gathering things.
- (Students can list the traits of mammals for this answer)

Possible answers for how kangaroos and koalas are different:

- Kangaroos have bigger back feet than koalas.
- Baby koalas are younger when they leave the pouch.
- Kangaroos hop on the ground and are faster than koalas.
- Koalas live in trees.

Scoring #4 2 points if they give one similarity and one difference  
1 point if they list a difference or a similarity  
0 points if they do not list either

5. Possible list for traits of mammals:

- They are warm blooded
- They breathe through lungs
- They give birth to live young
- They nurse their young/give them milk/take care of their young
- They are covered with fur
- They live on land

Scoring #5 2 points if three traits are listed  
1 point if one or two traits are listed  
0 points if no correct traits are listed

**Appendix C, page 1**  
**William Tell**

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the story of “William Tell” and answer the following questions.

1. Which sentence best tells what the story is about?
  - William Tell is really good with a bow and arrow.
  - William Tell did not like his son.
  - William Tell stood up for what he believed in.
  - William Tell did not want to bow to a hat.
  
2. Which of these happens first in the story?
  - William Tell shoots an arrow off his son’s head.
  - William Tell and his son refused to bow to the hat.
  - A hat was set up in the town square to represent the emperor.
  - People refused to go to the town square.
  
3. Which of these events happened last in the story?
  - William Tell shoots an apple off his son’s head.
  - William Tell and his son refused to bow to the hat.
  - A hat was set up in the town square to represent the emperor.
  - People refused to go to the town square.
  
4. Summarize why William Tell had two arrows in his belt.

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**Appendix C, page 2**  
**William Tell**

5. Circle two adjectives that describe what kind of person William Tell was.

Lazy

brave

weak

skillful

loving

selfish

6. When the governor tells William Tell to make a choice, what is William Tell's choice?

He can bow to the hat or bow to the guard.

He can bow to the guard or be killed.

He can shoot an apple off his son's head or bow to the guard.

He can shoot an apple off his son's head or he and his son will be killed.

7. Did William Tell make a good choice? Give your reason why or why not on the lines below.

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8. What did the hat in the town square look like? Draw a picture on the back of this page showing what the hat in the town square looked like. Be sure to label the things in it.

**Appendix D**  
**William Tell- Exemplar Answers**

1. William Tell stood up for what he believed in.
2. A hat was set up in the town square to represent the emperor.
3. William Tell shoots an apple off his son's head.
4. William Tell was going to use the first arrow to shoot the apple off his son's head. If he killed or hurt his son, he would use the second arrow to shoot the governor in the heart.  
(Student answers may vary in form and word choice)  
Scoring #4:
  - 2 points if student explains the correct reason for each arrow
  - 1 point if the student explains the correct reason for one arrow
  - 0 points if neither arrow is explained correctly
5. Any of the following adjectives can be circled:  
brave, skillful, loving  
Scoring #5
  - 2 points if two correct adjectives are circled
  - 1 point if one correct adjective is circled
  - 0 points if no correct adjectives are circled
6. He can shoot an apple off his son's head or he and his son will be killed.
7. The students can choose yes or no, but they must give an explanation why they chose the answer they did.  
Scoring #7:
  - 2 points if they give "yes" or "no" and an explanation
  - 1 point if they give only one part of the answer
  - 0 points if they do not give a reasonable answer
8. The picture they draw should show a hat on a stick and perhaps a guard or two. There may be some scenery from the town square.  
Scoring #8:
  - 2 points if there is a picture as described with labels
  - 1 point if there is a picture with no labels
  - 0 points if the picture is incomplete or inaccurate

**Appendix E**  
**By Myself**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the poem “By Myself” and then answer the following questions:

1. Name three things the poet in the poem imagines herself to be.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  
2. What does the poet do before imagining many things?
  - say some magic words
  - fall asleep
  - close her eyes
  - run through a field
  
3. When the poet opens her eyes, what is she?
  - her best friend
  - herself
  - a leaf turning red
  - a princess
  
4. Close your eyes and imagine what you could be. When you open your eyes, list three things you imagined yourself to be.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_

**Appendix F**  
**By Myself Exemplar Answers**

1. Accept any of the following answers: twin, dimple in a chin, room full of toys, squeaky noise, gospel song, gong, leaf turning red, loaf of brown bread, whatever I want to be.  
Scoring #1: 2 points if three correct answers are listed  
1 point if one or two correct answers are listed  
0 points if no correct answers are given
2. Close her eyes
3. Herself
4. Accept any answers  
Scoring #4: 2 points if three answers are listed  
1 point if one or two answers are listed  
0 points if no answers are given

**Appendix G, page 1**  
**Rhode Island Town Crier**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the following article about the founding of Rhode Island and answer the questions.

