

Canadian Writing Series

PARAGRAPH WRITING

GRADE 2 TO 4

Written by Marie-Helen Goyetche

200 Writing Prompts! This book provides a step-by-step method to teach paragraph writing. Students will learn and practise how to write the different parts that make a paragraph. Models and practise worksheets cover topic sentences, paragraph details, and the concluding sentence. An overview of the Trait-Based Writing is included. 40 weeks of paragraph prompts help students master their paragraph writing skills.



Marie-Helen Goyetche is an elementary school principal and freelance writer. Marie-Helen received her Bachelors in Education from Concordia University and her Masters in Educational Leadership from Bishops University. She has over 100 articles and over 40 curriculum books published.

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Printed in Canada.

Published in Canada by:
On The Mark Press
15 Dairy Avenue, Napanee, Ontario, K7R 1M4
www.onthemarkpress.com

Funded by the
Government
of Canada

| **Canada** 



R1155 ISBN: 978-1-4877-0442-1 © On The Mark Press



At A Glance

In this book you will find how to introduce, explain and practise:

Writing Topic Sentences

Writing Details

Writing Concluding Sentences

Para-jamble activities

200+ Paragraph prompts

Paragraph of the Week Worksheet



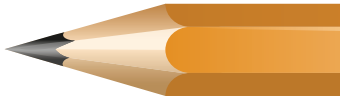


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How to use this book

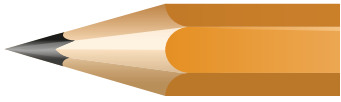


In this book you will find:

- An overview of the Trait-Based Writing.
- Writing Task Rubrics for both teacher and student to use based on the Trait-Based Writing.
- A teacher/peer and student writing checklist to work on between the draft and good copy.
- An explanation to give students on how-to write a paragraph.
- Use the step-by step method of writing a paragraph and the different parts: topic sentence, details, concluding sentence, and the paragraph parts in the right sequence.
- A blank Paragraph of the Week where the students could brainstorm different subject ideas on what they would like to write about.
- A blank Paragraph of the Week worksheet (reproducible).
- 40 weeks (5 prompts per subject = 200 prompts) paragraph of the week (day) prompts.
- A tip sheet how to create a Writing Centre.
- Laminate the how-to write a paragraph for visual support to students.

This book is fully reproducible. It is recommended to make photocopies of the worksheets to be placed at the Writing Centre.





Trait-Based Writing



Organization	Voice
<ul style="list-style-type: none">● Sequencing● Using beginning, middle and end● Writing a complete piece● Logical order● Transition	<ul style="list-style-type: none">● Looking at Point-of-view● Choosing right point-of-view for the right purpose● Using different voices● Using own words
Ideas	Conventions
<ul style="list-style-type: none">● Good knowledge of topic● Stays on topic● Elaborating and developing ideas on topic● Is specific on topic	<ul style="list-style-type: none">● Writes clear sentences (no run-ons) mechanics of writing● Uses punctuation● Spelling● Grammar
Word Choice & Details	Sentence Fluency
<ul style="list-style-type: none">● Using action words● Adding and using descriptive words (Adjectives and Adverbs)● The details are staying on topic● Using expressions the audience will understand	<ul style="list-style-type: none">● Flowing sentences● Smooth paragraph● Use of short and long sentences



Teacher Rubric Evaluation: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning Middle End (Organization)	The sentences are not in any order	There is some attempt at Beginning/Middle/End	Beginning/Middle/End are all present	Interesting and complete Beginning/Middle/End
Ideas	The main idea is not clear	The idea needs to be worked on	There is one main idea	There is one main idea and sub (ideas)
Details	Details need to be added	More details are needed	You have many details	You have many excellent details
Word Choice	The same words are used over and over again	You use one or two new words	You used many new words and expressions	Excellent vocabulary
Sentence Fluency	The piece does not make sense	The piece is somewhat clear	The piece is clear	The piece is clear, and the audience is targeted
Voice	The piece does not have a voice	The piece has somewhat a voice	The voice matches the purpose of the text	Point of view is clear and maintained
Conventions	Too many spelling & grammatical errors, text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	No creativity is shown in the piece	There is an attempt made to be creative	There is some creativity and originality	Very creative and original

