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INTRODUCTION

The Need for Practice

To be successful in today’s writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ writing skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week’s activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing. **Note:** Distribute the *Editing Marks* on page 207 to students. They can reference this page as they work through the weeks. Alternatively, you can reproduce it poster sized and hang it in your classroom.

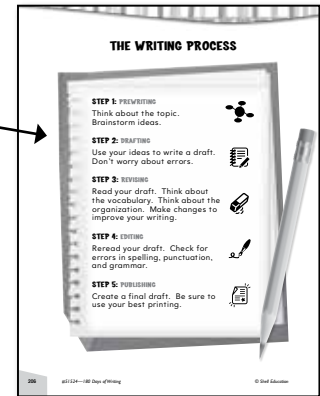
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 200–202. Be sure to share these rubrics with students often so that they know what is expected of them.

HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

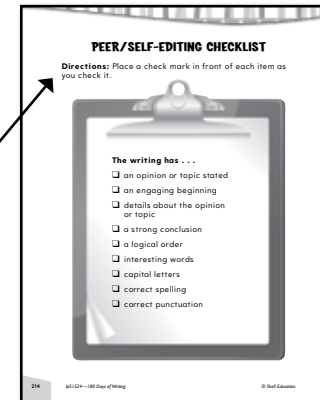
The Writing Process can be found on page 206 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Mark	Symbol Name	Example
≡	capitalization symbol	gavid ate grapes.
/	lowercase symbol	My mother hugged Me.
○	insert period symbol	The clouds are in the sky.
○	check spelling symbol	I (affed) at the story.
∞	transpose symbol	How you are?
^	insert symbol	Would you pass the pizza?
^	insert comma symbol	I have cats, dogs, and goldfish.
↓	insert quotations symbol	"That is amazing," she shouted.
—	deletion symbol	Will you call call me?
#	add space symbol	I run td the tree.

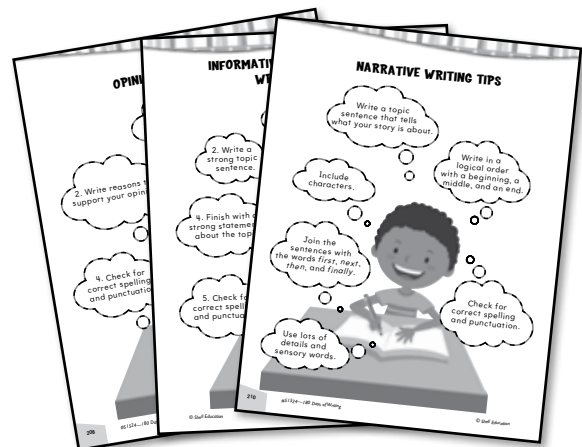
Editing Marks can be found on page 207 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 214 and on the Digital Resource CD (filename: editingchecklist.pdf).



Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

Writing Tips pages for each of the writing genres can be found on pages 208–210 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.





NAME: _____

Directions: Circle the pictures that have parts of a pumpkin in them.



