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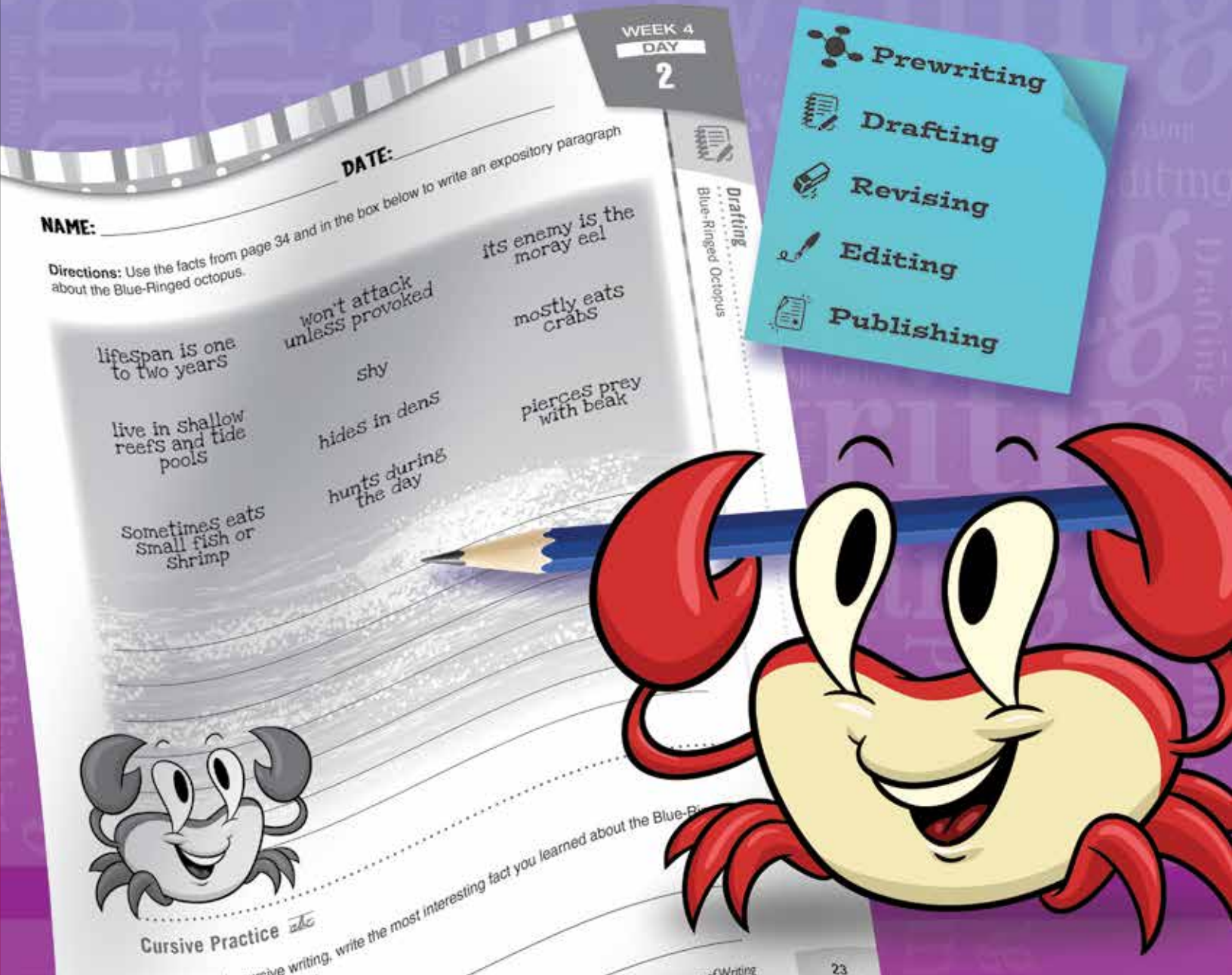
Shell Education

PRACTICE - ASSESS - DIAGNOSE

Level 5

180 Days of WRITING for Fifth Grade



Prewriting

Drafting

Revising

Editing

Publishing

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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.)*

