



OR



10:00

WORDY Wednesday

Guess what day it is?

Wordy Wednesday!

Time to have some fun with words!

Date: _____

Superb Spelling

Choose the correct spelling of the word in each column.

- | | | |
|-------------------------------|--------------------------------|-------------------------------|
| <input type="radio"/> muscels | <input type="radio"/> doughnut | <input type="radio"/> methud |
| <input type="radio"/> muscles | <input type="radio"/> dounut | <input type="radio"/> meethud |
| <input type="radio"/> mussels | <input type="radio"/> donutt | <input type="radio"/> methude |
| <input type="radio"/> mucels | <input type="radio"/> doungut | <input type="radio"/> method |

The students tried to listen to the presentation, but the principal's voice was not audible.

- a. necessary
- b. loud enough
- c. realistic
- d. too loud



Morphology Word Chains

Follow the steps to
create new words.

Start with the word in the box.

mind

Add the prefix re-.

remind

Add the suffix -er.

reminder

Change the base to search.

researcher

Remove the suffix -er.

research

Change the base to locate.

relocate

07:00

8. What is the central idea of the passage?

- a. New clothes help people face unfamiliar situations.
- ☒ b. New adventures can be both exciting and scary.
- c. Everyone needs a secret place for their treasures.
- d. Everyone needs something to remind them of home.

9. How does Dahl's attitude toward the boarding school change from the beginning of the passage to the end?

- a. As he gets closer to school and further from home, he grows more afraid of being alone.
- b. As he views his surroundings, he begins to have more of an appreciation for his family.
- c. As he observes the Headmaster's behavior, he knows he has found someone he can count on.
- d. As he gains confidence when seeing other students, he welcomes his mother's departure.

10. Based on the passage, with which statements would Dahl MOST likely agree?
Mark each statement Agree or Disagree.

	Agree	Disagree
a. It's easy to be away from one's family.	<input type="radio"/>	<input checked="" type="radio"/>
b. Adventures are not always what they seem to be.	<input checked="" type="radio"/>	<input type="radio"/>
c. The first day at a new school can be scary.	<input checked="" type="radio"/>	<input type="radio"/>
d. Schools should exist just to make money.	<input type="radio"/>	<input checked="" type="radio"/>
e. Headmasters should be honest.	<input checked="" type="radio"/>	<input type="radio"/>

Requirement	Yes	No
5 Paragraphs		
Introduction Paragraph -Hook -Overview (context) -Thesis (your 3 claims)		
Paragraphs (3) -Transitional phrase -TTQA -Claim -Evidence -Reasoning		
Conclusion Paragraph -Transitional phrase -Restate thesis -Why does this matter!?		

You have 20 minutes to finish your essay.
If you are completely done, go through this checklist and make sure that you have everything complete!

20:00

In the memoir, *Boy: Tales of Childhood* by Roald Dahl, the adults cause more trouble than the boys. They are cruel and terrifying to the children, especially in the way they speak to them and threaten their behaviors. Some of the adults like The Matron, or Mrs. Pratchett yell at the boys for the pranks they do, and then they punish the boys by hurting them. In the short stories that Dahl narrates, the adults cause trouble in the boys' lives, by punishing them, threatening them, and hurting them.

Next, the adult Mrs.Pratchett is a cruel, disgusting woman who causes trouble in the boys' lives. In the short story, Mrs. Pratchett's Revenge, the text states, " Little Thwaites seemed to lift about a foot into the air and he yelled Ow-w-w-w-w-w-w-w-w-w-w-w- and straightened up like elastic. That's telling him shrieked Mrs.Pratchett, That tellin the little

REASONING

When you are done
color coding the
exemplars, you have
15 minutes to color
code your own and
give it the final edit
before you turn it in!