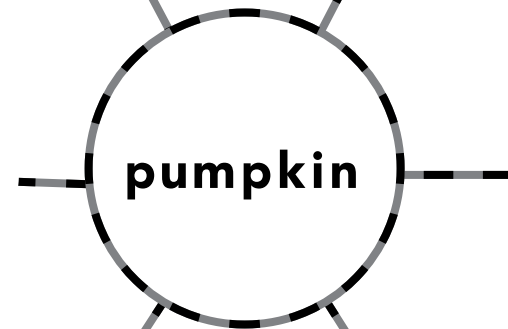
dog



rib



stem



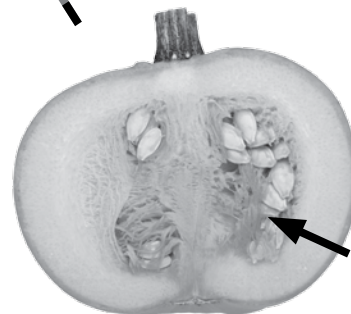
pumpkin



pencil



seeds



pulp



NAME: _____

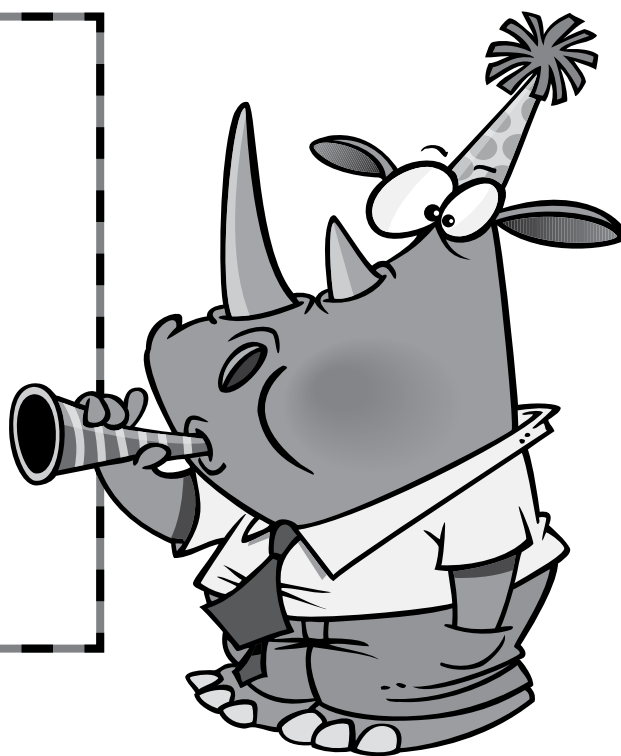
Directions: Read the text. Then, underline each sentence in green, red, or blue.

Green:
opinion

Red:
detail

Blue:
closure

My favorite celebration
is New Year's Eve. I get
to stay up late. I get to
throw confetti in the air.
It is fun to ring in the
new year.



Printing Practice abc

Directions: Trace the date. Write it on your own.

January 1



NAME: _____

Directions: Write transition words in the blanks to help show order.

Transition Words

First	Finally	Then	Next
To begin	Third	Lastly	Second

Beginning Sentence

_____, I carry the sled up the hill.

Middle Sentence

_____, I sit down on the sled.

Ending Sentence

_____, I slide down the hill.

Time to Improve! 

Complete the sentence with a word from above.

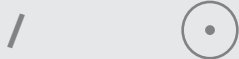
_____, I carry the sled up the hill.

NAME: _____

Directions: Use editing symbols to correct the paragraph.



Editing Symbols



Did you know That a butterfly goes through a big change? A butterfly lays an egg on a leaf When the egg hatches, it is A caterpillar. The caterpillar eats and eats. It grows and grows Then, it makes a chrysalis. It stays inside for many days While it is inside, it changes. when it comes out, it is a butterfly.



Boost Your Learning!

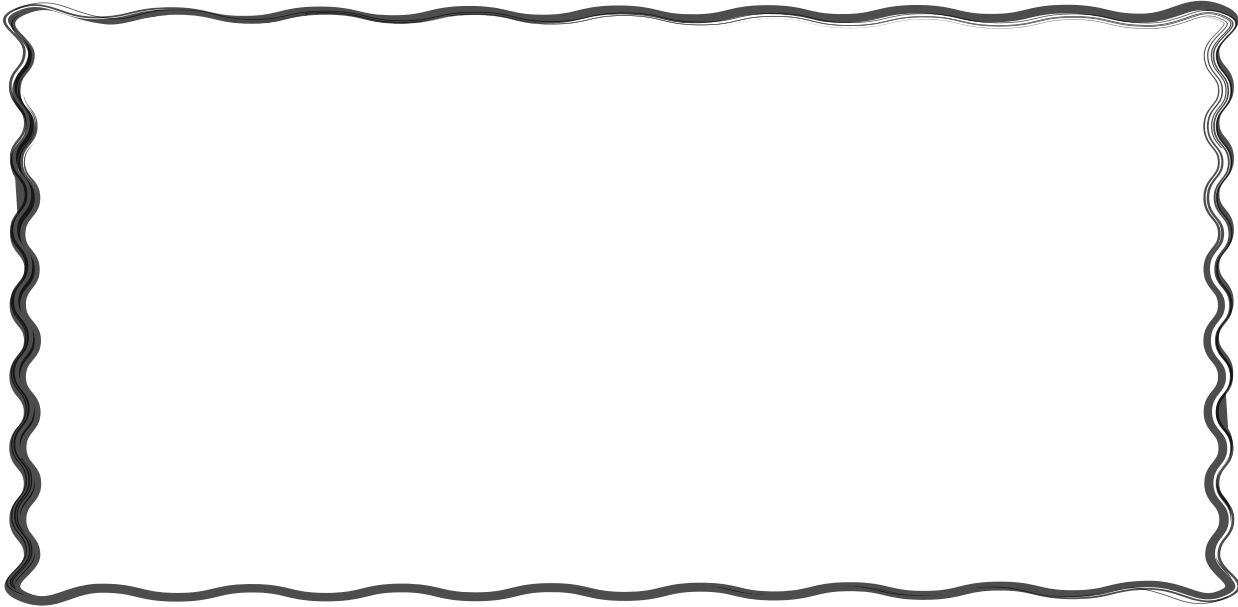
Use the / symbol to make a word lowercase.