Hear Ye! Hear Ye!

Good news for the people of Rhode Island.

The king has granted us a charter to be a colony.

Roger Williams just back from his journey to England. His appeal to the parliament was successful.

Not long ago, Roger Williams was cast away from the colony of Massachusetts for wanting the colony to leave the Church of England. Governor John Winthrop did not agree with his ideas, so Roger Williams was banished. Later Anne Hutchinson came to Rhode Island. She believed we should be able to hear from God ourselves and not depend on others.

Because of Roger Williams, we have no taxes!

Because of Roger Williams and Anne Hutchinson, we can worship God as we please!

And now we are a colony!

Three cheers for Roger Williams!

Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

Three cheers for Anne Hutchinson!

Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

Three cheers for Rhode Island!

Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

**Appendix G, page 2**  
**Rhode Island Town Crier**

1. Where did Roger Williams go to get a charter to make Rhode Island a colony?

- Massachusetts
- Canada
- England
- France

2. Who sent Roger Williams away from Massachusetts?

- The King of England
- John Winthrop
- Anne Hutchinson
- God

3. Why was Roger Williams sent away from Massachusetts?

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4. Why did Roger Williams want to establish a new colony?

- Religious freedom
- To set up tobacco plantations
- A place to send prisoners
- To make a lot of money

5. What did Anne Hutchinson believe?

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**Appendix G, page 3**  
**Rhode Island Town Crier**

6. Besides religious freedom, what else did the people of Rhode Island gain by becoming a colony?
- Slaves
  - No taxes
  - A new king
  - Large plantations
7. How do you think the people felt when Roger Williams was successful at establishing a new colony?
- Sad
  - Angry
  - Worried
  - Excited
8. What in the article makes you think that is how they felt?

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9. What is the main idea of this passage?

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**Appendix H**  
**Rhode Island Town Crier Exemplar Answers**

1. England
2. John Winthrop
3. Accept any of the following answers. (Answers may vary slightly).  
John Winthrop did not agree with his ideas.  
Roger Williams wanted Massachusetts to leave the colony of Massachusetts.  
Roger Williams wanted religious freedom.  
Scoring #3: 1 point if a correct answer is given  
0 points if a correct answer is not given
4. Religious freedom
5. Accept any reasonable variation of the answer below.  
Anne Hutchinson believed that people could hear from God themselves.  
Scoring #5: 1 point if a correct answer is given  
0 points if a correct answer is not given
6. No taxes
7. Excited
8. Accept any of the following answers. (Answers may vary slightly).  
They cheered for Roger Williams and Anne Hutchinson.  
They now had freedom.  
They now had no taxes.  
They now had freedom.  
They were now a colony.  
Scoring #8: 1 point if a correct answer is given  
0 points if a correct answer is not given
9. Accept any reasonable variation of the following answer.  
This article is about the founding of Rhode Island.  
Scoring #9: 1 point if a correct answer is given  
0 points if a correct answer is not given

**Appendix I, page 1**  
**Three Words of Wisdom**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read “Three Words of Wisdom” and answer the questions carefully.

1. What were the words of wisdom the old man gave the man with the small family?

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2. Retell the story in order. Start with what happened to the man with the small family at the ranch. Write one thing in each box. The first one has been done for you.

First, he ate a large feast.
Then,
Next,
Finally,

3. What happened to the men who chose to take the gold?
- They lived happily ever after.
  - They became even richer.
  - They were killed.
  - They found the fountain of youth.

**Appendix I, page 2**  
**Three Words of Wisdom**

4. How does the man feel when he sees his wife hugging a priest?  
How does he feel when he realizes who the priest is?  
Write your answers in the box below.

