

PAW: Paragraph a Week



Name _____ Homeroom _____

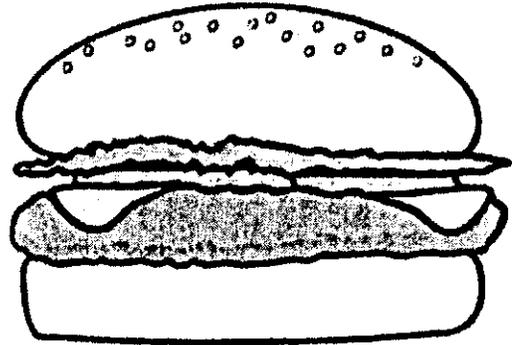
Paragraphs

A paragraph has 3 parts:

- ❖ **Topic sentence** (top of the bun)
 - This is what your paragraph will be all about.
 - It is also the main idea of the paragraph.

- ❖ **Detail sentences** (tasty layers)
 - These sentences support your topic sentence.
 - They should **explain and describe** using details that support your topic.

- ❖ **Conclusion sentence** (bottom of the bun)
 - This sentence will end your paragraph by restating your topic sentence.



Use three different colors to highlight the topic sentence, supporting details, and the conclusion sentence in the paragraphs below.

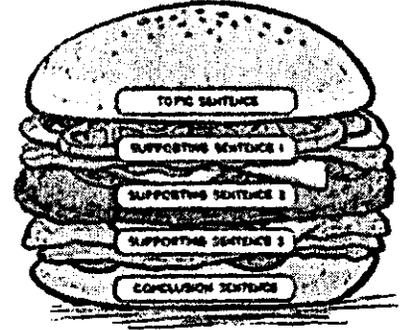
Pizza is my favorite food for many reasons. **First,** it can be an entire meal because I can order it with cheese, vegetables, and even meat. **Next,** it's fun to make my own pizza at home because I can arrange the toppings into a pattern or a shape before I put it into the oven. **Finally,** pizza is an easy leftover to heat up quickly when I am in a hurry to eat my dinner. These are some of the reasons why pizza is my favorite food!

Going to the beach is an exciting vacation. **First,** there are plenty of activities to do at the beach such as swimming, boogie boarding, and sailing. **Next,** it is fun to chase crabs, find sand dollars, and collect beautiful shells along the shore. **Finally,** the beach is a huge sandbox with plenty of room to make sandcastles! These are a few reasons why the beach is an exciting place to go on vacation.

Dear Parents,

Writing a detailed paragraph is an essential part of the third grade English Language Arts curriculum. The children have been identifying and writing the main parts of a paragraph using the *hamburger* format during lessons throughout the past few weeks. The students are gaining more confidence and understanding each time they practice. It's now time to practice what they've learned at home.

Hamburger Paragraph



A variety of homework writing activities will be assigned throughout the year. The writing activities will most likely be assigned during weeks in which a new spelling rule and vocabulary are not introduced. As always, please refer to your child's assignment book for assigned homework. Your child will be writing *personal narratives, instructions, opinion paragraphs, persuasive essays, and more!* Students should follow the same steps of the writing process at home as they do in class when completing the homework activities in the PAW (Paragraph a Week) packet.

1. Pre-writing
2. Rough draft
3. Revising/Editing *with an adult*
4. Final Copy

A suggested timeline for completing the steps of the writing process is included with each writing activity, but you may alter it to fit your family's schedule *as long as the final draft is completed by the due date*. Students are required to include and underline 3 or more vocabulary words previously learned in each paragraph. A cumulative list of words can be found in your child's binder. They may also be included on our websites.

These writing activities are designed to include parent involvement. Parents are encouraged to assist their child in developing the rough draft and adding describing details during the revision process to help the reader "picture" what is happening as he/she reads. Extensive writing practice will help your child achieve a solid foundation of paragraph writing, so he/she can easily transition to writing 3 and 5 paragraph essays that are required in fourth and fifth grade. Please use the revising/editing checklist on the rough draft when assisting your child, and kindly sign the rough draft upon completion.

PAW Paragraph Grading

- _____/5 **Organization**—topic sentence, 3 or more supporting details, & conclusion sentence
--completed all steps of the writing process & attained parent signature
- _____/5 **Content**-----3 or more underlined voc. words & use of descriptive details to thoroughly support the topic sentence
- _____/5 **Conventions**—use of correct capitalization, punctuation, and sentence structure
- _____ **TOTAL** (2 points per day will be deducted for late assignments)

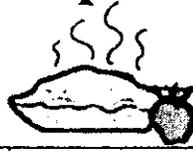
Thank you for your support with the PAW writing assignments.