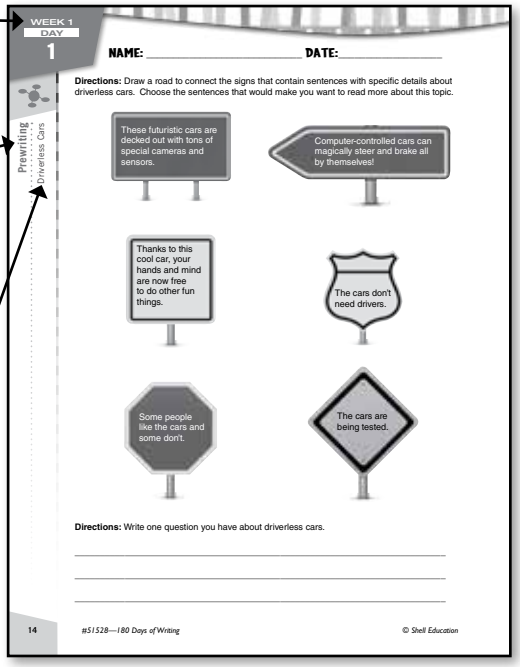
Using the Practice Pages

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: _____

Prewriting
Driverless Cars

Directions: Draw a road to connect the signs that contain sentences with specific details about driverless cars. Choose the sentences that would make you want to read more about this topic.

These futuristic cars are decked out with tons of special cameras and sensors.

Computer-controlled cars can magically steer and brake all by themselves!

Thanks to this cool car, your hands and mind are now free to do other fun things.

The cars don't need drivers.

Some people like the cars and some don't.

The cars are being tested.

Directions: Write one question you have about driverless cars.

_____

_____

_____

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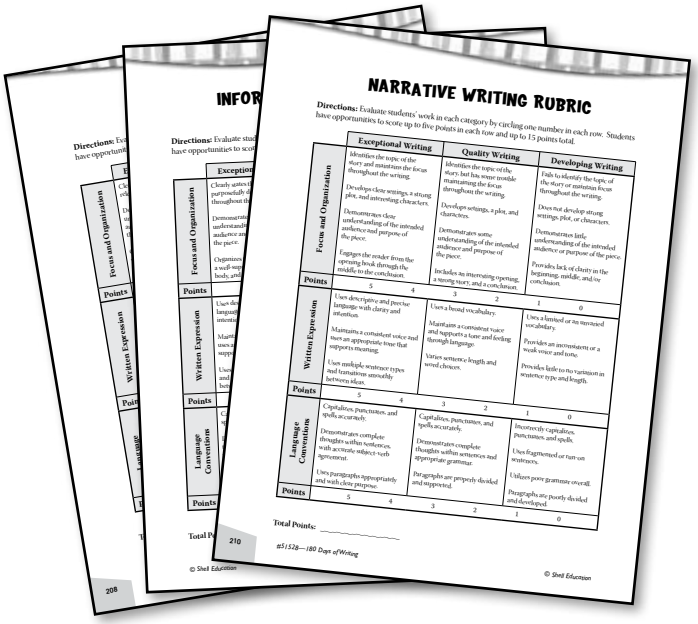
Using the Resources

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 208–210. 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
Focus and Organization	Identifies the topic of the story and maintains the focus throughout the writing. Develops clear settings, a strong plot, and interesting characters. Demonstrates clear understanding of the intended audience and purpose of the piece. Engages the reader from the opening hook through the middle to the conclusion.	Identifies the topic of the story but has some trouble maintaining the focus throughout the writing. Develops settings, a plot, and characters. Demonstrates some understanding of the intended audience and purpose of the piece. Includes an interesting opening, a strong story, and a conclusion.	Fails to identify the topic of the story or maintain focus throughout the writing. Does not develop strong settings, plot, or characters. Demonstrates little understanding of the intended audience or purpose of the piece. Provides lack of clarity in the beginning, middle, and/or conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and attention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or inappropriate vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Convention	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

