

Funny Critters

Read the information in the box. Then do the writing activity.

Your class is writing a book called Funny Critters. Funny critters are animals that do silly things. Tell about an animal you have seen or read about that does silly things. What is it like? What silly things does it do? Where does it live? Why would other people think it is funny? Your writing will be included in your classroom's book about funny critters.

Pre-Writing Activity

- Describe the animal you have chosen.
- Tell what the animal is like.
- Describe what silly things this animal does.
- Describe where the animal lives.
- Tell why people think this animal is funny.
- Be sure your story has a beginning, a middle, and an end.
- Use the web on the next page to help you plan your writing.
- If you need more paper to plan your writing, ask your teacher.



Plan your writing.

What the funny animal does

Blank writing area with five horizontal lines.

Where the funny animal lives

Blank writing area with five horizontal lines.

What my funny animal is like

Blank writing area in an oval shape with three horizontal lines.

Blank writing area with four horizontal lines.

Why people think this animal is funny

Go On



Use your ideas to write your story.



Check your writing for correct grammar, spelling, punctuation, and capitalization. Use the Editing Checklist on page 7 to help you with your writing.

Story

Title: _____

Multiple horizontal lines for writing the story.

Go On



Lined writing area with 20 horizontal lines.

Go On



Now check your writing using this Editing Checklist.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you ended each sentence with the correct punctuation mark?
- 4** Have you spelled all words correctly?
- 5** Does the subject of your sentence agree with the action word (verb)?

Examples: Tom plays at the park.

They play at the park.

- 6** Have you written complete sentences?



Name: _____

ISTEP+ Writing Applications Overview
WESTON

Score Level	Ideas and Content	Organization	Style
	Does the writing sample:	Does the writing sample:	Does the writing sample:
6	<ul style="list-style-type: none"> Stay fully focused? Include thorough and complete ideas? 	<ul style="list-style-type: none"> Have clear order? 	<ul style="list-style-type: none"> Exhibit exceptional grade level appropriate word usage? Exhibit writing that is fluent and easy to read? Display a strong sense of audience?
5	<ul style="list-style-type: none"> Stay focused? Include many relevant ideas? 	<ul style="list-style-type: none"> Have clear order? 	<ul style="list-style-type: none"> Exhibit more than adequate grade level appropriate word usage? Exhibit writing that is fluent and easy to read? Display a sense of audience?
4	<ul style="list-style-type: none"> Stay mostly focused? Include some relevant ideas? 	<ul style="list-style-type: none"> Have order? 	<ul style="list-style-type: none"> Exhibit adequate grade level appropriate word usage? Exhibit writing that is readable? Display some sense of audience?
3	<ul style="list-style-type: none"> Stay somewhat focused? Include some relevant ideas? 	<ul style="list-style-type: none"> Have some order? 	<ul style="list-style-type: none"> Exhibit minimal grade level appropriate word usage? Exhibit writing that is mostly readable? Display little sense of audience?
2	<ul style="list-style-type: none"> Exhibit less than minimal focus? Include few relevant ideas? 	<ul style="list-style-type: none"> Have little order? 	<ul style="list-style-type: none"> Exhibit less than minimal grade level appropriate word usage? Exhibit writing that is hard to read? Display little sense of audience?
1	<ul style="list-style-type: none"> Have little or no focus? Include almost no relevant ideas? 	<ul style="list-style-type: none"> Have little or no order? 	<ul style="list-style-type: none"> Exhibit less than minimal grade level appropriate word usage? Exhibit writing that hard to read? Display little or no sense of audience?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Development Rubric is used for the actual scoring of ISTEP+ student papers.