Sincerely,

The McKnight Third Grade Teachers

What is the Author's Purpose for Writing?

PIE



Purpose for Writing	Think
<p>Persuade </p>	<p>The author uses words to convince the reader to share his/her point of view. THINK: Is the author trying to get me to believe or do something? Is the author sharing his/her opinion about a topic?</p>
<p>Inform </p>	<p>The author writes facts to give the reader information. THINK: Did the author write facts and information to teach me about a topic?</p>
<p>Entertain </p>	<p>The author may write a story or poem to describe a person, place, or event in great detail. (<u>personal narrative</u>) THINK: Did the author tell me a story? Did he/she describe events to make me want to keep reading?</p>

Editing Marks

<p><u> </u> Make a capital letter.</p>	<p><u>we</u> went to the park.</p>
<p>/ Make a small letter.</p>	<p>We walked by the Lake.</p>
<p>⊙ Add a period.</p>	<p>The fish were jumping ⊙</p>
<p>Ⓢ Check spelling.</p>	<p>The sky was <u>beuatiful</u> Ⓢ</p>
<p>^ Add.</p>	<p>Then ^{we} ate lunch. ^</p>
<p>↘ Take out.</p>	<p>The tal trees were very tall.</p>
<p>¶ New paragraph</p>	<p>¶ The town seemed busy and noisy after our day at the park.</p>

What is a Personal Narrative?



- A short story that focuses on a small part of your life
- Written in the first person point of view (use the word I)
- Written the same way you would “tell” it to someone
- Uses details to tell who, what, when, where, why, and how
- Has a beginning, middle, and end
- Describes people, places, and things
- Uses correct spelling and capitalization

Overcoming a Fear

Think about a time you were afraid. What were you afraid of? Why were you afraid? Write a personal narrative to describe what you were afraid of and how you overcame your fear.

Pre-writing: Write an idea about a fear you overcame under each scary face. Choose one idea and complete the hamburger graphic organizer on the next page.



Possible Timeline:

Monday: Complete the pre-writing ideas & hamburger graphic organizer.

Tuesday: Write a rough draft of your personal narrative paragraph.

Wednesday: Ask an adult to help you proofread, revise, and sign your rough draft.

Thursday: Write the final copy *neatly*. You may print or write in cursive.

Use only the space provided.

Friday: Return your PAW writing activity to your teacher to be graded.

Writing Assignment Due Date: _____

Overcoming a Fear Pre-writing

Name _____

Personal Narrative: Tell Your Story

Topic: _____

Title: _____

What happened?	Where?	When?	Who was with you?

Topic Sentence: *This is how I overcame my fear of*

Detail:

Detail:

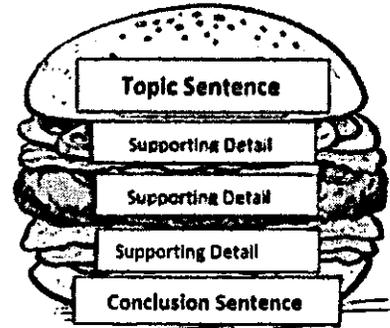
Detail:

Conclusion:

ROUGH DRAFT and REVISING

Overcoming a Fear

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

First,

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Next,

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Finally,

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist: *Use editing marks.*

_____ I wrote complete sentences with uppercase letters and correct end marks. (I ? .)

_____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

_____ I wrote and underlined *3 or more* robust vocabulary words that I learned in class this year.

Parent Signature _____

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Birthday Wish

For writing this week, you are to pretend that it is your birthday. Everyone knows that you get to make a wish on your special day. If you could make one birthday wish that would come true, regardless of what you wished for, what would it be? Why would you make this wish?

Remember:

1. ___ must contain at least 5 sentences, including a topic sentence, supporting details, and a concluding sentence
2. ___ must complete brainstorming activity BEFORE you write.
3. ___ clearly edited and revised rough draft
4. ___ signature of adult who helped proofread your work
5. ___ final copy is written neatly.

Possible Time-line:

Monday: Think about the above questions and complete brainstorm.

Tuesday: Write a rough copy of your paragraph.

Wednesday: Have someone proofread your paragraph and sign their name on the rough copy.

Thursday: Write the well-written final copy.

Friday: Turn in your paragraph book.

Writing Assignment Due Date: _____

Brainstorm:

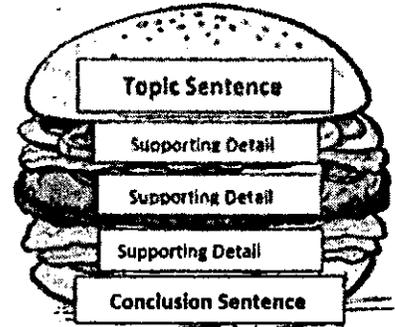
- 1. Above each cake write something you might like to wish for.**
- 2. Below each cake write why you would want to wish for that.**
- 3. Pick one and write about it!**



ROUGH DRAFT and REVISING

Birthday Wish

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

These are the reasons why my
birthday wish would be.

