

Strategy Review- Writing/Grammar PSSA Day

1. Look at the rubric below. Write down three important items to that makes the argumentative writing unique from other types of writing.

4	<ul style="list-style-type: none">• Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument, and audience• Effective organizational strategies and structures that logically support reasons and evidence• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose• Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence• Effective transitions that connect and clarify ideas and concepts• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety• Consistent control of sentence formation• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
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a.

b.

c.

2. Create a general graphic organizer below for an argumentative prompt.

3. Look at the rubric below. Write down three important items to that makes the informative/expository writing unique from other types of writing.

Score Point	Description
4	<ul style="list-style-type: none">• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience• Effective organizational strategies and structures that develop a topic• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose• Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details• Effective transitions that connect and clarify ideas and concepts• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety• Consistent control of sentence formation• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning

a.

b.

c.

4. Create a general graphic organizer below for an informative/expository prompt.

5. Look at the rubric below. Write down three important items to that makes the narrative writing unique from other types of writing.

Narrative Prompt	
Score Point	Description
4	<ul style="list-style-type: none">• Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters• Skillful narrative pattern/storyline that clearly sequences events and provides a conclusion• Thorough elaboration that effectively supports the writer's purpose• Effective use of narrative techniques to develop characters, experiences, and/or events• Effective use of a variety of transitional words and phrases• Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events• Consistent control of sentence formation• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning

a.

b.

c.

6. Create a general graphic organizer below for a narrative prompt.

7. Looking at the rubrics above, what are three expectations that the writing pieces have in common?

a.

b.

c.

8. At what times do you look at the rubrics during the PSSA testing?

9. What are five **, high level transitions that you could use in your writing during the PSSAs?

- a.
- b.
- c.
- d.
- e.

10. What is wrong with the following sentences? Correct them.

- a. Playing a game, the new ipad was favorite of the young student.

What is wrong? _____

Rewrite it:

- b. Because we love pepperoni pizza. We ordered two of them.

What is wrong? _____

Rewrite it:

- c. I enjoy that new TV show, the characters are interesting.

What is wrong? _____

Rewrite it:

d. Since Lisa forgot her ipad, the teacher had to give him a paper copy.

What is wrong? _____

Rewrite it:

e. With a lot of pictures, Rami game the book to a girl.

What is wrong? _____

Rewrite it:

f. Kyle and him had to walk home since they missed the bus.

What is wrong? _____

Rewrite it:

g. The teacher gave Susie and he paper to write the essay.

What is wrong? _____

Rewrite it:

h. Kyle and him had to walk home since they missed the bus.

What is wrong? _____

Rewrite it:

f. The team decided on their schedule for the season.

What is wrong? _____

Rewrite it:

g. Many parks around the state now includes campgrounds.

What is wrong? _____

Rewrite it:

h. If your allowed to go to the mall, I'll meet you at three o'clock.

What is wrong? _____

Rewrite it:

i. The car had a problem with it's radiator.

What is wrong? _____

Rewrite it:

11. Correct or incorrect.

_____ Josh went fishing he didn't catch anything.

_____ Because the test is tomorrow.

_____ If you are confident and practice your test-taking strategies, you will do well tomorrow.

_____ If you are confident and practice your test-taking strategies; you will do well tomorrow.

_____ Me and my brother love to eat Captain Crunch for breakfast.

_____ He and my brother loves mint chocolate chip ice cream.

_____ Until he left for his vacation.

_____ When he left for Florida, the plane did not take off on time, and he was late for the family get together.

12. Write the following:

Complex Sentence:

Compound-Complex Sentenc