



Ready to Write!

**Test Prep & Practice
for Lil' Common Core
Writers**

By Miss DeCarbo

Dear Teachers,

This product was designed to help your students be successful with writing prompts for diagnostic and benchmark writing assessments. The pack includes activities for understanding writing prompts and identifying which type of text the prompt is asking for, planning a piece of writing, and self-assessing a piece of writing. It also includes practice tests, TONS of writing prompts to use within your writing block, picture prompts that are student-friendly, graphic organizers, and posters for classroom use. These activities make great writing centers!

If we want our students to be successful with writing assessments, we need to provide students with practice and instruction on how to read a prompt, identify what type of text to write in order to fulfill the prompt, and have strategies to plan and write about the prompt.

This pack has helped my students become highly successful at understanding prompts and writing great Common Core pieces. I hope you and your students also enjoy this unit!

Happy Learning.
Christina



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Narrative Writing



A narrative fiction begins with a beginning, middle, and end.

Opinion Writing



Written to express your opinion on a topic.

Informational Writing



Code the Prompt!

Look for and underline these key words when you read a writing prompt. Key words will help you figure out what kind of text you need to write.

Narrative

- Write a story.
- Tell about a time.
- Imagine.
- Pretend.

Opinion

- Write about your favorite.
- Convince.
- Give.

Informational

- Write a paper.
- Write a report.

Temporal Words Poster

Use temporal words to help your paper flow.

First

Then

After

Last

Now

Finally

Name _____ Date _____

My Narrative Story Planner

Beginning		
Event #1 Name	Event #2	Event #3
End		

Narrative Writing Graphic Organizer

First, _____

Last, _____

Then, _____

End

Create-Your-Own Graphic Organizer



Teach your students to create their own organizers out of a blank piece of paper!



Name _____ Date _____

My Informational Writing Planner

Topic Sentence
Detail
Detail
Detail
Conclusion

Name _____ Date _____

My Opinion Organizer

Introduce the topic:
State your opinion:
Reason #1
Reason #2

Name _____ Date _____

Graphic Organizer

Narrative	Opinion	Informational
Beginning	Introduction	Fact #1
Middle	Body	Fact #2
End	Conclusion	Conclusion

Posters, Visual Aids, and Graphic Organizers

Name _____ Date _____ Name _____
 I know what type of text to write!
 Directions: Read each writing prompt. Underline the clues that help you. Circle which type of text to write.

Write a story about a day at the zoo with your friends.
 narrative
 opinion
 informational

The principal is coming to visit your class. Write a paper to help the principal learn all about your classroom.
 narrative

Write about your favorite book. Why is it your favorite? Provide reasons within your paper.
 narrative

Pretend you found a treasure chest in your backyard. Write a story about finding the treasure chest and what you find.
 narrative

Write a story about a great day you spent with your family. Include details about what you did.
 narrative

Do you think Santa Claus or the Easter Bunny is a harder job? Back up your opinion with reasons.
 opinion

Your teacher is looking for an assistant. You really want the job! Write to convince your teacher to choose you. Provide reasons in your paper.
 opinion

Imagine you live in a house made entirely of candy! Write a story about what it is like to live in a house made of candy.
 narrative

Do you think students should have one or two recesses each day? Give reasons to support your opinion.
 opinion

I know what type of text to write!
 Directions: Read each writing prompt. Underline the clues that help you know kind of text to write. Use the poster to help you. Circle which type of text to write.

Write about your favorite recess activity. Give reasons why it is your favorite.
 narrative

Write a paper that teaches a how to get ready for school.
 informational

Narrative Writing

Opinion Writing

Informational Writing

Sort It Out!

Directions:
 Cut and laminate the following titles and sorting cards on pages 12-14. Students will use their knowledge of writing prompts to sort the prompts into three groups: Narrative Writing prompts, Opinion Writing prompts, or Informational Writing prompts.

You can also have students sort out the keyword cards on pages 15 and 16. Students will use the Code the Prompt! Poster on page 7 to sort the cards by Narrative Writing, Opinion Writing, or Informational Writing.

Mix the keyword cards and the prompt cards together for a challenging sort!
 Teachers could also complete this activity in a whole group with a pocket chart!

Write to inform-
 Write about how-
 Argue for or against-
 Tell about a time-
 Pretend-
 Write to convince-
 Write to persuade-
 Write to describe-
 Write to explain-
 Write to entertain-
 Write to inform-
 Write about how-
 Argue for or against-
 Tell about a time-
 Pretend-
 Write to convince-
 Write to persuade-
 Write to describe-
 Write to explain-
 Write to entertain-

Sorts for small group, whole group, and writing centers!