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

First, I chose this wish because

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Next, I chose this wish because

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Finally, I chose this wish because

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

That is why my birthday wish would be.

Revising Checklist:

_____ I wrote complete sentences with uppercase letters and correct end marks. (I ? .)

_____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

_____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

Chores



At home there are many types of chores that need to be done. Some of those chores are done by parents alone, and some can be done by kids alone. Others are chores that are more fun to do with someone else. You will brainstorm then write about how one chore benefits your family...

Remember:

1. ___ must contain at least 5 sentences, including a topic sentence, supporting details, and a concluding sentence
2. ___ must complete brainstorming activity BEFORE you write.
3. ___ clearly edited and revised rough draft
4. ___ signature of adult who helped proofread your work
5. ___ final copy is written neatly.

Possible Time-line:

Monday: Think about the above questions and complete brainstorm

Tuesday: Write a rough copy of your paragraph.

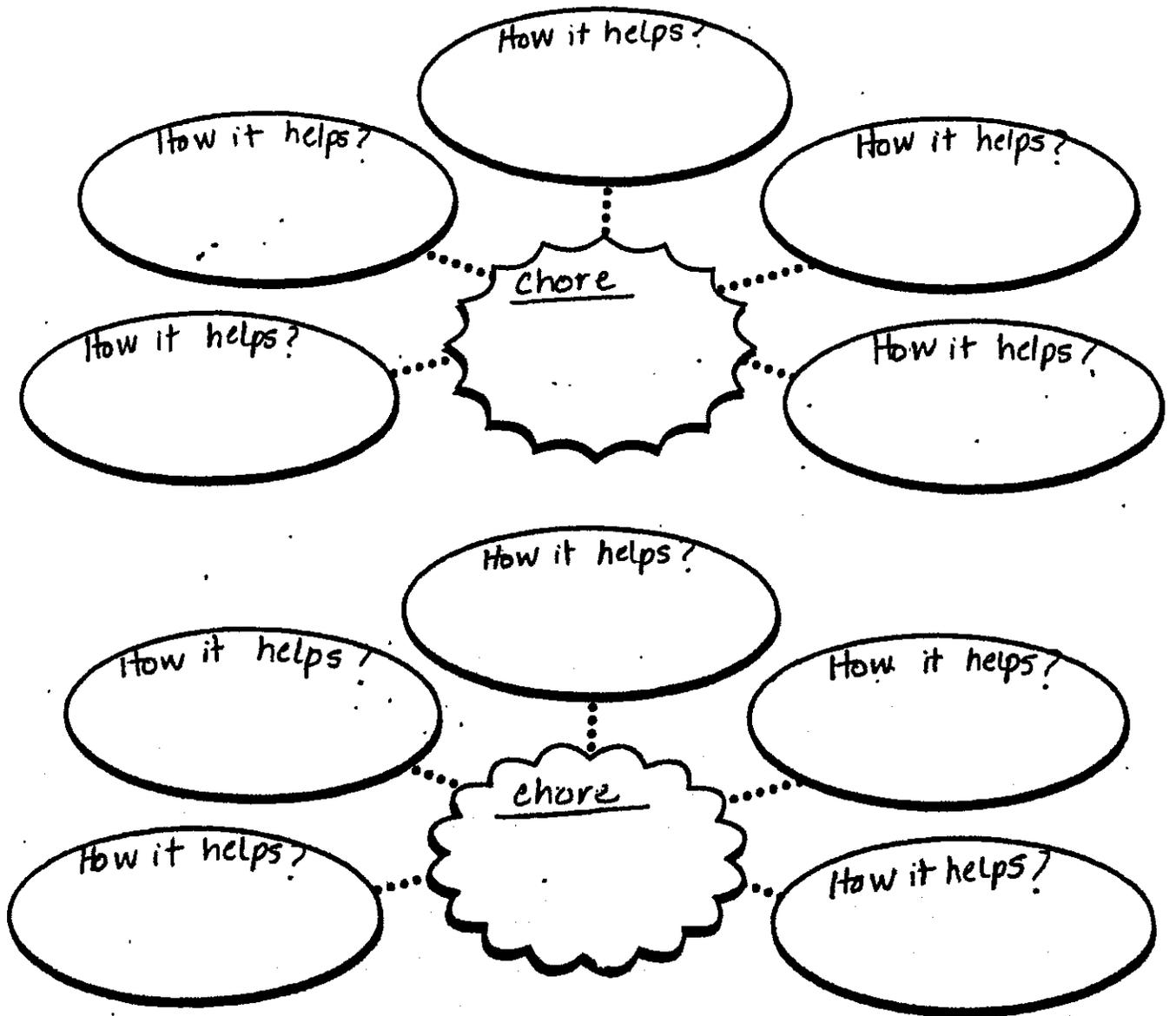
Wednesday: Have someone proofread your paragraph and sign their name on the rough copy.

