



SHELL  
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

5

# 180 Days of WRITING

## for Fifth Grade

WEEK 4  
DAY 2

DATE: \_\_\_\_\_

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

Directions: Use the facts from page 34 and in the box below to write an expository paragraph about the Blue-Ringed octopus.

lifespan is one to two years	won't attack unless provoked	its enemy is the moray eel
live in shallow reefs and tide pools	shy	mostly eats crabs
Sometimes eats small fish or shrimp	hides in dens	pierces prey with beak
	hunts during the day	

Drafting  
Blue-Ringed Octopus

Cursive Practice

... writing, write the most interesting fact you learned about the Blue-R...

Prewriting

Drafting

Revising

Editing

Publishing



Cursive Practice

### Standards

For information on how this resource meets national and other state standards, see pages 4–6. You may also review this information by scanning the QR code or visiting our website at <http://www.shelleducation.com> and following the on-screen directions.



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## Standards

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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

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

## Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

**Note:** Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

## College and Career Readiness Standards

<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>Language 5.1</b> —Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Language 5.2</b> —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Language 5.3</b> —Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Language 5.4</b> —Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>Language 5.5</b> —Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>Language 5.6</b> —Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

## HOW TO USE THIS BOOK (cont.)

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Cool Technology	<b>Week 1:</b> Driverless Cars <b>Week 2:</b> Smart Homes	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Venomous Animals	<b>Week 3:</b> Cone Snails <b>Week 4:</b> Blue-Ringed Octopuses	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mysterious Monsters	<b>Week 5:</b> Yeti <b>Week 6:</b> Loch Ness Monster	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Halloween	<b>Week 7:</b> Haunted Houses <b>Week 8:</b> Trick or Treating	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Elections	<b>Week 9:</b> Campaigning <b>Week 10:</b> Voting	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Extreme Activities	<b>Week 11:</b> Cliff Camping <b>Week 12:</b> Skydiving	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Space Exploration	<b>Week 13:</b> The Mars Rover <b>Week 14:</b> The <i>Orion</i>	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
History's Mysteries	<b>Week 15:</b> Atlantis <b>Week 16:</b> Amelia Earhart	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Living Healthy	<b>Week 17:</b> Nutrition <b>Week 18:</b> Exercise	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

Overarching Themes	Weekly Themes	Standards
Black History Month	<b>Week 19:</b> Montgomery Bus Boycott <b>Week 20:</b> March on Washington	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
U.S. Presidents	<b>Week 21:</b> George Washington <b>Week 22:</b> Abraham Lincoln	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Women's History Month	<b>Week 23:</b> Lois Lowry <b>Week 24:</b> J.K. Rowling	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Wacky Weather	<b>Week 25:</b> Heat Waves <b>Week 26:</b> Blizzards	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
National Poetry Month	<b>Week 27:</b> Robert Frost <b>Week 28:</b> Emily Dickinson	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Earth Day	<b>Week 29:</b> Recycling <b>Week 30:</b> Saving Energy	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Natural Disasters	<b>Week 31:</b> Tsunamis <b>Week 32:</b> Avalanches	<b>Writing 5.2</b> —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Amusement Parks	<b>Week 33:</b> Rides <b>Week 34:</b> Food	<b>Writing 5.1</b> —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Summer's Here!	<b>Week 35:</b> Summer Activities <b>Week 36:</b> Vacation Memories	<b>Writing 5.3</b> —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

# HOW TO USE THIS BOOK (cont.)

## Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

Week	Prompt
1	Imagine driving a driverless car. Write a narrative describing your experience. Include details about where you drove and what happened on the drive.
2	Imagine you own a smart home. Describe your home, including all of the cool features, who you like to hang out with in your home, and what things you like to do in the home.
3	Think about the cone snail. Write an informative/explanatory paragraph about the cone snail. Include facts about what its personality is like and what it eats.
4	Think about the blue-ringed octopus. Write an informative/explanatory paragraph about the blue-ringed octopus. Include facts about what its personality is like.
5	Some people believe in the yeti, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
6	Some people believe in the Loch Ness Monster, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
7	Do you like haunted houses? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the haunted houses or not.
8	Do you like trick or treating? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the tradition or start a new one.

Week	Prompt
9	Think about the campaigning process. Write an informative/explanatory paragraph about the steps in the campaigning process. Include facts about who campaigns and how they campaign.
10	Think about the voting process. Write an informative/explanatory paragraph about the steps in the voting process. Include facts about who can vote and how people vote.
11	Imagine you are cliff camping for the first time. Describe your cliff camping experience. Include details about where you camped, who you camped with, and how you felt.
12	Imagine you are skydiving for the first time. Describe your skydiving experience. Include details about where you dove, who was with you, and how you felt as you stepped out of the plane.
13	Imagine you are on a tour to learn about a Mars rover. Write a narrative paragraph about what happens on the tour. Include details about what you learn about the rover.
14	Imagine you are traveling on <i>Orion</i> . Write a narrative paragraph about what the spacecraft is like. Include details about who you are on it with and what happens during your travels.
15	Think about the long lost Atlantis. Write an informative/explanatory paragraph about Atlantis. Include details about what people think happened to the place.
16	Think about Amelia Earhart. Write an informative/explanatory paragraph about her last flight. Include details about where the flight took place and what happened after she disappeared.

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