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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. For this age level, teachers may wish to complete the pages together as a class. 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:** \_\_\_\_\_

**Directions:** Read the notes about playing at a park. Choose and underline one note in each box.

**Who?**  
my friend(s) and I  
my sister and I

**Where?**  
outside  
near my house

**When?**  
on Sunday  
on Monday

**Event 1**  
I climbed a tree.  
I ate lunch.

**Event 2**  
I went on the swings.  
I played soccer.

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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 199–201. 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.

**NARRATIVE 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.

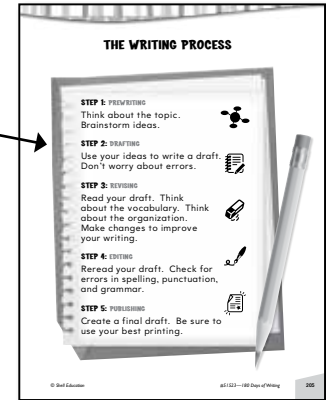
	Exceptional Writing	Quality Writing	Developing Writing
<b>Focus and Organization</b>	States a clear introduction. Includes lots of events. Includes a strong closing.	States an introduction. Includes at least one event. Includes a closing.	States an unclear introduction. Includes few or no key events. Does not include a closing.
<b>Written Expression</b>	Uses vivid and supporting descriptive words. Maintains a consistent voice and uses a tone that supports meaning.	Uses some descriptive words. Maintains a consistent voice.	Uses a limited or no relevant vocabulary. Provides an inconsistent voice.
<b>Language Conventions</b>	Sentences begin with capital letters. Sentences end in correct punctuation. Words in sentences have correct spacing between them.	Some sentences begin with capital letters. Some sentences end in correct punctuation. Most words in sentences have correct spacing between them.	Most sentences begin with lowercase letters. Sentences end in incorrect punctuation or no punctuation at all. Words have incorrect spacing between them.
<b>Points</b>	5	4	3
<b>Total Points:</b>	_____		

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# HOW TO USE THIS BOOK *(cont.)*

## Using the Resources *(cont.)*

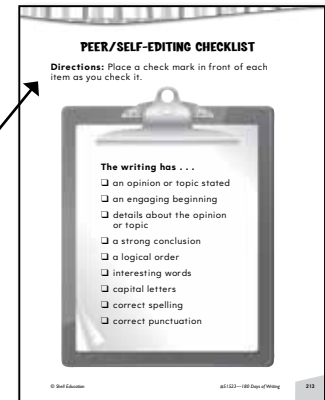
*The Writing Process* can be found on page 205 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Marks	Symbol Names	Example
≡	capitalization symbol	glavid ate grapes.
/	lowercase symbol	My mother hugged Me.
⊙	insert period symbol	The clouds are in the sky.
⊙	check spelling symbol	I (laffed) 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 me?
#	add space symbol	I run to the tree.

*Editing Marks* can be found on page 206 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 213 and on the Digital Resource CD (filename: editingchecklist.pdf).



*Writing Signs* for each of the writing genres are on pages 210-212 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* for each of the writing genres can be found on pages 207-209 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 picture you like best.

**Opinion:** I like . . .

**spring**



**fall**



**Directions:** Place a check mark next to a reason.

**Reasons**

\_\_\_\_\_ I like leaves.

\_\_\_\_\_ I like sunshine.

\_\_\_\_\_ I like flowers.

\_\_\_\_\_ I like clouds.

Prewriting  
Spring or Fall?

NAME: \_\_\_\_\_

**Directions:** Write about taste or touch. Fill in the checklist.

Topic \_\_\_\_\_

I use my sense of \_\_\_\_\_  
(taste or touch)

Detail \_\_\_\_\_

I use it to \_\_\_\_\_  
\_\_\_\_\_

Closing \_\_\_\_\_

I like to \_\_\_\_\_  
(taste or touch)

**Checklist**

- I have a topic.
- I have a detail.
- I have a closing.



NAME: \_\_\_\_\_

**Directions:** Choose a word. Write it.

**Example:** A lion is a cool animal.  
(tiger or lion)

1. An elephant is \_\_\_\_\_.  
(big or huge)

2. I like \_\_\_\_\_.  
(horses or monkeys)

3. A bear eats \_\_\_\_\_.  
(fish or food)



Revising  
Land Animals

NAME: \_\_\_\_\_

**Directions:** Look for periods. Circle the correct sentences.

**Example:** (My family eats dinner.)  
My family eats dinner

1. My family plays games  
My family plays games.
2. My family has fun.  
My family has fun
3. We go to the park.  
We go to the park





NAME: \_\_\_\_\_

**Directions:** Draw and write about your favorite birthday party. 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 words.





# NARRATIVE WRITING TIPS

Write a topic sentence that tells what your story is about.

Write in a logical order with a beginning, a middle, and an end.

Include characters.

Join the sentences with the words *first*, *next*, *then*, and *finally*.

Use lots of details and sensory words.

Check for correct spelling and punctuation.





# NOTES