Thursday: Write the well-written final copy

Friday: Turn in your paragraph book.

Writing Assignment Due Date: _____

Chores Pre-writing

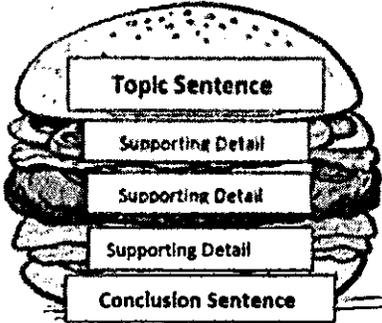


Pick One to Write About!

Hamburger Paragraph

ROUGH DRAFT and REVISING

Chore



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

One chore I do that benefits my family is

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

First, this chore benefits my family because

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Next, this chore benefits my family

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Finally, this chore benefits my family

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

That is how my chore of benefits my family.

Revising Checklist:

I wrote complete sentences with uppercase letters and correct end marks. (! ? .)

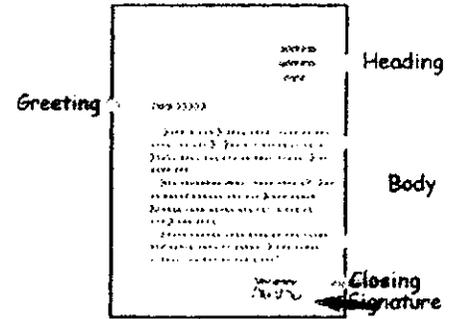
I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____ **14**



Friendly Letter Writing



Write a friendly letter to a relative to describe a funny event that happened in your life recently. Use the friendly letter format shown on the following pages to write a proper **heading, greeting, body, closing, and signature**. Add exciting details and adjectives so the reader can "picture" the event while he/she reads.

Possible Timeline:

Monday: Complete the pre-writing ideas and graphic organizer.

Tuesday: Write a rough draft of your friendly letter.

Wednesday: Ask an adult to help you proofread, revise, and sign your friendly letter.

Thursday: Write the final copy *neatly*. You may print or write in cursive.

Use only the space provided.

Friday: Return your PAW writing activity to your teacher to be graded.

Writing Assignment Due Date: _____

Pre-Writing Ideas: Write a funny event that happened in your life recently under each picture. Circle the event you wish to write about.



Friendly Letter Pre-writing

I will write to: _____

Address: _____

What happened?	Where?	When?	Who was with you?
----------------	--------	-------	-------------------

Beginning

Detail

Detail

Detail

Ending

Friendly Letter

Heading:
Writer's address
Date

534 Lake Lane
Lake Wylie, SC 29710
October 28, 2013

Dear Aunt Rita,

Greeting:
A way to begin the letter

I had a wonderful time visiting you this summer. Swimming in your pool was a lot of fun. I liked your slide and playing Marco Polo with my cousins.

Body:
Personal message

Thank you for taking me to the museum too. That was so thoughtful. I learned so much about the Revolutionary War. I wonder if I would be a Patriot or Loyalist?

I will never forget my visit with you. I hope to come back next summer! Will you be able to come see us soon? I miss you!

Closing:
A way to end the letter.

Love,

Signature:
The writer signs his/her name

Joanie

Friendly Letter

Indent
Each
Paragraph
in body

Capitalize all words in
street, city, state,
month. Comma after
city and between day
and year.

534 Lake Lane
Lake Wylie, SC 29710
October 28, 2013

Capitalize
each
sentence
and proper
nouns.
Punctuation
at the end
of every
sentence.

Dear Aunt Rita,

Capitalize Dear and name
Comma after name

I had a wonderful time visiting you this summer. Swimming in your pool was a lot of fun. I liked your slide and playing Marco Polo with my cousins.

Thank you for taking me to the museum too. That was so thoughtful. I learned so much about the Revolutionary War. I wonder if I would be a Patriot or Loyalist?

I will never forget my visit with you. I hope to come back next summer! Will you be able to come see us soon? I miss you!