Six-Point Scoring Rubric

	1	2	3	4	5	6
Ideas the meaning and development of the message	<ul style="list-style-type: none"> ● Limited for a topic ● Unclear information ● Vague details ● Random thoughts 	<ul style="list-style-type: none"> ● Hints at topic ● Reader left with many unanswered questions ● Sporadic details ● Glimmer of main point 	<ul style="list-style-type: none"> ● General topic defined ● Reasonably clear ideas ● Details present but not precise ● Shows some specifics 	<ul style="list-style-type: none"> ● Topic fairly narrowed ● New ways of thinking about topic attempted ● Credible details with some support ● Writer understands topic 	<ul style="list-style-type: none"> ● Narrow and manageable topic ● Clear and focused; answers readers' questions ● Relevant, accurate details enrich theme ● Shows insight into topic 	<ul style="list-style-type: none"> ● Unique treatment of topic ● In-depth understanding of topic ● Unusual details go beyond the obvious ● Makes connections; shares insights effectively
Organization the internal structure of the piece	<ul style="list-style-type: none"> ● No lead or conclusion ● Sequencing not present ● No awareness of pacing ● Hard to follow 	<ul style="list-style-type: none"> ● Ineffective lead and conclusion ● Some sequencing apparent ● Pacing awkward ● Some attempt at structure 	<ul style="list-style-type: none"> ● Routine lead and conclusion ● More logical sequencing ● Pacing generally under control ● Common structures detract from content 	<ul style="list-style-type: none"> ● Effective lead and conclusion ● Sequencing works well ● Well-controlled pacing ● Common structures have smooth flow 	<ul style="list-style-type: none"> ● Inviting introduction and satisfying conclusion ● Effective sequencing ● Pacing is creative ● Structure begins to reveal theme 	<ul style="list-style-type: none"> ● Introduction and conclusion are unique but connected ● Masterful sequencing ● Artful pacing used for stylistic effect ● Structure showcases central ideas or theme
Voice the way the writer brings the topic to life	<ul style="list-style-type: none"> ● No concern for audience ● Lifeless and mechanical ● Flat or inappropriate ● Purpose not present 	<ul style="list-style-type: none"> ● Occasionally aware of audience ● General statements require reader interpretation ● Tries to engage ● Hints at purpose 	<ul style="list-style-type: none"> ● Writer begins to connect with the reader ● Pleasing, yet "safe" ● Writer/reader connection fades in and out ● Purpose inconsistent 	<ul style="list-style-type: none"> ● Writer occasionally intrigues the reader ● Pleasing; takes risks ● Engages reader most of the time ● Purpose consistent 	<ul style="list-style-type: none"> ● Interesting and informative ● Takes effective risks ● Reflects interest and commitment in topic ● Purpose shows clarity and understanding 	<ul style="list-style-type: none"> ● Compelling and engaging ● Writer goes out on a limb ● Displays ownership of the topic ● Powerful purpose shows commitment
Word Choice the specific vocabulary the writer uses to convey meaning	<ul style="list-style-type: none"> ● Vocabulary is limited ● Simple words used incorrectly ● No figurative language ● Words do not convey meaning 	<ul style="list-style-type: none"> ● Generally correct words; no spice ● Language is functional ● Attempts at interesting words ● Words convey general meaning 	<ul style="list-style-type: none"> ● Some active verbs and precise nouns ● A comment or two of sparkle ● Experiments with figurative language ● Words begin to enhance meaning 	<ul style="list-style-type: none"> ● Effective and creative verbs and nouns ● Wording mostly correct ● Accurate use of figurative language ● Words and phrases work well 	<ul style="list-style-type: none"> ● Precision with words and phrases ● Wording works effectively ● Figurative language is effective ● Words and phrases create picture 	<ul style="list-style-type: none"> ● Powerful, engaging and "just-right" words ● Wording is accurate and precise ● Artful use of figurative language ● Words and phrases create lingering images
Sentence Fluency the way the words and phrases flow throughout the text	<ul style="list-style-type: none"> ● Choppy, rambling, or incomplete ● No "sentence sense" ● Oral reading is not possible ● Repetitive beginnings 	<ul style="list-style-type: none"> ● Some simple sentences ● Occasional connecting word use ● Oral reading difficult ● Attempts variation in sentence beginnings 	<ul style="list-style-type: none"> ● Attempts compound and complex sentences ● Sentences usually connect ● Parts invite oral reading ● Sentences begin in different ways 	<ul style="list-style-type: none"> ● Begins to have easy flow and rhythm ● Strong and varied structure ● Oral reading encourages expression in places ● Sentences well crafted 	<ul style="list-style-type: none"> ● Rhythm and flow feel natural ● Creative use of sentence length and structure ● Invites expressive reading ● Sentences relate and build upon one another 	<ul style="list-style-type: none"> ● Carefully honed cadences ● Exclusively constructed sentences ● Reading aloud is a breeze ● Sentences enhance meaning
Conventions the mechanical correctness of the piece	<ul style="list-style-type: none"> ● Spelling errors impede readability ● Incorrect punctuation and capitalization ● Many usage and grammar errors ● Lack of paragraphing 	<ul style="list-style-type: none"> ● Spelling errors even on easy words ● Errors on basic punctuation and capitalization ● Some usage and grammar errors ● Occasional use of paragraphing 	<ul style="list-style-type: none"> ● Spelling generally correct on basic words ● Routine punctuation and capitalization ● Grammar errors infrequent ● Consistent paragraphing 	<ul style="list-style-type: none"> ● Few spelling errors even on more difficult words ● Consistent use of punctuation and capitalization ● Grammar and usage correct ● Correct use of paragraphing 	<ul style="list-style-type: none"> ● Spelling correct even on more difficult words ● Accurate use of punctuation and capitalization ● Standard grammar and usage are under control ● Sound and creative paragraphing 	<ul style="list-style-type: none"> ● Uses unique spellings for style ● Stylistic use of punctuation/capitalization ● Grammar and usage contribute to clarity and style ● Paragraphing is stylistically effective
Presentation the overall appearance of the work	<ul style="list-style-type: none"> ● Handwriting unreadable ● Random spacing or lack of spacing ● Poor use of white space ● Overall appearance unacceptable 	<ul style="list-style-type: none"> ● Handwriting poor ● Some thought given to spacing ● Attempts at margins and headers ● Overall appearance distracting 	<ul style="list-style-type: none"> ● Handwriting mostly readable but inconsistent ● Attempts consistent spacing ● Margins and headers effective ● Overall appearance is acceptable 	<ul style="list-style-type: none"> ● Legible handwriting ● Spacing improves clarity ● Experiments with graphic elements ● Overall appearance shows balance and proportion 	<ul style="list-style-type: none"> ● Handwriting is consistent ● Good balance of space and text ● Effectively integrates graphic elements ● Overall appearance makes it easy to read 	<ul style="list-style-type: none"> ● Handwriting shows uniform start, spacing and letter formation ● White space and text work in harmony ● Graphic elements and text are synchronized and aligned ● Overall appearance is pleasing