Informative



Informative



Opinion



or



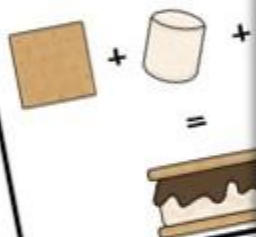
Opinion



or



Informative



Directions:

Cut and laminate the following picture prompts. Place them in a bucket in your room or within a writing center. These picture cards are great for promoting independent writers! Students will choose a card to write about (or the teacher can choose a card for a class writing assignment). The type of text is included on the card.

These cards are also challenging in that students will need to develop their own vocabulary and wording for their topic sentences and opening sentences!

Narrative



Opinion



Narrative



Informative



Narrative



Narrative



Narrative



Writing Prompt H

Your class gets to vote to have extra gym, extra art, or Friday. Choose one and persuade your classmates.

Writing Prompt P

Imagine you just won a hundred dollar prize. Write a story about what you do with the money. Include details.

Writing Prompt I

Your friend asks you to write a letter about your favorite book. Write a letter about why the book is your favorite. Give reasons that your friend will like. The book is...

Test Prep Writing Prompts

Use the following writing prompts in many different ways! These prompts are great to put up on your board as practice writing sessions before assessment days. They could also be used within small group writing lessons, as homework assignments, pre-assessments, writing centers, or place one in a lesson plan for a sub day.

Writing assessments differ in structure from a typical "Writer's Workshop" experience in an elementary classroom. The students usually have a limited amount of time to complete their writing. Help your students prepare for their writing assessment by putting a prompt up on the screen and having students "write on demand." This will help your students get used to the process of reading and understanding a prompt, planning their writing, and writing their papers. You may want to use the graphic organizers that are included in this pack to help your students plan their thinking. Encourage your students to highlight the clues that tell them what type of writing to produce!

Students could also glue a prompt into an interactive writing notebook as test prep practice!

Prompts A-D: Narrative

Prompts E-H: Opinion

Prompts I-L: Informative

Writing Prompt D

You are going to the zoo with two friends. Write a story about what you and your friends did at the zoo. Use character names and include a beginning, middle, and end.

Writing Prompt B

You and your classmates are snowed in at school! You will have to spend the night at school. Write a story about the night you spend at school.

Writing Prompt J

Write a story about how to make a water and jelly sandwich. Use moral words in your story.

Writing Prompt A

You wake up one day to find out you are as tall as a giraffe! Write a story about your day.

Teacher Script:

"Today you are going to do a writing activity. This writing activity will show me what you know about narrative writing. A narrative is a personal or fictional story that has a beginning, middle, and end. I am going to read a short story for you. Listen carefully. After I am done, you will write a story about what I read."

"One day, Karla and her little sister, Jenny, were at the park. It was a beautiful, sunny day outside. Karla and Jenny played on the swings. Then, they went down the slide. When Jenny got to the bottom of the slide, she saw something sticking out of the ground. She walked over to pulled it out. It was a map! The map had a big red X on it. She ran to show Karla the map. Karla and Jenny smiled. They were about to go on a big adventure!"

"Today, you will write a story about the map. Remember to write a beginning, middle, and end. Be sure to tell how the girls found the map, and what they did after they found it."

Read the story below carefully:

One day, Karla and her little sister, Jenny, were at the park. It was a beautiful, sunny day outside. Karla and Jenny played on the swings. Then, they went down the slide. When Jenny got to the bottom of the slide, she saw something sticking out of the ground. She walked over to pulled it out. It was a map! The map had a big red X on it. She ran to show Karla the map. Karla and Jenny smiled. They were about to go on a big adventure!

Sample Writing Assessments

The following pages contain practice writing assessments for your students. You can choose to use these assessments in many different ways:

- Use them as practice assessments for student reflection.
- Use them as grade-level writing assessments for report cards and quarterly assessments.
- Use them to prep your students for writing assessments by completing some of the assessments as a whole group in order to model the process.
- Give the first assessment as a pre-assessment, use one as practice, and give Test C as the post-assessment.

There is a differentiated version of writing paper (solid lines instead of the primary lines) included for each student work page. The extra writing pages to copy the writing lines as double-sided are included at the end of this section. Choose the paper that works best for your students.

To administer the practice test:

Students will read the student work page (writing paper) and either write or dictate a story. The teacher will read the prompt page aloud to the students. Then, provide time for the students to complete the assessment.

Students will be given a choice of writing paper. The teacher will provide a copy of the writing prompt and have them follow along or read on their own.

You decide the best way to give the assessment according to your needs!

Remember to write a beginning, middle, and end. Be sure to tell how the girls found the map, and write a story about what they did after they found it.

of your story.

9 Formal Writing Assessments (3 narrative, 3 opinion, 3 informational) to use as practice, pre/post assessments, quarterly assessments, or benchmarks!