Capitalize first letter only
Comma after closing

Sincerely yours,

Capitalize name

Joanie



Comparing and Contrasting Foods



Everyone has a food they love and a food they dislike. In this paragraph you be comparing and contrasting your favorite food with a food you dislike. This means you will explain how the foods are alike and different. ***You are not telling why you like or dislike these foods.***

In this paragraph you will tell 1 way the foods are alike and 2 ways they are different.

Possible Timeline:

Monday: Complete the pre-writing ideas & venn diagram graphic organizer.

Tuesday: Write a rough draft of your personal narrative paragraph.

Wednesday: Ask an adult to help you proofread, revise, and sign your rough draft.

Thursday: Write the final copy ***neatly***. You may print or write in cursive.

Use only the space provided.

Friday: Return your PAW writing activity to your teacher to be graded.

Writing Assignment Due Date: _____

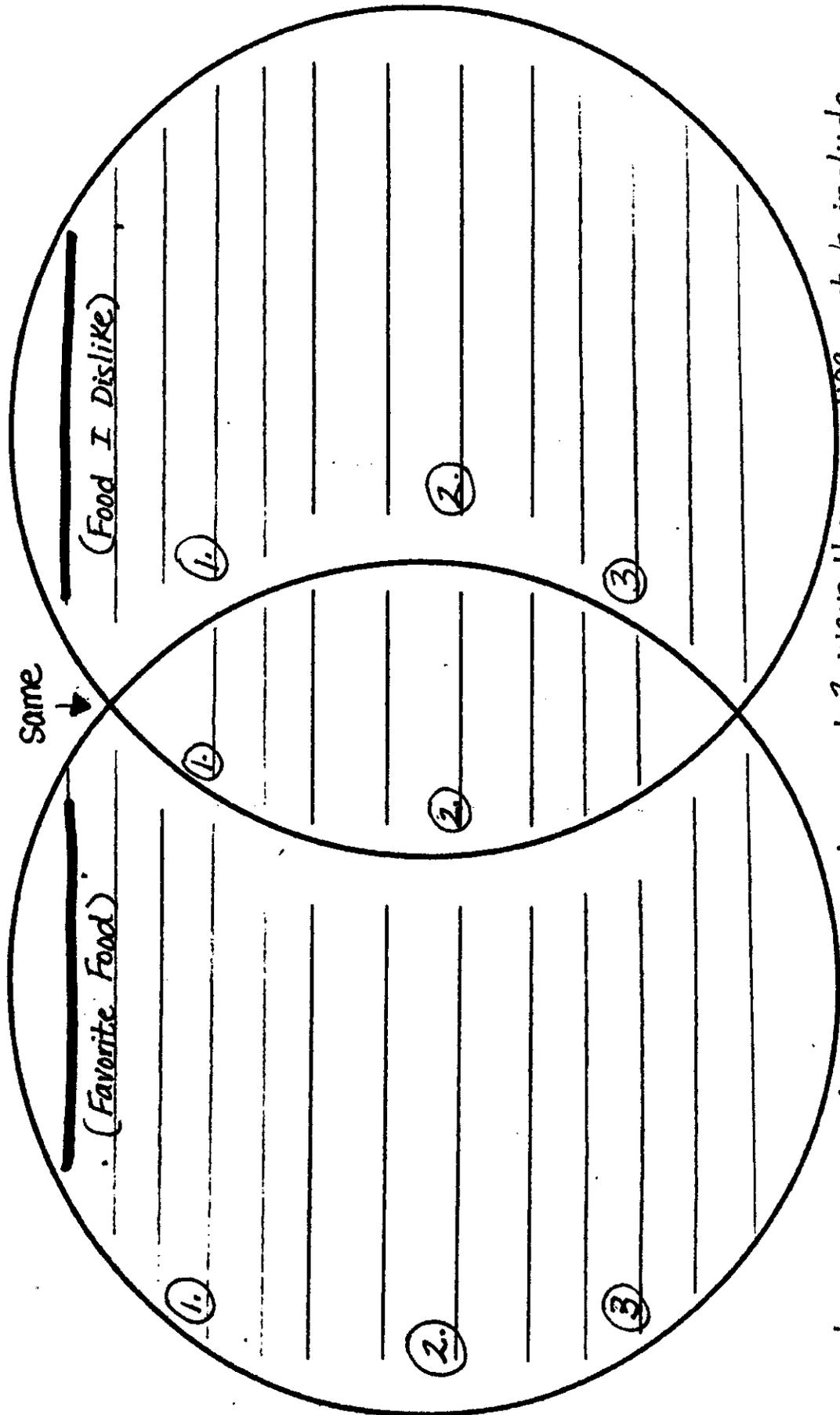
Pre-Writing Ideas: List 4 favorite foods and 4 foods you dislike.

Circle the two foods you would like to compare/contrast.

