

# Level 3

*Second Edition*

# Assessment/Resource Booklet

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417-256-4191

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Printed in the United States of America

# Assessment 1 – Complete Subjects, Simple Subjects, Complete Predicates, & Simple Predicates (Lessons 2-5)

## A. Complete the sentence with your own *simple subject*.

1. \_\_\_\_\_ dove into the water.
2. \_\_\_\_\_ flew across the sky.
3. \_\_\_\_\_ likes pink lemonade.
4. \_\_\_\_\_ smell delicious.
5. \_\_\_\_\_ rode a camel.
6. \_\_\_\_\_ made s'mores.

## B. Complete the sentence with your own *simple predicate*.

1. Her friend \_\_\_\_\_.
2. The tree \_\_\_\_\_.
3. The ball \_\_\_\_\_.
4. My grandma \_\_\_\_\_.
5. The snake \_\_\_\_\_.
6. Their pets \_\_\_\_\_.

## C. Complete each sentence with a *subject* or a *predicate*.

\_\_\_\_\_ had a birthday party. Her friends and family  
\_\_\_\_\_. \_\_\_\_\_ ate cake and  
ice cream. At the party, she \_\_\_\_\_.  
\_\_\_\_\_ received many gifts. Everyone \_\_\_\_\_.

## Assessment 7 – Action Verbs; Present, Past, and Future Tense Action Verbs; Irregular Action Verbs; Linking Verbs; & Present, Past, and Future Tense Linking Verbs (Lessons 15-19)

### A. Underline each *action verb*.

1. A friendly dog belonged to a little girl.
2. The girl named the dog Bolt.
3. Then, she lost Bolt during a rainy day.
4. However, she found her favorite puppy at the park.

### B. Complete each sentence with an *action verb*.

1. The horse \_\_\_\_\_ in the field.
2. Grandma \_\_\_\_\_ a sweater for Grandpa.
3. The baby \_\_\_\_\_ during the whole trip.
4. Uncle Albert \_\_\_\_\_ a funny story.

### C. Write whether the underlined verbs are in the *past, present, or future tense*.

1. Dad brews coffee for Mom. \_\_\_\_\_
2. The birds chirp softly. \_\_\_\_\_
3. Faith shared her sundae with George. \_\_\_\_\_
4. The pants ripped at the knee. \_\_\_\_\_

### D. Rewrite the sentences and change the *present tense verbs to past tense verbs*.

1. Angelica drops her toy in the bucket.  
\_\_\_\_\_

2. Snow falls in winter.  
\_\_\_\_\_

## Unit 1 Comprehensive Assessment (Lessons 2-31)

Circle the letter next to the correct answer.

1. *The hungry bear ate berries from a bush.*

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

- A. bear
- B. The hungry bear
- C. ate berries
- D. bush

2. In which sentence is the *simple subject* underlined?

- A. The girl rode her bike to her friend's house.
- B. Hippos and rhinos are my favorite animals at the zoo.
- C. A beautiful daffodil was growing in the garden.
- D. Hot chocolate always warms me up.

3. *Jessica and Alice own a bakery. \_\_\_\_\_ both love to bake good bread.*

Choose the correct *pronoun* that completes the sentence above.

- A. She's
- B. They
- C. Them
- D. Her

4. Linking verbs...

- A. are the subject of a sentence.
- B. come at the end of a phrase.
- C. link the subject to a word or phrase in the predicate.
- D. are capitalized.

9. A *proper noun*...

- A. is never capitalized.
- B. is a specific person, place, thing, or idea.
- C. is always underlined.
- D. is any person, place, thing, or idea.

10. Blake ate \_\_\_\_\_ raspberries and \_\_\_\_\_ eggs.

Choose the most *descriptive adjectives* to complete the sentence above.

- A. juicy, scrambled
- B. red, yellow
- C. good, good
- D. some, two

11. Which sentence contains the most *descriptive action verb*?

- A. Esther went from the car to the door.
- B. Esther ran from the car to the door.
- C. Esther goes from the car to the door.
- D. Esther dashed from the car to the door.

12. *Kim did not break the vase.*

What is the correct way to combine “did” and “not” into a *contraction*?

- A. didn't
- B. doesn't
- C. di'nt
- D. did'not

13. Which sentence uses an *adverb* correctly?

- A. Kaitlyn and her kind brother walked home.
- B. A puppy was playfully running around when they arrived.
- C. Kaitlyn and Dakota had been waiting for this all week patiently long.
- D. The two siblings played with excitedly their new puppy.

## Assessment 17 – Expository Writing (Lessons 44-53)

### Circle the letter next to the correct answer

1. Expository writing...
  - A. explains, describes, or informs.
  - B. tries to convince a reader using facts and examples to support an opinion.
  - C. describes someone or something using sensory details.
  - D. is an imagined or make-believe story about a series of events.
  
2. In which step of the writing process do you plan your opening, body, and closing sentences?
  - A. Brainstorm
  - B. Organize
  - C. Draft
  - D. Revise
  
3. The parts of a personal letter are...
  - A. pictures, jokes, drawings, stories.
  - B. date, greeting, body, closing, and signature.
  - C. questions, answers, ideas, opinions, and recipes.
  - D. top, beginning, middle, end, and bottom.
  
4. Which topic would you write about for an expository paragraph?
  - A. Your favorite movie and why you like it
  - B. A dragon who can't fly
  - C. Convincing your mom to buy a guinea pig
  - D. Telling your brother why he should take you to the movies

## Assessment 18 – Persuasive Writing (Lessons 54-63)

Circle the letter next to the correct answer.

1. Persuasive writing...
  - A. explains, describes, or informs.
  - B. tries to convince a reader using facts and examples to support an opinion.
  - C. describes someone or something using sensory details.
  - D. is an imagined or make-believe story about a series of events.
  
2. Which topic would you write about in a persuasive paragraph?
  - A. What you did last Christmas with your grandparents
  - B. Your plan for decorating your bedroom
  - C. What you know about elephants
  - D. Why people should not throw trash on the side of the road
  
3. The opening sentence of your persuasive paragraph should include \_\_\_\_\_.
  - A. your persuasive opinion
  - B. expository ideas
  - C. sensory details
  - D. a funny joke
  
4. Persuasive writing can try to convince someone to believe or not believe something or...
  - A. to know more information about a topic.
  - B. to do or not do something.
  - C. to imagine a fantastic story.
  - D. to understand new details.

## Assessment 18 – Persuasive Writing (Lessons 54-63)



1. Choose one of the **prompts** below. Then, **brainstorm** your ideas.

Write a **paragraph** telling someone why they should read a certain book.

Write a **personal letter** to your friend about what you both should do during summer vacation. Be sure to include all parts of a letter.



2. **Plan** and **organize** your thoughts using **graphic organizer(s)**.



3. Using information from your plan, **draft** your **paragraph OR letter**.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for ways to add or change words to improve your writing.

→ **CHECKLIST**

- Revised words
- Revised sentences



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.

→ **CHECKLIST**

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors