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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.

WEEK 1 DAY 1
NAME: _____ **DATE:** _____

Directions: Read the sentences about Egyptian hieroglyphics. Place check marks next to the sentences that have specific information about hieroglyphics.

- Hieroglyphics use symbols and pictures.
- Symbols point to the beginning of a line to let the reader know where to start reading.
- The writing contains no punctuation.
- Egyptians believed cats were sacred and lucky animals.
- There are more than 700 symbols.
- Both men and women wore makeup.
- The Rosetta Stone helped people learn how to read the symbols.
- Egyptians wrote hieroglyphics on paper called papyrus.

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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.

INFORMATIVE/EXPLANATORY WRITING RUBRIC

Directions: Evaluate students’ work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

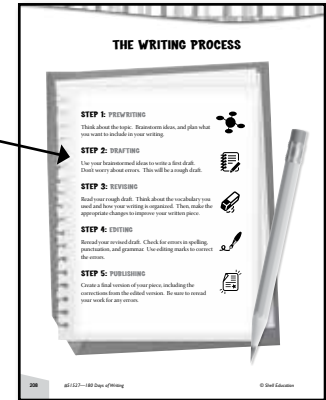
	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Clearly states the topic and purpose; develops it throughout the writing. Demonstrates clear understanding of the intended audience and purpose of the piece.	States the topic and purpose at the beginning of the writing. Demonstrates some understanding of the intended audience and purpose of the piece.	Does not state the topic and/or purpose at the beginning of the writing. Demonstrates little understanding of the intended audience or purpose of the piece.
Written Expression	Uses descriptive and precise language with clarity and accuracy. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and structures smoothly between ideas.	Uses formal vocabulary. Contains a consistent voice and supports tone and feeling through language. Varys sentence length and word choice.	Uses limited or an unclear vocabulary. Provides an inconsistent or a weak tone and voice. Provides little to no variation in sentence type and length.
Language Conventions	Capitalization, punctuation, and spelling are correct. Demonstrates complete thought with sentences and phrases within sentences used appropriately.	Capitalization, punctuation, and spelling are mostly correct. Demonstrates complete thought with sentences and appropriate grammar.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences.
Points	5 4 3 2 1 0	5 4 3 2 1 0	5 4 3 2 1 0
Total Points:	_____		

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HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

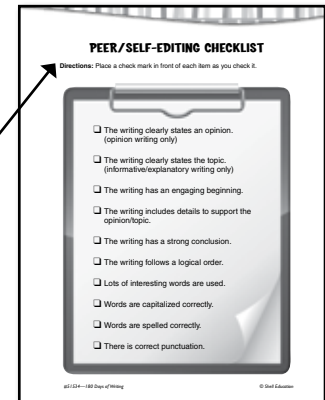
The *Writing Process* can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Mark	Symbol Name	Example
	capitalization symbol	great published up the grass.
	American symbol	My mother begged for when I came home.
	insert period symbol	The clouds danced in the sky.
	check spelling symbol	I felt up on the day.
	remove symbol	Here I sing!
	insert symbol	Would you give me the piece?
	insert comma symbol	I have two cats, two dogs, and a golden.
	insert question mark symbol	That's amazing! She showed.
	delete symbol	Will you call me on the phone tonight?
	new paragraph symbol	...in the room. Then I went back to get the day.
	add space symbol	I can tell you.

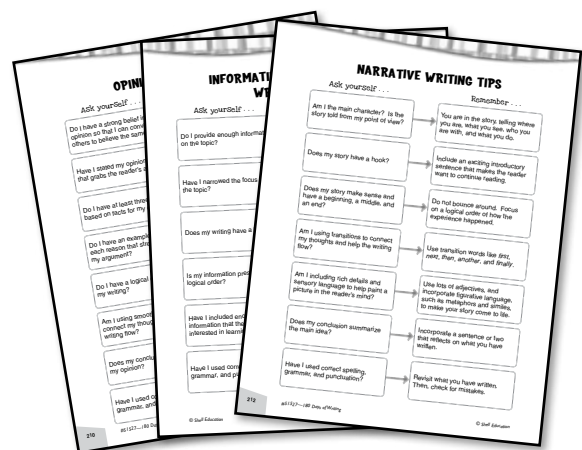
Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