How the man felt when he saw his wife hugging a priest.
How the man felt when he realized who the priest was.

5. Who was the priest?
- The old man who gave him the words of wisdom
  - The traveler's son
  - The rancher
  - A neighbor
6. What happened to the man and his small family in the end?
- They lived happily ever after.
  - They never listened to advice again.
  - They were killed.
  - They found the fountain of youth.

**Appendix J**  
**Three Words of Wisdom Exemplar Answers**

1. Don't take shortcuts.  
Don't ask about what does not concern you.  
Don't jump too quickly to conclusions.  
Scoring #1: 2 points if all three answers are listed  
1 point if one or two answers are listed  
0 points if no answers are given
  
2. Accept any three of the following if given in the correct order. Student answers may vary from those given.  
He wanted to ask where the riches came from.  
He remembered the old man's words.  
The rancher showed the head of a man to the traveler.  
The rancher told the traveler that is what happened to the person who asked about his riches.  
The rancher told the man he could use anything on his land.  
The traveler found a cart and donkey loaded with food and money.  
He went home.  
He saw his wife hugging a priest.  
He realized it was his son.  
The all live happily ever after.  
Scoring #2:  
2 points if three answers are listed in the correct order  
1 point if one or two answers are listed in the correct order  
0 points if no answers are given or the answers are in the wrong order
  
3. They were killed.
  
4. He felt angry.  
He felt happy.  
Scoring #4: 2 points if two answers are listed  
1 point if one answer is listed  
0 points if no answers are given
  
5. The traveler's son
  
6. The lived happily ever after.

**Appendix K, page 1**  
**Solar System Editing**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Read the paragraphs below. Pay attention to the underlined, numbered words. Choose the answer that shows the best capitalization or the best punctuation for the underlined words.

The Planets

Our sun has a “family” of planets and other heavenly bodies that circle around it! This “family” is known as our solar system. Each of <sup>1</sup> the planets moves around the sun in an oval shaped path that is called an Orbit. A planets year is the amount of time that it takes to travel <sup>2</sup> <sup>3</sup> <sup>4</sup> around the sun.

- |   |  |
|---|--|
| 1. <input type="radio"/> circle around it?<br><input type="radio"/> circle around it.<br><input type="radio"/> circle around it,<br><input type="radio"/> correct as it is. | 2. <input type="radio"/> an Orbit!<br><input type="radio"/> a orbit.<br><input type="radio"/> an orbit.<br><input type="radio"/> correct as it is. |
| 3. <input type="radio"/> planetes<br><input type="radio"/> Planets<br><input type="radio"/> planet's<br><input type="radio"/> correct as it is.                             | 4. <input type="radio"/> it take's<br><input type="radio"/> it takes'<br><input type="radio"/> It takes<br><input type="radio"/> correct as it is. |

Mercury is the closest planet to our sun. It is covered with millions of craters. There is very little atmosphere on mercury. Mercury <sup>5</sup> rotates very slowly. Because of the slow rotation and the lack of atmosphere, daytime on Mercury is about 898°F. On the side of Mercury that is away from the sun, the temperature can drop to -280°F.

6

Appendix K, page 2  
Solar System Editing

5.  on mercury!  
 on Mercury?  
 on Mercury.  
 correct as it is.
6.  to -280F.  
 to -280°f  
 to -280f  
 correct as it is.

Venus is the second'd planet of our solar system. It is a huge  
7  
burning desert. Venus' sky is filled with lightning bolt's that strike as  
8  
often as 25 bolts per second. Venus spins in the opposite direction of all  
the other planets. So, the sun rises in the west and sets in the east.

7.  the second.  
 the second'd.  
 the second  
 correct as it is.
8.  lightning boltes  
 lightning bolts  
 lightning bolts'  
 correct as it is.

Earth, the third planet, is 93 million miles from the sun. It has  
a atmosphere, which helps to shield us from the suns harmful rays.

7. 10  
The atmosphere also helps to keep the nighttime temperature on Earth  
11  
from being too cold. It is the only planet where we know life exists.