Teacher scripts included!

Optional Rubrics and Student Self-Assessment Pieces

Name _____ Number _____ Date _____

Opinion Writing Rubric

	4	3	2	1
Introduction	The student writes a strong introduction that names the topic or book he or she is writing about.	The student writes a clear introduction that names the topic or book he or she is writing about.	The student writes a weak introduction that names the topic or book he or she is writing about.	The student does not write an introduction.
Opinion	The student writes a strong opinion that is clearly stated.	The student writes a clear opinion that is clearly stated.	The student writes a weak opinion that is clearly stated.	The student does not write an opinion.
Conclusion	The student writes a strong conclusion that restates the opinion.	The student writes a clear conclusion that restates the opinion.	The student writes a weak conclusion that restates the opinion.	The student does not write a conclusion.

Name _____ Number _____ Date _____

Informational Writing Rubric

	4	3	2	1
Topic	Student wrote a clear topic sentence and stayed on topic throughout the entire paper.	Student wrote a clear topic sentence and stayed on topic throughout the entire paper.	Student either lacked a topic sentence or was off topic.	Student did not write a topic sentence and did not stay on topic at all.
Details	Student included two or more relevant details about their topic.	Student included one fact about their topic.	Student wrote a closing sentence that was unrelated to the topic.	Student did not include any facts about their topic.
Organization	Student used capitalization, punctuation, and grammar with no errors.	Student used capitalization, punctuation, and grammar with minor errors.	The student used capitalization, punctuation, and grammar with some errors.	The student did not provide a sense of closure at all.
Spelling	Student applied spelling to words and phrases.	Student applied spelling to words and phrases.	The student used phonetic spelling for unknown words.	The student did not use capitalization, punctuation, and grammar with many errors, or the paper was unreadable.

Name _____

Narrative Writing Rubric

	4	3	2	1
Events	The students write a well-developed recounting of two or more appropriately sequenced events.	The students write a well-developed recounting of two or more appropriately sequenced events.	The students write a well-developed recounting of two or more appropriately sequenced events. Missing information creates confusion.	The students write a well-developed recounting of two or more appropriately sequenced events. Events are irrelevant or unrelated.
Organization	The student uses temporal words and phrases to signal event order. Provides a clear closure.	The student uses some temporal words to signal event order. Provides a sense of closure.	The student uses limited temporal words to signal event order or attempts to provide closure.	The student uses no temporal words or does not include events. Does not provide closure.
Spelling	The student uses relevant descriptive words and phrases.	The student uses relevant descriptive words and phrases.	The student uses relevant descriptive words and phrases.	The student uses insufficient or no details to describe events.

Name _____

2 Stars and a Wish!

Name _____

2 Stars and a Wish!

2 Stars and a Wish!

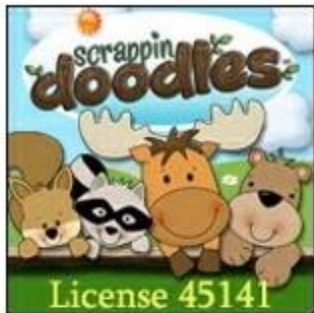
Directions:

Peer feedback is so important to little writers! Use the 2 Stars and a Wish slips with your students after their practice tests or writing pieces are complete. Students will share their papers with one another. Partners will record 2 stars and 1 wish on the slip. A star is something the partner or class liked about the paper. A wish is something the partner or class would like to see more of in the paper (capitals, more details, a clear conclusion, etc.).

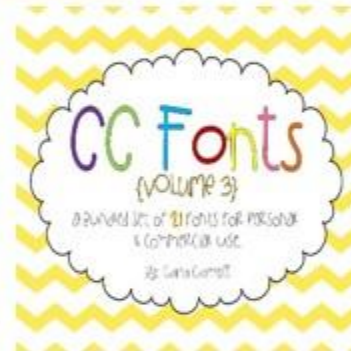
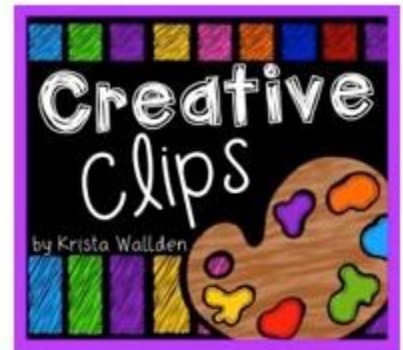
You can even use these as self-assessment pieces! Have students give themselves 2 stars and wish for a quick self-reflection tool!

- ★ You had a good topic sentence at the beginning.
- ★ You have periods at the end of every sentence!
- ✎ Some sentences are missing capital letters.

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Happy Learning,

Christina DeCarbo (Miss DeCarbo)

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