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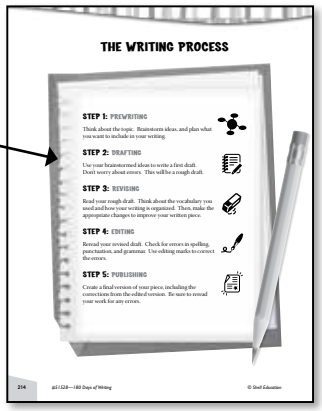
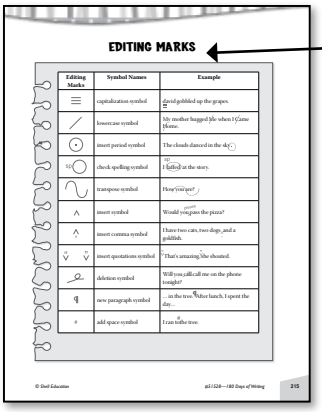
HOW TO USE THIS BOOK *(cont.)*

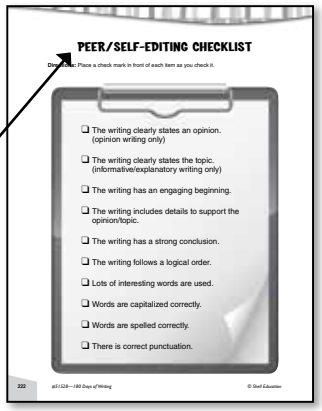
Using the Resources *(cont.)*

The Writing Process can be found on page 214 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.





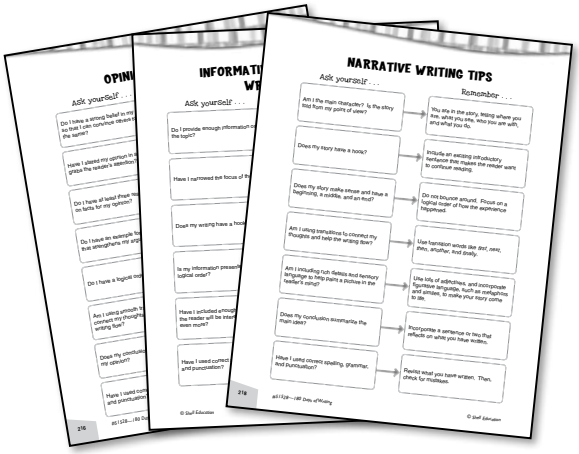
Editing Marks can be found on page 215 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).



If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 222 and on the Digital Resource CD (filename: editingchecklist.pdf).

Writing Signs for each of the writing genres are on pages 219–221 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the posters up during the appropriate two-week units to remind students which type of writing they are focusing on.

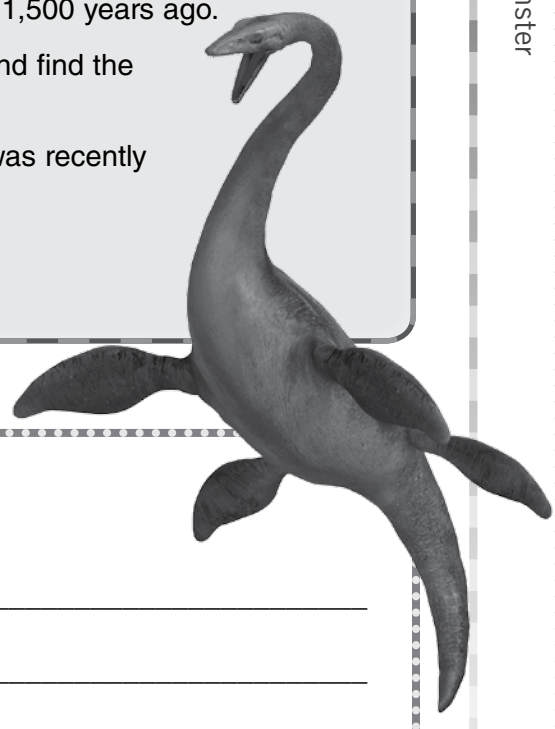
Writing Tips pages for each of the writing genres can be found on pages 216–218 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



NAME: _____ **DATE:**_____

Directions: Read the facts about Scotland's Loch Ness Monster. How do you feel about people spending time and money looking for the monster? Fill out the graphic organizer.

- Loch Ness is a body of fresh water in Scotland.
- Loch Ness is about 800 feet (244 meters) deep and 23 miles (37 kilometers) wide.
- The Loch Ness Monster is often called "Nessie."
- There are reported sightings of the monster from nearly 1,500 years ago.
- Recent expeditions have used sonar technology to try and find the Loch Ness Monster.
- A famous picture of the Loch Ness Monster from 1933 was recently proven to be a fake.
- Modern underwater photographs show what appears to be a giant flipper.