Foods I Love	Foods I Dislike

Name _____

Venn Diagram

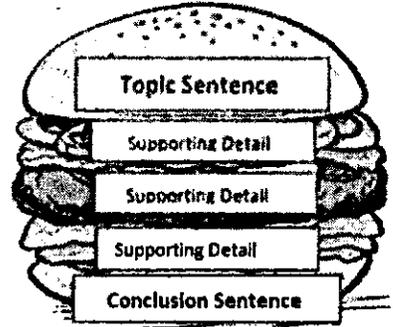


Choose 1 way the foods are alike and 2 ways they are different to include in your paragraph.

ROUGH DRAFT and REVISING

Foods Compare/Contrast

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

These are ways _____ and _____
are alike and different.

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

First, _____ and _____ are alike because _____
_____ . For example, _____

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Next, _____ and _____ are different because _____
_____ . For example, _____

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Finally, _____ and _____ are also different because _____
_____ . For example, _____

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

_____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)

_____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

_____ I wrote and underlined 3 or more robust vocabulary words that I learned in class this year.

Parent Signature _____

Persuasive Writing

Bugs



For writing this week, you are doing a persuasive writing. You are going to be writing about bugs, those nasty yet fascinating little creatures that everyone is swatting away. You are not going to be describing a bug, but rather answering this question:

If you could do away with any bug on this planet, which one would it be and why? You are going to try to persuade people to do away with this bug.

Remember:

1. ___ must contain at least 5 sentences, including a topic sentence, detail sentences, and a concluding sentence
2. ___ complete Brainstorming activity BEFORE you write.
3. ___ clearly edited and revised rough draft
4. ___ signature of adult who helped proofread your work
5. ___ final copy is neat

Possible Time-line:

Monday: Think about the above questions and complete brainstorm.

Tuesday: Write a rough copy of your paragraph.

Wednesday: Have someone proofread your paragraph and sign their name on the rough copy.

Thursday: Write the well-written final copy

Friday: Turn in your paragraph book.

Writing Assignment Due Date: _____

Bug Persuasive Pre-Writing

Name _____

Date _____



Don't You Agree?

Are you for or against your topic?

Topic Sentence: The _____ bug should be exterminated from the planet for these reasons.

What reasons can you give to convince your reader that your stand is the right one?

Reason 1

[Empty box for Reason 1]

Reason 2

[Empty box for Reason 2]

Reason 3

[Empty box for Reason 3]

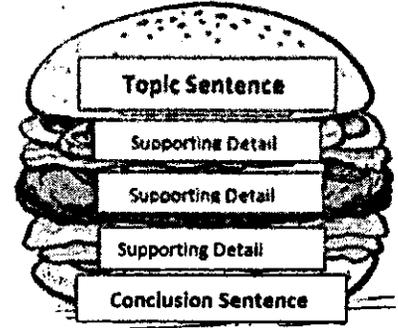
Conclusion:

[Empty box for Conclusion]

ROUGH DRAFT and REVISING

Bug Persuasive Paragraph

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

- _____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)
- _____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.
- _____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____ **28**



How to Paragraph

For your writing assignment this week, you are to choose an activity to explain step by step. Before writing – you might want to try the activity yourself. In the topic sentence, describe what skill will be taught. Tell what materials are needed (be specific). Explain each step clearly and in order.

EXAMPLE:

How to make a Peanut Butter and Jelly Sandwich

These are the instructions to make a peanut butter and jelly sandwich. To make a peanut butter and jelly sandwich, you will need two pieces of bread, a

spatula or rounded table knife, peanut butter, and jelly or other foods of your choice.

Start by getting out the pieces of bread. Then use the spatula or the rounded table knife to scoop some peanut butter out of the jar. Next, use the knife to spread the peanut butter smoothly and evenly across one of the pieces of bread. The next step depends upon what you like to eat with peanut butter. Some people prefer jam, while others enjoy bananas, honey, raisins, or other foods. At this point, if you wish to use jam, use a clean spatula or table knife to dip some jam from the jar. Then spread the jam on the second piece of bread. Finally, place the two pieces of bread together putting the covered sides together. That's it! You can now enjoy your peanut butter sandwich.

Remember:

1. ___ include your skill in the topic sentence
2. ___ transitional words which smoothly take your reader from one step to another
3. ___ clearly edited and revised rough draft
4. ___ brainstorm page done BEFORE you write!
5. ___ signature of adult who helped proofread your work
6. ___ final copy is neat.

Possible Time-line:

Monday: Think about the above questions and complete brainstorm.

Tuesday: Write a rough copy of your paragraph.

Wednesday: Have someone proofread your paragraph and sign their name on the rough copy.

