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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.)*

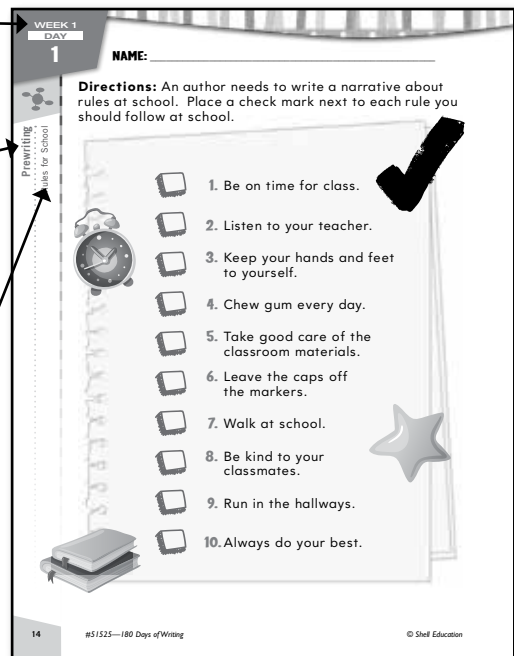
Using the Practice Pages

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.

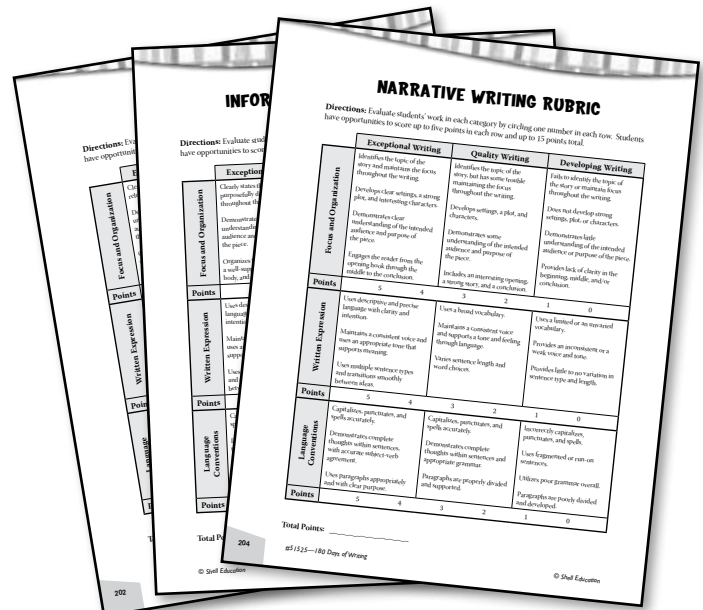
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.



Using the Resources

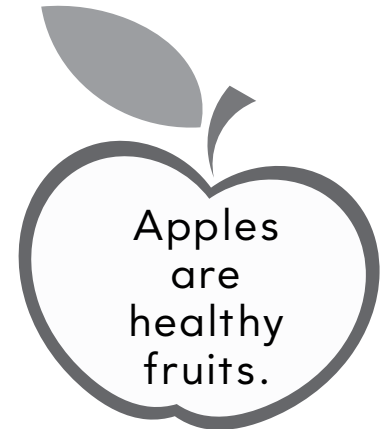
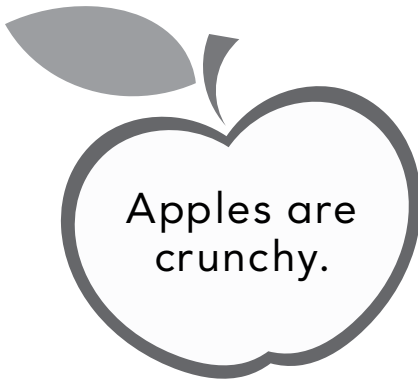
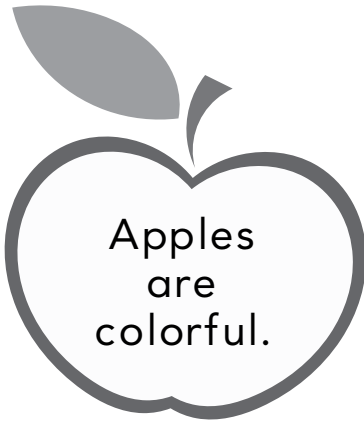
The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



NAME: _____

Directions: Place check marks in the apples that explain why eating apples is good for you.