9.  has an atmosphere  
 have an atmosphere  
 have a atmosphere  
 correct as it is.
10.  sun's harmful rays.  
 suns harmful rays?  
 sun's harmful rays!  
 correct as it is.
11.  helps to keep.  
 help's to keep.  
 helps two keep.  
 correct as it is.
12.  life exist's  
 life's exist.  
 lifes exist.  
 correct as it is.

**Appendix K, page 3**  
**Solar System Editing**

Read each of the paragraphs below. Look carefully at the underlined words. If there is a mistake, rewrite all of the words that are underlined so that they are correct. If all of the words are correct, write “ok” above the underlined words.

Mars is often called the Red Planet because they are covered with red deserts, canyons, and volcanoes even the daytime sky is red. This is because the iron in it's rocks has rusted.

Jupiter is the largest planet. It does not have a solid surface; it is made up of gases. Jupiter has a ring around it and at least 16 moons. Jupiter has many storms. One of them is the “Great Red Spot.”

Saturn is nine times bigger then Earth, but it is so light, it could float on water? It is also made of gases. Saturn is surrounded by rings. These rings are made up of little chunks of ice, rocks, and dust.

Uranus is the seventh planet from the son. It appears to be green because of the methane gas that surrounds it. It has a solid core that is surrounded by a sea that is electrified. It have rings and at least 15 moons.

Neptune is very similar to Uranus. They is nearly the same size and have similar atmospheres.

Pluto is the ninth planet from the sun. It is probably made of frozen gases and dust with a rocky center. Its orbit is tilted.

**Appendix L**  
**Solar System Editing Exemplar Answers**

1. circle around it. (2<sup>nd</sup> choice)
2. an orbit. (3<sup>rd</sup> choice)
3. planet's (3<sup>rd</sup> choice)
4. correct as it is. (4<sup>th</sup> choice)
5. on Mercury. (3<sup>rd</sup> choice)
6. correct as it is. (4<sup>th</sup> choice)
7. the second (3<sup>rd</sup> choice)
8. lightning bolts (2<sup>nd</sup> choice)
9. has an atmosphere (1<sup>st</sup> choice)
10. sun's harmful rays. (1<sup>st</sup> choice)
11. correct as it is. (4<sup>th</sup> choice)
12. correct as it is. (4<sup>th</sup> choice)

Paragraph corrections:

it is

volcanoes. Even

in its

ok

bigger than

water. It

ice, rocks,

the sun.

ok

It has

They are

ok

**Appendix M, page 1**  
**My Viking Nickname**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The Vikings often used nicknames to describe a person. Eric the Red had red hair. His son, Leif Ericson was considered to be lucky, so people called him Leif the Lucky. If you were a Viking, what would your Viking nickname be?

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.



**Appendix N**  
**Writing Evaluation Rubric**

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Circle the box in each row that best describes your own writing.

	0	1	2	3
Organization	ideas are not connected, little/no attempt to organize	somewhat organized, somewhat focused	organized, focused, connected in a logical order	
Content	No central idea, details are missing, limited or irrelevant	Somewhat of a central idea with general, or obvious details	Has a central idea with specific details with average 3 <sup>rd</sup> grade use of words	Has a central idea with specific, interesting details, outstanding use of words
Style/Fluency	Incomplete or run on sentences.	Complete sentences that are grammatically correct, but with little variety	All complete sentences with a varied use of sentence structure	
Language Usage	Errors interfere with meaning	Some spelling errors, but meaning is clear	Age appropriate spelling and mechanics	

A (8-9 points)

B (6-7 points)

C (4-5 points)

D (2-3 points)

F (0-1 points)

This rubric has been modified from the 3<sup>rd</sup> Grade CSAP rubric provided by CDE.

**Appendix O**  
**Paragraph Revision Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**REVISING YOUR PARAGRAPH**

Now you are going to revise your paragraph. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice to make it my own work?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.



**Appendix Q, page 1**  
**Habitat Holiday**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

We have studied animals in various habitats. Imagine you have won a contest. The prize is a free trip to the habitat of your choice. Where would you like to go? What would you see there? What would you do? Write a one page story about your first day in the habitat.

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.



**Appendix R**  
**Story Revision Checklist**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**REVISING YOUR STORY**

Now you are going to revise your story. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Does my story tell about events or is it just a list?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice so that it seems as if this story is real?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.