Please keep to study!

Greenfield - Central Community Schools

Dolch Basic word List as Graded by the
University of Wisconsin Reading Clinic

Pre-Primer

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. it
19. jump
20. little
21. look
22. make
23. me
24. my
25. not
26. one
27. play
28. red
29. run

30. said
31. see
32. the
33. there
34. three
35. to
36. two
37. up
38. we
39. where
40. you

Primer

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good

17. have
18. he
19. into
20. like
21. must
22. new
23. no
24. now
25. on
26. our
27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she
35. so
36. soon
37. that
38. they
39. this
40. too
41. under
42. want
43. was
44. well
45. went

46. what
47. white
48. who
49. will
50. with

First Grade

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know
22. let

23. live
24. may
25. of
26. old
27. once
28. open
29. over
30. put
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. think
39. walk
40. were
41. when
42. yellow
43. yes
44. your

Second Grade

1. always
2. around
3. because
4. been
5. before
6. best
7. both

8. buy
9. call
10. cold
11. does
12. don't
13. fast
14. first
15. five
16. found
17. gave
18. goes
19. green
20. its
21. made
22. many
23. off
24. or
25. pull
26. read
27. right
28. sing
29. sit
30. sleep
31. tell
32. their
33. these
34. those
35. upon
36. us
37. use

38. very
39. wash
40. which
41. why
42. wish
43. work
44. would
45. write

Third Grade

1. about
2. better
3. bring
4. carry
5. clean
6. cut
7. done
8. draw
9. drink
10. eight
11. fall
12. far
13. full
14. got
15. grow
16. hold
17. hot
18. hurt
19. if

20. keep
21. kind
22. laugh
23. light
24. long
25. much
26. myself
27. never
28. only
29. own
30. pick
31. seven
32. shall
33. show
34. six
35. small
36. start
37. ten
38. today
39. together
40. try
41. warm