NAME: _____

Directions: Read the paragraph. Circle the opinion. Then, underline sentences that support the opinion.

People usually feel better when they are thankful. Maybe you do not like what you are having for dinner. You will feel better when you are thankful you have food. You might think you have too much homework. If you are thankful you can learn, you will feel better. Instead of thinking your clothes are too old, be happy you have clothes, and you will feel better. When you find a reason to be thankful, it can help you feel good.



Printing Practice abc

Directions: Use your best printing to write one sentence about something that makes you thankful.



NAME: _____

Directions: Read the original sentence. Write a list of adjectives about zebras. Use your adjectives to rewrite the sentence.

Original Sentence

Zebras have stripes.



Adjectives about Zebras

_____	_____
_____	_____
_____	_____
_____	_____

My New and Improved Sentence

Remember! 

Add adjectives to nouns to liven up your writing.

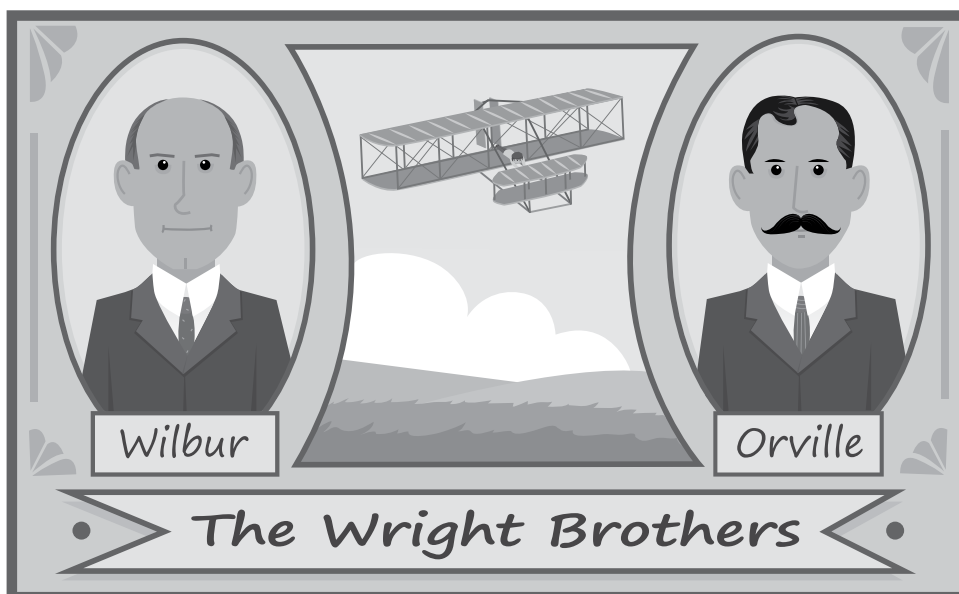
Revising
Zebras



NAME: _____

Directions: Use the \wedge symbol to add words to the sentences to make them opinions.

1. Dr. Seuss is an American author who wrote over 60 books.
2. Shaquille O'Neil is well known for playing basketball.
3. The airplane was invented by Americans Orville and Wilber Wright.



Boost Your Learning!

When writing an opinion sentence, you need to use words that express your opinion.

Example: Alexander Graham Bell is known as the inventor of the telephone. \wedge the greatest American,



NAME: _____

Directions: Write a modern version of *Goldilocks and the Three Bears*. Include dialogue and a strong conclusion.



Handwriting practice area with 20 horizontal lines and a decorative border of small black triangles.

OPINION WRITING TIPS

Ask yourself . . .

Remember . . .

Do I have a strong belief in my opinion so that I can convince others to believe the same?

Make sure you can back up your opinion with specific examples.

Have I stated my opinion in a way that grabs the reader's attention?

Begin with a question or a bold statement that includes your opinion.

Do I have at least three reasons based on facts for my opinion?

Include at least three solid reasons why the reader should agree with you.

Do I have an example for each reason that strengthens my argument?

Each reason must be followed by one strong example.

Do I have a logical order to my writing?

Don't bounce around. Focus on a logical order to present each reason and example.

Am I using smooth transitions to connect my thoughts and help my writing flow?

Use transition words like *first*, *in addition to*, *another reason*, and *most important*.

Does my conclusion restate my opinion?

Do not forget to restate your opinion in the final sentence.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

Informative / Explanatory Writing