Use of Evidence: Selecting, Describing, and Explaining

1 Needs Improvement	2 Developing Proficiency	3 Proficient	4 Exceeds Expectations
<p>The evidence is not relevant or developed to support the claim.</p> <ul style="list-style-type: none">• The evidence selected is not relevant.• The key parts and elements of the evidence are not described.• There is not sufficient explanation of how the evidence supports the claim.	<p>The evidence is somewhat relevant and developed to support the claim.</p> <ul style="list-style-type: none">• The evidence selected is somewhat relevant.• The key parts and elements of the evidence are somewhat described.• There is some explanation of how the evidence supports the claim.	<p>The evidence is mostly relevant and clearly developed to support the claim.</p> <ul style="list-style-type: none">• The evidence selected is mostly relevant.• The key parts and elements of the evidence are described.• There is a mostly clear explanation of how the evidence supports the claim.	<p>The evidence is relevant and skillfully developed to support the claim.</p> <ul style="list-style-type: none">• The evidence selected is relevant.• The key parts and elements of the evidence are described clearly.• There is a clear explanation of how the evidence supports the claim.

Focus & Logical Structure

1 Needs Improvement	2 Developing Proficiency	3 Proficient	4 Exceeds Expectations
<p>The parts of the essay do not focus on and develop one overall idea or argument.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Has a lead with little to no connection to the essay Does not contain a claim or the claim does not state the overall idea or argument *In some essays, a counterargument is not included. <p>Body:</p> <ul style="list-style-type: none"> Paragraphs are not focused on and do not develop the overall idea or argument. Little to no sequence of ideas Minimal use of transitional strategies to build on or connect ideas within or between paragraphs <p>Conclusion:</p> <ul style="list-style-type: none"> Does not follow the overall idea Does not include a final thought 	<p>The parts of the essay somewhat focus on and develop one overall idea or argument.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Has a lead that is somewhat connected to the essay Has a claim that somewhat states the overall idea or argument *In some essays, a counterargument is included. <p>Body:</p> <ul style="list-style-type: none"> Some paragraphs are focused on and develop the overall idea or argument. Some sequence of ideas Occasional use of transitional strategies to build on or connect ideas within and between paragraphs <p>Conclusion:</p> <ul style="list-style-type: none"> Somewhat follows the overall idea Includes a final thought 	<p>The parts of the essay mostly focus on and develop one overall idea or argument.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Has a lead with a connection to the essay Has a claim that states the overall idea or argument *In some essays, a somewhat logical counterargument is included. <p>Body:</p> <ul style="list-style-type: none"> Most paragraphs are focused on and develop the overall idea or argument. Mostly logical sequence of ideas Mostly consistent use of transitional strategies to build on or connect ideas within and between paragraphs <p>Conclusion:</p> <ul style="list-style-type: none"> Mostly follows the overall idea Includes a final thought 	<p>The parts of the essay clearly focus on and develop one overall idea or argument.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Has an engaging lead with a strong connection to the essay Has a claim that skillfully articulates the overall idea or argument *In some essays, a logical counterargument is skillfully included. <p>Body:</p> <ul style="list-style-type: none"> Paragraphs are focused on and develop the overall idea or argument. Effective sequence of ideas Consistent use of transitional strategies to build on or connect ideas within and between paragraphs <p>Conclusion:</p> <ul style="list-style-type: none"> Clearly follows the overall idea Includes a final thought

Conventions: Sentence Completion, Punctuation, and Citation of Direct Quotes

1	Needs Improvement	2	Developing Proficiency	3	Proficient	4	Exceeds Expectations
<p>The essay contains numerous errors that interfere with understanding the meaning and the evidence citations.</p> <ul style="list-style-type: none">• There are fragments and run-ons that interfere with meaning.• Quotes are not punctuated and cited according to the Guidelines.		<p>The essay contains some errors that interfere with understanding the meaning and the evidence citations.</p> <ul style="list-style-type: none">• Most sentences are complete and punctuated correctly, but some errors interfere with meaning.• Some quotes are punctuated and cited according to the Guidelines.		<p>The essay contains few errors that may distract but not interfere with understanding the meaning and the evidence citations.</p> <ul style="list-style-type: none">• Most sentences are complete and punctuated correctly.• Most quotes are punctuated and cited according to the Guidelines.		<p>The essay contains no errors that interfere with understanding the meaning and the evidence citations.</p> <ul style="list-style-type: none">• Almost all sentences are complete and punctuated correctly.• All quotes are punctuated and cited according to the Guidelines.	