Thursday: Write the well-written final copy

Friday: Turn in your paragraph book.

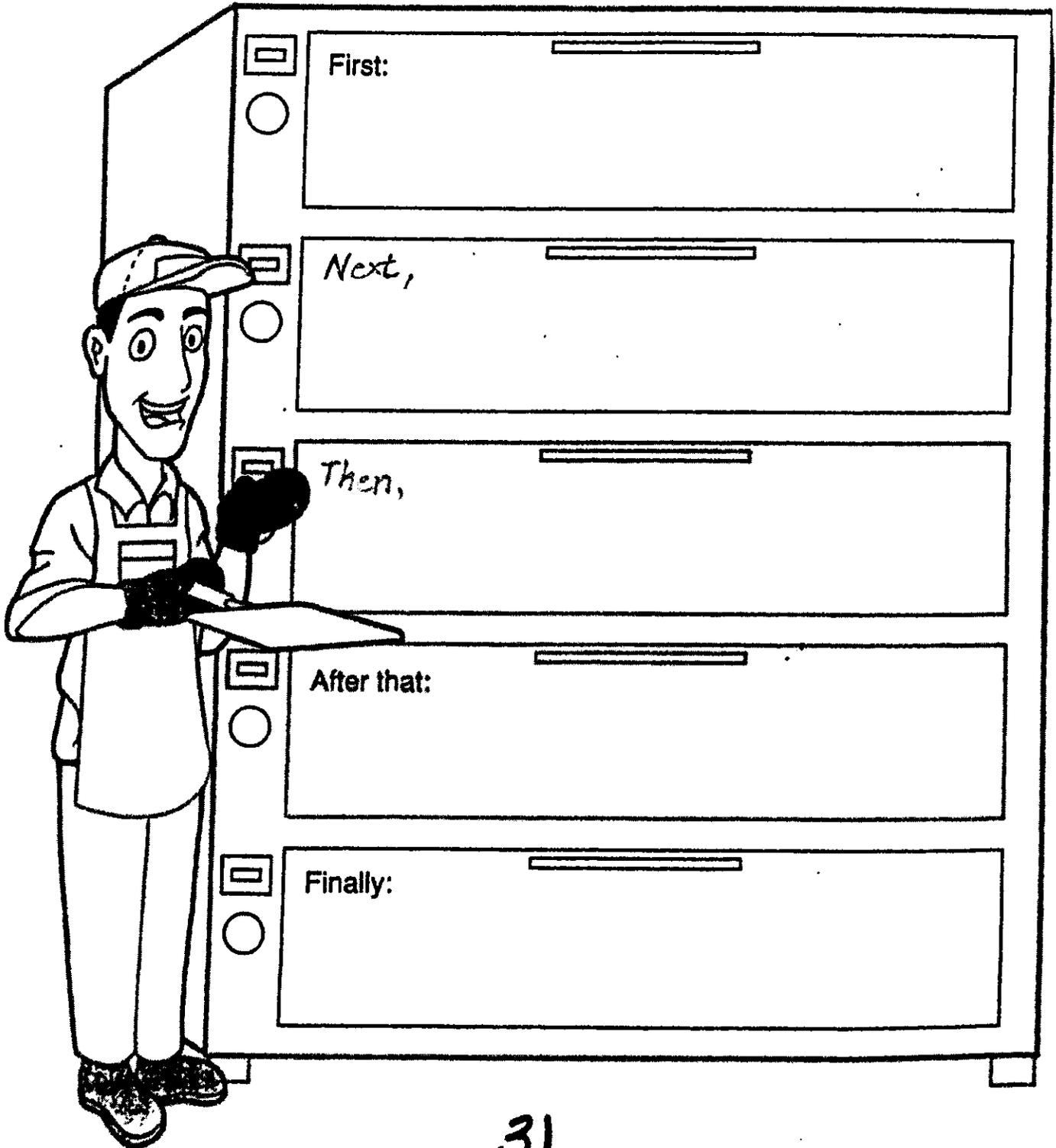
Writing Assignment Due Date: _____

"How to" Pre-Writing

Name _____ Date _____

Supreme Summary

_____ title



First: _____

Next, _____

Then, _____

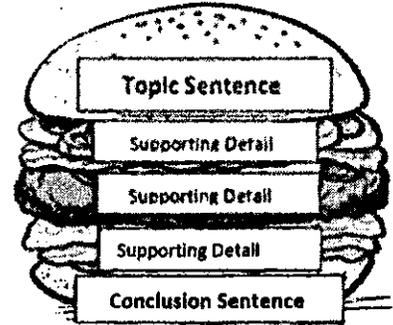
After that: _____

Finally: _____

Hamburger Paragraph

ROUGH DRAFT and REVISING

"How to" ~ Writing Instructions



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

First, _____

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Next, _____

(optional) →

Then _____

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Finally, _____

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

- _____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)
- _____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.
- _____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

Goodnight

Persuasive Essay

Should children be able to decide their own bedtimes?
Why or why not?