Here's my opinion!

_____

_____

Here are my reasons!

1. _____
2. _____
3. _____

Here's my strong conclusion!

_____

_____

NAME: _____ DATE: _____

Directions: Think about the voting process. Draft an informative/explanatory paragraph about the steps in the voting process. Include facts about who can vote and how people vote. Use the graphic organizer on page 59 to help you draft your paragraph.

_____

_____

_____

_____

_____

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_____

_____

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_____

Remember!

A strong informative/explanatory paragraph:

- stays on topic
- does not include personal opinions
- does include facts, details, and definitions

Cursive Practice *abc*

Directions: Use cursive to describe your ideal candidate for president.

_____

_____

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NAME: _____ **DATE:**_____

Directions: Read the dialogue below. The word *said* is overused. Improve the text by replacing the numbered word *said* with synonyms. The first one has been done for you.

The *Orion's* cargo door slowly opened. A space vehicle sped down the ramp and onto the surface of Mars. Red dust flew everywhere.

"Mira, I'm on the surface cruising at the super fast speed of 5 miles per hour," said **(1)** Archie.

"Yes, Archie! I read you loud and clear," said **(2)** Mira.

"Mira! I just saw something move in front of me!" said **(3)** Archie.

"What do you mean you saw something move? You better not be joking," said **(4)** Mira.

Archie wasn't kidding. A small, green creature had appeared before his windshield. He was staring intensely at Archie.

"Mira, do you see what I'm seeing?" asked Archie nervously. Just then the creature disappeared.

"I don't see anything, Archie," replied Mira. "Are you okay, Archie?"

"I . . . I . . . I . . . think I just saw an alien," said **(5)** Archie.

"An alien!" said **(6)** Mira. At that very moment, the same creature appeared in the window Mira was looking out. "Ahhhhh!" said **(7)** Mira.

"Mira! What is it?" asked Archie in a worried voice.

"That alien you saw is now staring at me," said **(8)** Mira. "What should I do, Archie?"

"I'm heading back right now. I'll be there soon," replied Archie.

1. laughed
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

NAME: _____ **DATE:**_____

Directions: Use the ⁋ symbol to delete the commas and conjunctions. Then, use the ∧ symbol to insert semicolons. The first one has been done for you.

1. It's too hot out, ~~and~~ I can't leave the house today.
   ;
2. The heat was horrible, and I could barely breathe.
3. I was suffering from heat exhaustion, and I felt dizzy and achy.
4. I was incredibly thirsty, so I drank a whole water bottle in ten seconds.
5. It was very hot in the restaurant, and I had to use a fan to keep cool.

Directions: Write two sentences. Include a semicolon in each sentence.

5. _____

_____

6. _____

_____

Boost Your Learning!

A **semicolon** can be used to join two closely related independent clauses instead of a conjunction. In most cases, you should not use a semicolon with a conjunction. That is the job of a comma.

NAME: _____ **DATE:**_____

Directions: Write an informative/explanatory paragraph about avalanches. Include facts about what an avalanche is, how it begins, and what types of destruction it can cause.

NARRATIVE WRITING TIPS

Ask yourself . . .	Remember . . .
Am I the main character? Is the story told from my point of view?	You are in the story, telling where you are, what you see, who you are with, and what you do.
Does my story have a hook?	Include an exciting introductory sentence that makes the reader want to continue reading.
Does my story make sense and have a beginning, a middle, and an end?	Do not bounce around. Focus on a logical order of how the experience happened.
Am I using transitions to connect my thoughts and help the writing flow?	Use transition words like *first*, *next*, *then*, *another*, and *finally*.
Am I including rich details and sensory language to help paint a picture in the reader's mind?	Use lots of adjectives, and incorporate figurative language, such as metaphors and similes, to make your story come to life.
Does my conclusion summarize the main idea?	Incorporate a sentence or two that reflects on what you have written.
Have I used correct spelling, grammar, and punctuation?	Revisit what you have written. Then, check for mistakes.

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Informative/Explanatory Writing

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