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



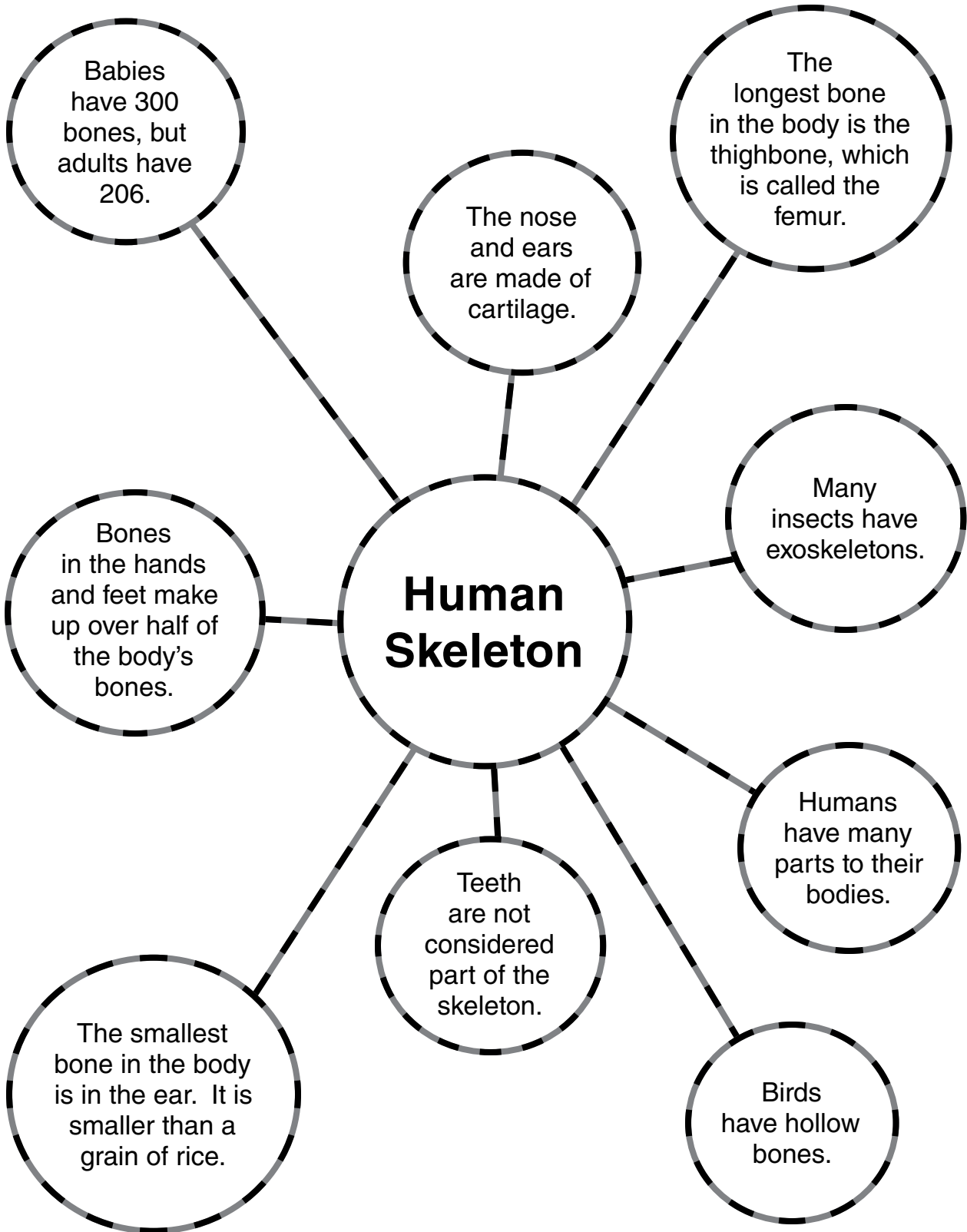
Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



NAME: _____ DATE: _____

Directions: Read the information in the web about the human skeleton. Place check marks in the bubbles that relate to the topic.



Prewriting
Skeleton

NAME: _____ DATE: _____

Directions: Read the sentences. Write an idiom from the Idiom Bank that could replace the underlined words in each one.

Idiom Bank

costs an arm and a leg back to square one best of both worlds

1. He fell down over and over, and each time he felt like he was at the beginning.

2. That stuff is expensive she exclaimed.

3. Since he loves the snow and loves being active, snowboarding has all of the advantages.

Boost Your Learning! 

An **idiom** is an expression that cannot be understood literally. Its meaning is something different.

Example: The answer was on the tip of his tongue. This means he knows the answer, but cannot think of it at that moment.

Revising
Snowboarding

NAME: _____ DATE: _____

Directions: Read each sentence. If it uses *who* or *whom* correctly, write a *C* on the line. If it is incorrect, write *I* and rewrite the sentence correctly.

_____ 1. With whom are you hiking?

_____ 2. Whom is wearing the boots?

_____ 3. Who is going to be our guide?

_____ 4. To who will you give the pack?

_____ 5. Who will take our picture?

.....
Time to Improve! 

Look over the paragraph you wrote on page 150 about Mount Kilimanjaro for *who* and *whom*. Use the replacement tips to make sure you used these words correctly!

Remember! 

- Replace *who* with *he* or *they* to see if it makes sense.
- Replace *whom* with *him* or *them* to see if it makes sense.



Editing
Mount Kilimanjaro

NAME: _____ DATE: _____

Directions: Read the paragraph. Think about what you have learned this week. Write in the margins to explain three ways the author could improve the paragraph.

I had been looking forward to my first camping trip for weeks. I was very excited when we finally left Friday after school. Things started off smoothly, but it didn't take long before everything seemed to go wrong. We pulled our brand new tent out of its bag and began setting it up. We realized a pole was missing, so it was impossible to put together. My dad said we could sleep under the beautiful sky. We were hungry for dinner. My dad started building a fire, but it took him over an hour to get it going. I was not waiting patiently. My mom went to get the cooler with drinks out of the truck but came back empty-handed. She forgot the cooler at home. As darkness began to fall, I was hungry, thirsty, and cranky. I laid out my sleeping bag, feeling hopeful I could see the stars. It's too cloudy I said to myself, and that's when the first raindrop splashed on my cheek.

This week I learned: 

- to include interesting information in narratives
- about different suffixes
- to use quotation marks correctly

INFORMATIVE/EXPLANATORY WRITING TIPS

Ask yourself . . .

Remember . . .

Do I provide enough information on the topic?

Make sure to include facts about the topic in your writing so that the reader is informed.

Have I narrowed the focus of the topic?

Choose one aspect of the topic that you want to write about.

Does my writing have a hook?

Begin with a strong topic sentence that grabs the reader's attention.

Is my information presented in a logical order?

Do not bounce around. Present each topic sentence at the beginning of a paragraph and add details.

Have I included enough information that the reader will be interested in learning even more?

End with a strong sentence that makes the reader want to learn more about the subject.

Have I used correct spelling, grammar, and punctuation?

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

Narrative Writing