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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.)*

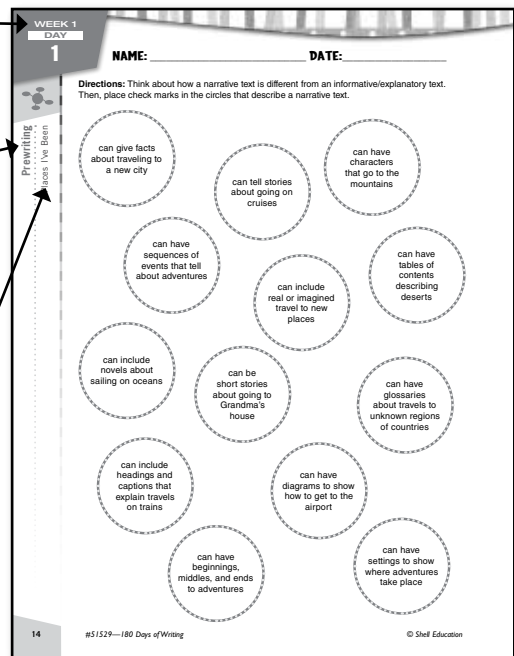
Using the Practice Pages

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.

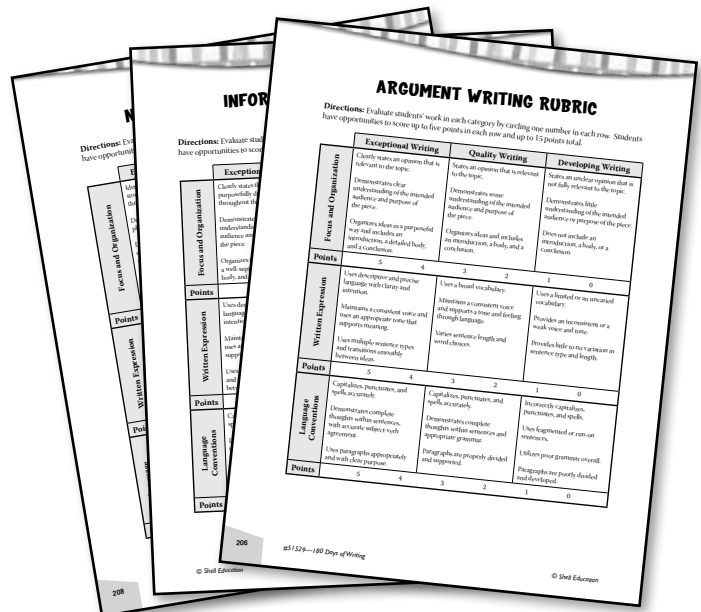
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.



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.

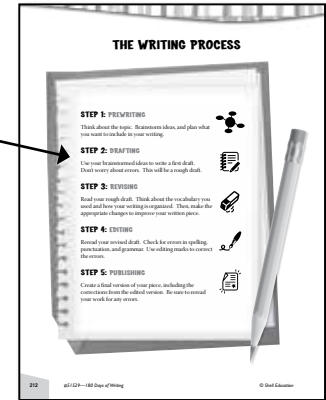
Rubrics for the three genres of writing (argument, informative/explanatory, and narrative) can be found on pages 206–208. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

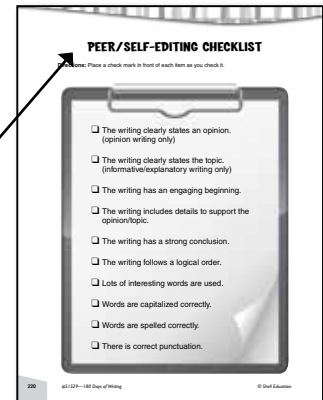
The *Writing Process* can be found on page 212 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Mark	Symbol Name	Example
capitalization symbol	cap	great published up the grass.
inversion symbol	inv	My mother begged life when I gave them.
insert period symbol	per	The clouds danced in the sky.
check spelling symbol	sp	I felt up on the day.
insert comma symbol	com	Here I sing!
insert semicolon symbol	sem	Wash your face the peas!
insert colon symbol	col	I have two cats, two dogs, and a golden.
insert question mark symbol	qm	That's amazing! She showed.
deletion symbol	del	Will you call me on the phone tonight?
new paragraph symbol	np	...in the room. Then I went back to get the day.
add space symbol	spc	I can tell you.