NAME: _____

Directions: Draw and write about your country's flag. Include at least one fact. Then, fill in the checklist.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Checklist

- Sentences begin with capital letters.
- Sentences end with punctuation.
- There are spaces between the words.

INFORMATIVE/EXPLANATORY WRITING TIPS

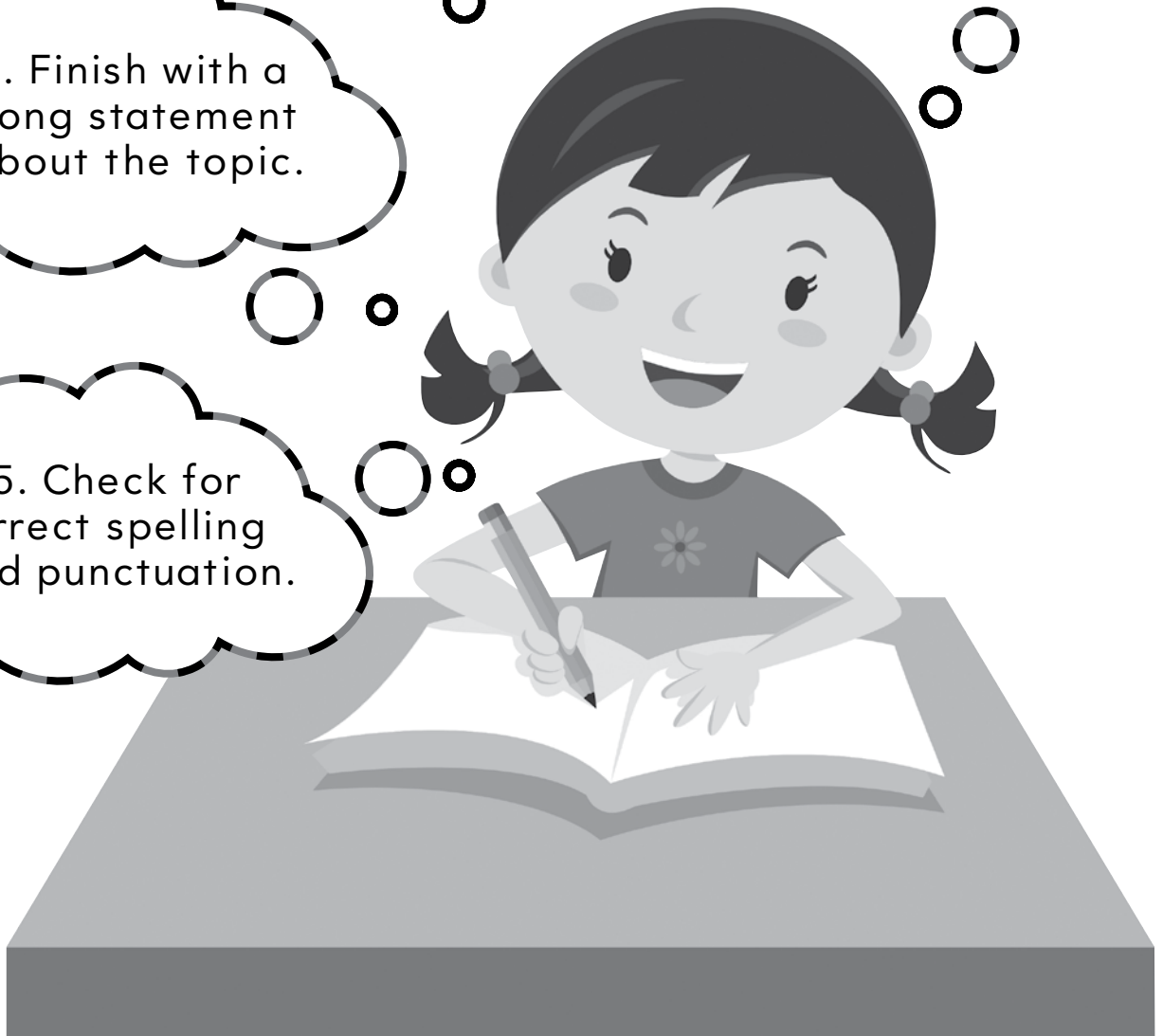
1. Choose a topic.

2. Write a strong topic sentence.

3. Write facts about the topic.

4. Finish with a strong statement about the topic.

5. Check for correct spelling and punctuation.



Narrative Writing