Student Self-Evaluation Rubric Evaluation: Writing Tasks

Name of Student: _____

Title: _____

	1	2	3	4
Beginning Middle End (Organization)	My sentences are not in any order	I have made an attempt to include a Beginning/Middle/End	I wrote a clear Beginning/Middle/End	I wrote an interesting and complete Beginning/Middle/End
Ideas	What is my main idea?	My idea needs to be worked on	I have one main idea	I have one main idea and some sub (ideas)
Details	I don't have any details	I needs to add more details	I have many details	I have many excellent details
Word Choice	I use the same words over and over again	I added one or two new words	I added many new words and expressions	I added difficult and well-chosen words
Clearness	My work does not make sense	My work is somewhat clear	My work is clear	My work is clear, and I know who my audience is
Voice	My piece does not have a voice	My piece has somewhat a voice	My voice matches the purpose of the text	My Point of View is clear and maintained
Conventions	Too many spelling & grammatical errors, my text doesn't make sense	There are some spelling and grammatical errors	There are few spelling and grammatical errors	Spelling, grammar and mechanics of writing are clear
Creativity	I do not show creativity	I have made an attempt to show creativity	I have shown some creativity and originality	I have clearly shown creativity and originality



Teacher/Peer Writing Checklist

Title: _____ Written by: _____

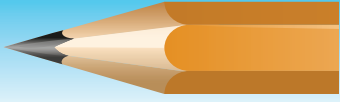
Feedback by: _____

1	There is a good sentence for the beginning paragraph.	
2	There are sentences used in the body of the piece.	
3	There is a good ending sentence.	
4	The idea is present and clear.	
5	The message is clear.	
6	The writing category is clear	
7	The sentences are clear and well placed into paragraphs.	
8	There are new and some difficult words used.	
9	There is no repetition.	
10	Capitals, periods and punctuation have been checked.	
11	The piece flows well when read aloud.	
12	The good copy is ready to be written.	

Student Writing Checklist

Title: _____ Written by: _____

1	I have a good sentence for the beginning paragraph.	
2	I have used sentences in the body of my work.	
3	I included a good ending sentence.	
4	My idea is present and clear.	
5	My message is clear.	
6	The writing category is clear.	
7	My sentences are clear and well placed into paragraphs.	
8	I have used new and some difficult words.	
9	I don't repeat.	
10	I have checked for capitals, periods and punctuation.	
11	My piece flows well when I read it aloud.	
12	I am ready now do my good copy.	



HOW TO WRITE A PARAGRAPH



When writing a complete paragraph, there are a few important details you need to include.

Title: You will need a great title to peak your readers curiosity.

Topic Sentence: This will clarify and narrow your subject and will open up your paragraph.

Details: Great paragraphs have 3 to 5 supporting details that further explain your topic sentence.

Concluding Sentence: This sentence will close your paragraph and should be similar and support your topic sentence.

title

Topic sentence

Detail 1

Detail 2

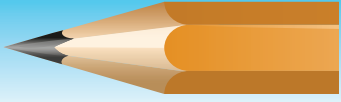
Detail 3

Detail 4

Detail 5

Concluding sentence





WHAT IS THE TOPIC?



Read the paragraph below and write the topic of the paragraph on the line.

Illustrate the story in the box.

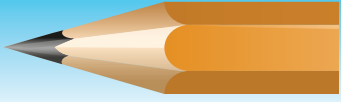
Today was a great day to go to the zoo! The weather was perfect. Not too hot. Not too cold. The sun was shining. There were some people but there weren't any big crowds. The animals were outside soaking in the sun too. We followed the zookeepers as they fed the animals. It was a perfect day to see the animals at the zoo.

Topic: _____

My mom and I baked a cake. Every once in a while, my mother always takes out her great, big, recipe book. She makes a list of ingredients she is missing and then we go grocery shopping. Once we get back home, we put the groceries away and set the ingredients aside on the counter. The most fun of all is I get to lick the spoon. I love baking cakes with my mom.

Topic: _____





WHAT IS THE TOPIC?



Read the paragraph below and write the topic of the paragraph on the line.

Illustrate the story in the box.

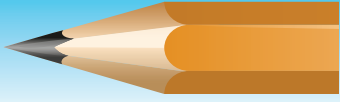
My favourite author is Dr. Seuss. I love the story of The Lorax. On Sunday morning, my dad reads us Green Eggs and Ham. At Christmas time my grandfather reads How the Grinch stole Christmas. My cousin can read Horton Hears A Who! over and over and over again. My all-time favourite is The Cat in the Hat. I love all his books. I love Theodor Seuss Geisel.

Topic: _____

Julie and I love to draw together. After school, she comes over and we bring our markers and our fancy paper out to the table. We draw different objects that we like with our markers, but we don't colour the inside, we only draw the outline. We use our colouring pencils or wax crayons or sometimes our pastels. Then we colour inside the lines and add colour to our drawings. Julie and I are artists who love to draw.

Topic: _____





WHAT IS THE TOPIC?