Editing Marks can be found on page 213 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).

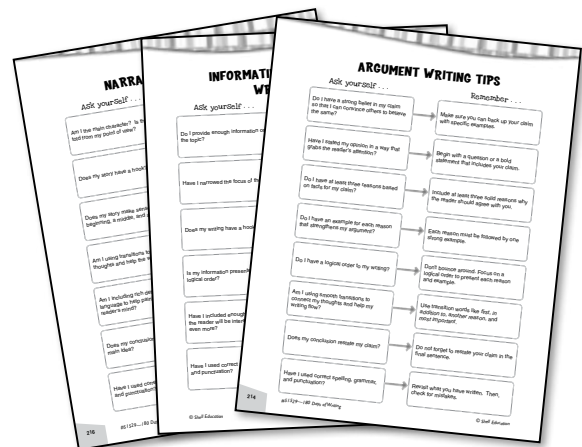
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 220 and on the Digital Resource CD (filename: editingchecklist.pdf).



Writing Signs for each of the writing genres are on pages 217–219 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 214–216 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: Based on the topics in the chart, what are some ideas for narratives? Write your ideas in the right column.


Topics	Ideas for Narratives
Leonardo da Vinci developed the idea of the submarine.	
Johannes Gutenberg invented the first printing press.	
Galileo Galilei used the telescope to study the heavens.	
Filippo Brunelleschi invented the mechanical clock.	
Sir John Harrington created the first flush toilet for Queen Elizabeth.	




NAME: _____ DATE: _____

Directions: Read the informative/explanatory paragraph. Label each sentence as *exclamatory (E)*, *interrogative (IN)*, *imperative (IM)*, or *declarative (D)*. The first one is done for you.

 E What amazing structures bridges are! _____ You may have noticed that bridges often look different from one another. _____ Engineers build four main types of bridges: beam bridges, truss bridges, arch bridges, and suspension bridges. _____ They have a few things to consider when deciding which type to build. _____ What kinds of materials are available? _____ How long does the bridge need to be? _____ The answers to these questions help them decide on the shape, size, and type of bridge that they will build. _____ The next time you cross a bridge, pause for a moment and think about what went into building it.



Boost Your Learning! 

To make your writing more interesting, vary the types of sentences you use.

- **Exclamatory sentences** express strong emotion and end with exclamation points.
- **Imperative sentences** give commands and can end with periods or exclamation points.
- **Interrogative sentences** ask questions and end with question marks.
- **Declarative sentences** make statements and end with periods.

Cursive Practice *abc*

Directions: Use cursive to write a sentence explaining why bridges are important.

NAME: _____ DATE: _____

Directions: Read the sentences below and look for examples where two different words mean the same thing. Use the ✂ symbol to cross out the repeated information. Then, explain why it was deleted.

1. Super Woman's potion forces people to be honest and tell the truth.

2. Wonderman responds, thinks, and reacts at superhuman speed and also possesses sharp senses.

3. Since possessing the skill and ability of web slinging, Insect Man can cling to buildings as he makes his way quickly to save people.

Boost Your Learning! 

Being too wordy might make readers lose interest. Think about each word you use in your writing and select the ones that make the most impact.



ARGUMENT WRITING TIPS

Ask yourself . . .

Remember . . .

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

Make sure you can back up your claim 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 claim.

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

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 claim?

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

Have I used correct spelling, grammar, and punctuation?

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

Narrative Writing