PAW Assignment Due Date: _____

Brainstorm your writing topic in the space below.

Should children be able to decide their own bedtimes?

Circle one: YES NO

List reasons to support your answer: *Pre-writing*

① _____

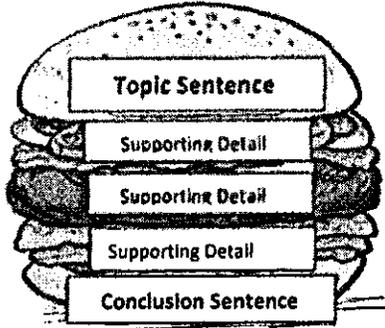
② _____

③ _____

④ _____

Hamburger Paragraph

ROUGH DRAFT and REVISING



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

_____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)

_____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

_____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

You Are Special

Each person is special. What makes you so special?
Describe some things about you that make you special.

PAW Assignment Due Date: _____

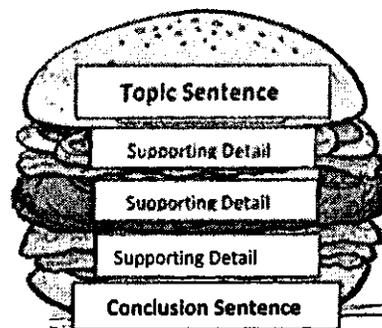
Brainstorm your writing topic in the space below.

List some special things about you: *Pre-writing*

Pick three things from the list above to write about:

ROUGH DRAFT and REVISING

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

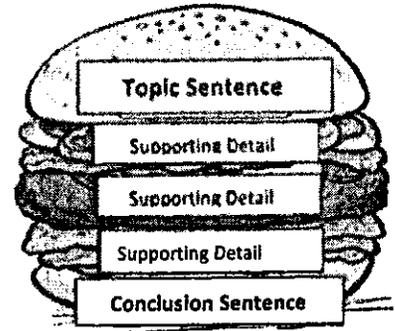
Revising Checklist:

- I wrote complete sentences with uppercase letters and correct end marks. (I ? .)
- I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.
- I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

ROUGH DRAFT and REVISING

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

- _____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)
- _____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.
- _____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

World Changer

If you could change one thing about the world, what would you change and why?

PAW Assignment Due Date: _____

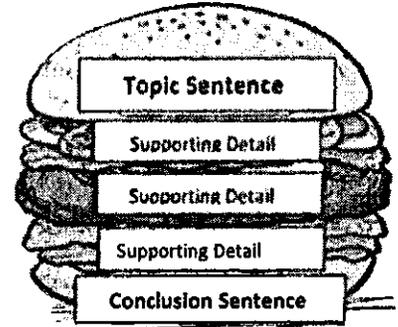
Brainstorm your writing topic in the space below.

List some things that you could change:

Pick one thing to change: _____

ROUGH DRAFT and REVISING

Hamburger Paragraph



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

_____ I wrote complete sentences with uppercase letters and correct end marks. (! ? .)

_____ I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.

_____ I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

Television Trouble?

Should parents limit the amount of time that children spend watching television? Why or why not?

PAW Assignment Due Date: _____

Brainstorm your writing topic in the space below.

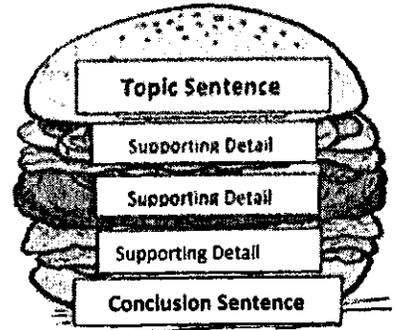
Should parents limit the amount of time that children spend watching television?

Circle one: YES NO

List reasons to support your answer:

Hamburger Paragraph

ROUGH DRAFT and REVISING



Topic Sentence (This sentence tells the reader what the paragraph will be about.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Supporting Detail (This sentence supports the topic sentence using descriptive details.)

Conclusion Sentence (This sentence closes or ends the paragraph. It restates the topic sentence in new words.)

Revising Checklist:

- I wrote complete sentences with uppercase letters and correct end marks. (I ? .)
- I added exciting adjectives and details to help the reader "picture" what is happening as he/she reads.
- I wrote and underlined **3 or more** robust vocabulary words that I learned in class this year.

Parent Signature _____

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