Read the paragraph below and write the topic of the paragraph on the line.

Illustrate the story in the box.

I would like to build a house out of blocks. I have many, many blocks. I can use the big blocks to create the walls. I can use the medium sized blocks to create the furniture. I can use the small blocks to build accessories that belong in the house. I have enough blocks to make the rows in different colours and I would then have a striped house. One day, I will build a house using blocks.

Topic: _____

I love to build sand castles. I take my pail, fill it to the brim with sand and pack it down hard. Then carefully place them upside down so the sand stays together. I build the walls of my castle with many upside-down pails. Then I use an empty drinking cup and fill it with sand to the brim. I flip many of them over the layer underneath. I then build layer over layer. I use miniature glasses to build another layer on top of the medium layer. I use straws, wooden sticks and shells to decorate my sand castle. I wish I could be small enough to live in a sand castle.

Topic: _____



WRITE THE TOPIC SENTENCE



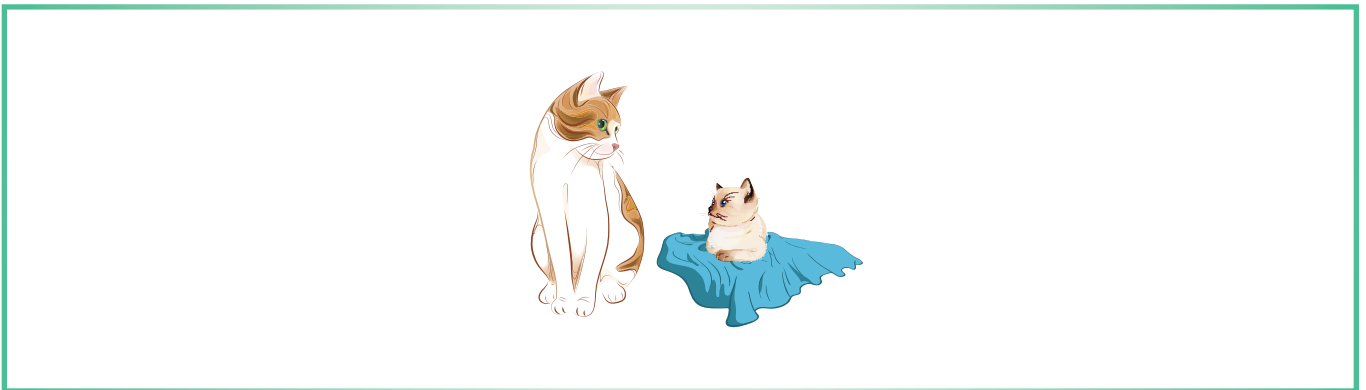
Look carefully at the picture(s) in each box. Write a topic sentence that goes along with the picture.



Topic Sentence:



Topic Sentence:



Topic Sentence:



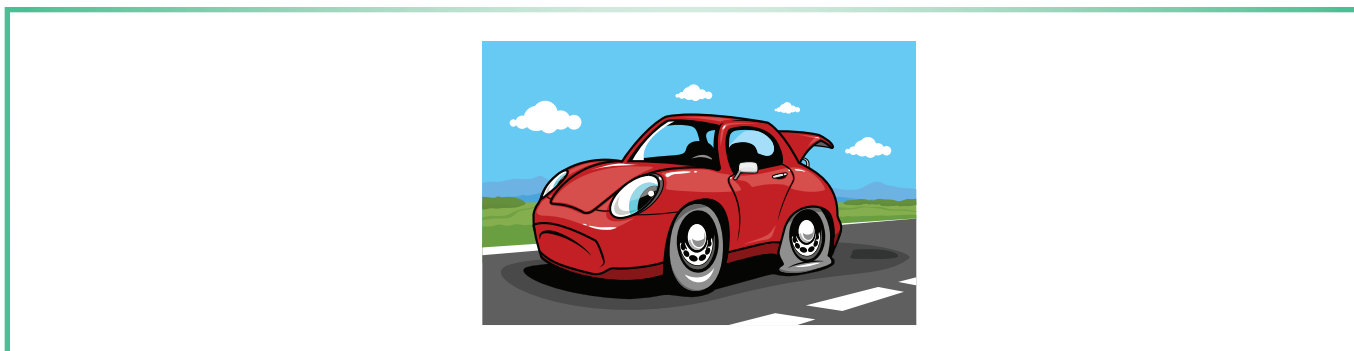
WRITE THE TOPIC SENTENCE



Look carefully at the picture(s) in each box. Write a topic sentence that goes along with the picture.



Topic Sentence:



Topic Sentence:



Topic Sentence:
