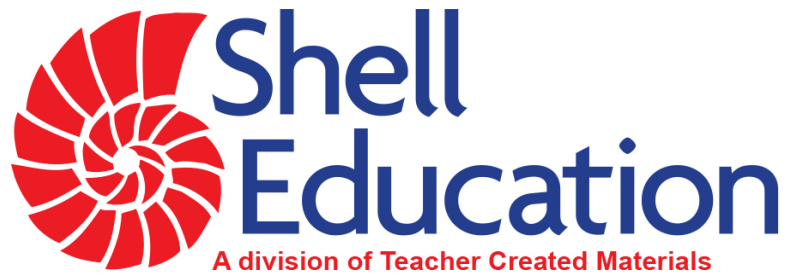


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180 Days of Writing for Fourth Grade

This sample includes the following:

Cover (1 page)

Table of Contents (1 page)

How to Use This Book (9 pages)

Week 1 Practice Pages (5 pages)

Answer Key (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

4

180 Days of WRITING for Fourth Grade

NAME: _____ DATE: _____

WEEK 12
DAY 1

Directions: Read the main topics for an informative/explanatory paragraph on the Chihuahua, a breed of dog. Choose one topic and put a check mark by it. Then, read the facts. Put stars by the facts that support the topic you chose.

Main Topics

- physical characteristics
- breed history
- temperament and personality

Facts

- smallest breed of dog weighing 4 to 6 pounds (2 to 3 kilograms)
- clay pots with dogs resembling modern Chihuahuas were found in Mexico from 100 C.E.
- can be long- or short-haired
- considered a difficult breed to housebreak, or train
- named after a state in Mexico called Chihuahua
- intelligent and loyal to its owner
- life expectancy of 12 to 20 years
- possibly descended from the Fennec fox, which is small with big eyes

Chihuahuas



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

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

Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Language 4.1 —Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language 4.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 4.3 —Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language 4.4 —Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
Language 4.5 —Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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
Ancient Egypt	Week 1: Hieroglyphics Week 2: Pyramids	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
International Sports	Week 3: Hurling Week 4: Cricket	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Dessert	Week 5: Cupcakes Week 6: Ice Cream	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Human Body	Week 7: Skeleton Week 8: Muscles	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Communication	Week 9: Morse Code Week 10: Telegrams	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Dog Breeds	Week 11: Great Danes Week 12: Chihuahuas	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
National Parks	Week 13: Yosemite Week 14: Grand Canyon	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Recess Games	Week 15: Four Square Week 16: Kickball	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Transportation Innovators	Week 17: The Wright Brothers Week 18: Henry Ford	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Winter Sports	Week 19: Snowboarding Week 20: Ice Skating	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Composers	Week 21: Mozart Week 22: Beethoven	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Space	Week 23: Asteroids Week 24: Comets	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Clean Energy	Week 25: Solar Energy Week 26: Turbines	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Mountain Peaks	Week 27: Mount Everest Week 28: Mount Kilimanjaro	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Art	Week 29: Sculpture Week 30: Painting	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Trains	Week 31: Steam Engine Trains Week 32: Bullet Trains	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
European Monuments	Week 33: Eiffel Tower Week 34: Leaning Tower of Pisa	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Summer Fun	Week 35: Camping Week 36: Swimming	Writing 4.3 —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.

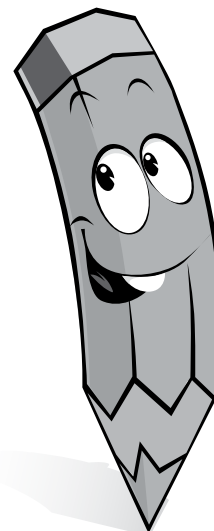
Week	Prompt
1	Describe what Egyptian hieroglyphics are. Include what they look like and how they are created.
2	Explain why pyramids in Egypt were built. Include what can be found in pyramids and what they are made of.
3	There are many aspects to the sport hurling. Explain your opinions on the rules and the players involved in the sport.
4	There are many aspects to the sport cricket. Explain your opinions on the rules and the players involved in the sport.
5	Describe a time when you ate a cupcake. Include what the cupcake looked like and how it felt, tasted, and smelled.
6	Describe a time you were eating an ice cream cone. Include what the ice cream looked like and how it felt, tasted, and smelled.
7	Describe the human skeleton. Include details about some of a skeleton's bones and what their functions are.
8	Explain what human muscles are. Include some types of muscles and their functions?
9	Do you think Morse code is useful? Explain why or why not. Include benefits and disadvantages to support your opinion.
10	Would you rather receive a telegram or an email? Explain why you would want to receive one over the other.

Week	Prompt
11	Write a paragraph about Great Danes. Include specific facts about the breed, including their physical characteristics, breed history, and personality.
12	Write a paragraph about Chihuahuas. Include specific facts about the breed, including their physical characteristics, breed history, and personality.
13	Imagine someone is hiking in Yosemite. Describe the experience, including details about how the person feels and what the scenery looks like.
14	Imagine you are taking a tour of the Grand Canyon on horseback. Describe the experience, including details about how you feel and what the scenery looks like.
15	Write about a time when you played four square. Describe the experience, including details about whom you played with and how the game went.
16	Write about a time when you played kickball. Describe the experience, including details about whom you played with and how the game went.
17	Write about the Wright Brothers' first flight. Include facts about where and when the flight took place.
18	Write about the production of Henry Ford's Model-T car. Include facts about the Model-T and the employees who helped make the cars.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
19	Describe a time when someone goes snowboarding for the first time. Include details of the experience and how the character feels.
20	Describe a time when a fourth grader goes ice skating for the first time. Include details of the experience and how the character feels.
21	Should Mozart have been required to perform for royalty? Explain why you feel the way that you do. Include advantages and disadvantages to support your opinion.
22	Should Beethoven's classical music still be taught today? Explain why you think Beethoven's music should or should not be taught today.
23	Write about what an asteroid looks like. Include facts that tell about the parts of an asteroid.
24	Write about what a comet looks like. Include facts that tell about the parts of a comet.
25	Do you think solar energy is a good thing or a bad thing? Write your opinion and why you feel the way you do. Include advantages and disadvantages to support your opinion.
26	Do you think turbines should be used to collect wind energy? Write your opinion and why you feel the way you do.
27	Do you think people younger than 18 should be allowed to climb Mount Everest? Explain your opinion. Include facts that support your opinion.
28	Would you climb Mount Kilimanjaro? Explain the reasons for why you would or would not climb Mount Kilimanjaro.

Week	Prompt
29	Describe what ice sculptures are. Include details that explain how ice sculptures are created.
30	Describe what abstract art is. Include facts about what abstract art looks like.
31	Do you think steam engine trains are a good thing or a bad thing? Explain your opinion and why you feel the way you do.
32	Should the United States construct its own bullet trains? Explain your opinion and why you feel the way you do.
33	Imagine a time when a student visits the Eiffel Tower. Include details that describe how the student felt and what he or she saw.
34	Imagine a time when a student visits the Leaning Tower of Pisa. Include details that describe how the student felt and what he or she saw.
35	Imagine a time you went camping. Describe the experience, including what you did and whom you went camping with.
36	Imagine a time you went swimming. Describe the experience, including where you swam and whom you swam with.



HOW TO USE THIS BOOK *(cont.)*

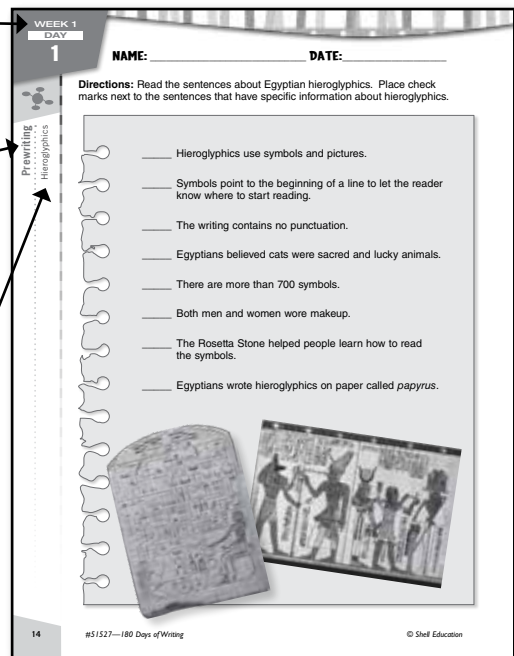
Using the Practice Pages

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.

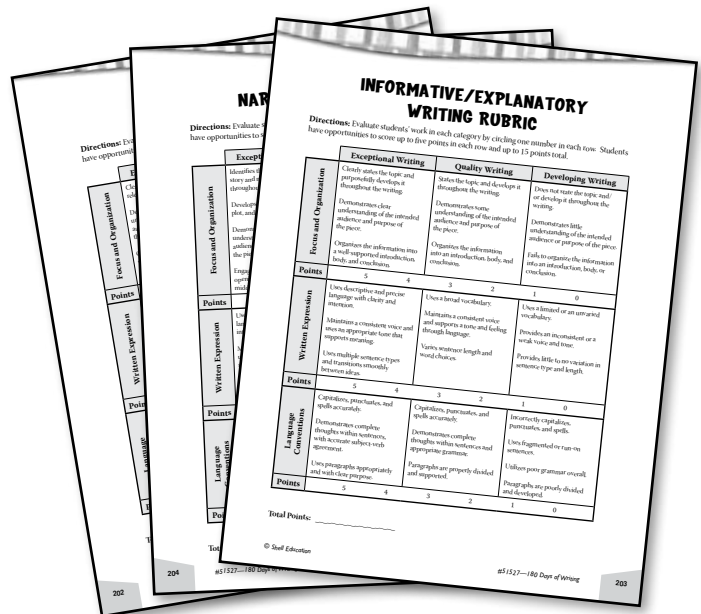
There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.



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.

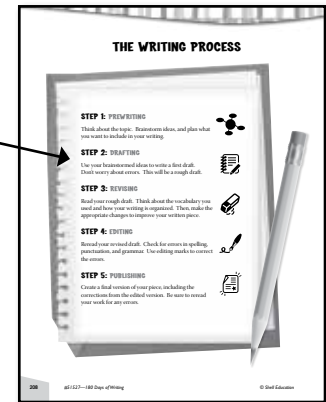
Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students’ writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.



HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

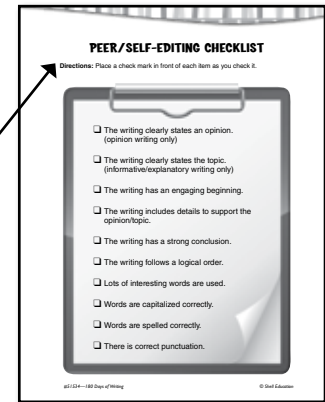
The *Writing Process* can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Mark	Symbol Names	Example
capitalization symbol	Cap	great published up the grass.
uppercase symbol	U	My mother begged for when I came home.
lowercase symbol	L	The clouds danced in the sky.
check spelling symbol	Sp	I felt up on the day.
comma symbol	Com	Here I am!
insert symbol	Ins	Would you give the peas?
insert comma symbol	Com	I have two cats, two dogs, and a golden.
insert question symbol	Q	That's amazing! She showed.
delete 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	Sp	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).

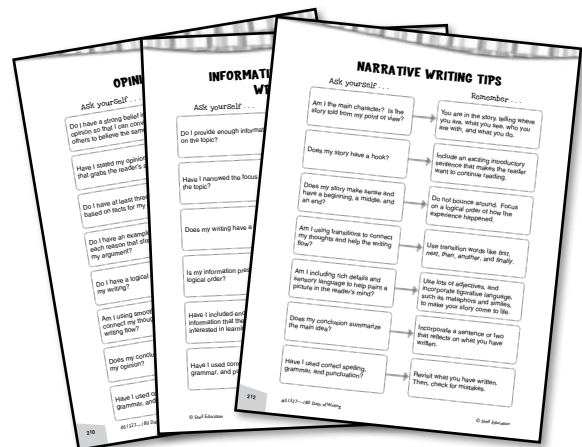
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).



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.



HOW TO USE THIS BOOK *(cont.)*

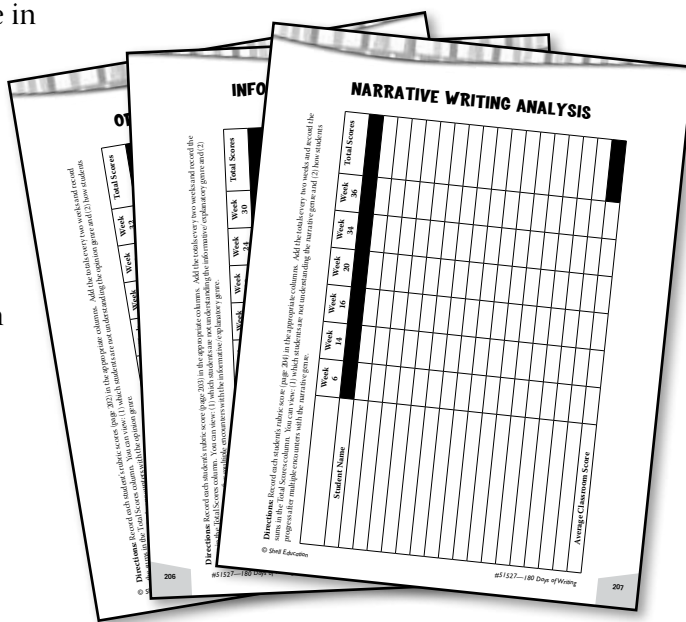
Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 202–204). Then, complete the *Practice Page Item Analysis* (pages 205–207) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.



HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 216.

NAME: _____ DATE: _____

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

Prewriting
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*.



NAME: _____ DATE: _____



Drafting
Hieroglyphics

Directions: Read the paragraph about Egyptian hieroglyphics. Underline any sentences that are not complete.

Ancient Egyptian writing is called *hieroglyphics*. Over 700 symbols! The writing can be read in any direction, so the animal and people symbols always look toward the beginning of each line. This way, the reader knows where to start. Contains no punctuation. Hieroglyphics were a mystery until the Rosetta Stone was found in 1799. With Greek and Egyptian written side by side. Finally, people could read about the Egyptian culture!



Cursive Practice *abc*

Directions: Use cursive to write *Ancient Egypt* on the top line. Then, use cursive to write one question you have about hieroglyphics.

NAME: _____ DATE: _____

Directions: Read each sentence fragment about hieroglyphics. Rewrite them as complete sentences on the lines below.

1. Beautiful to look at.

2. Early paper called *papyrus*.

3. Hard to understand.

4. Important Rosetta Stone.

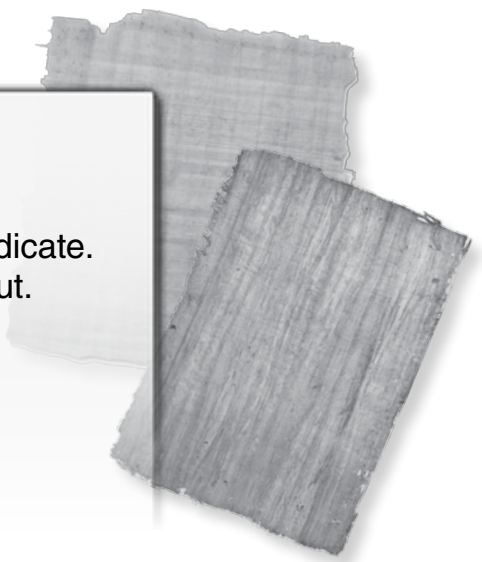
Boost Your Learning! 

A complete sentence needs a subject and a predicate.
The **subject** is who or what the sentence is about.
The **predicate** is what the subject is or does.

Example: Ancient Egypt is interesting.
(subject) (predicate)



Revising
Hieroglyphics





NAME: _____ DATE: _____

Directions: Use the ≡ symbol to show which words should be capitalized and the / symbol to show which words should be lowercase.

1. Egypt is in northeastern africa.
2. Makeup protected the people's Faces from the sun.
3. The Nile River was important for Egyptian crops.
4. Ancient Egyptians used Toothpaste.
5. The Rosetta Stone was found by french soldiers.
6. The Egyptian Leader was called a pharaoh.

Boost Your Learning! 

All **proper nouns** should be capitalized. If a letter should be capitalized, underline it three times. If a letter should be lowercase, put a line through it.

Example: The egyptians used ~~S~~ymbols to write.



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Hieroglyphics

Day 1 (page 14)

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; There are more than 700 symbols; The Rosetta Stone helped people learn how to read the symbols; Egyptians wrote hieroglyphics on paper called *papyrus*.

Day 2 (page 15)

Underline: Over 700 symbols; Contains no punctuation; With Greek and Egyptian written side by side.

Day 3 (page 16)

Example answers include:

1. The hieroglyphics are beautiful to look at.
2. Egyptians wrote on an early paper called *papyrus*.
3. Hieroglyphics are hard to understand.
4. The Rosetta Stone was important to translating hieroglyphics.

Day 4 (page 17)

1. Egypt is in northeastern **Africa**.
2. Makeup protected the people's **faces** from the sun.
3. The **Nile** River was important to Egyptian crops.
4. Ancient Egyptians used **toothpaste**.
5. The Rosetta Stone was found by **French** soldiers.
6. The Egyptian **leader** was called a pharaoh.

Week 2: Pyramids

Day 1 (page 19)

The structures were intended to protect the pharaohs' bodies forever; Pyramids were filled with items and treasures needed for the afterlife; The pharaohs were buried in the pyramids; Family members and servants were sometimes buried in the pyramids.

Day 3 (page 21)

1. RO; The pyramids were built on the west side of the Nile River. It is known as the land of the dead.
2. F; The pyramids were built of limestone by thousands of workers.
3. RO; The Sphinx had the head of a pharaoh and the body of a lion.

Day 4 (page 22)

Capitalize: King Tut, Egypt, English, Howard

Lowercase: pharaoh, archaeologist, treasures, artifacts

Day 5 (page 23)

See Informative/Explanatory Writing Rubric on page 203.

Week 3: Hurling

Day 1 (page 24)

1. R
2. P
3. R
4. S
5. P
6. S

Day 2 (page 25)

Example answers include:

1. Passing the ball in so many different ways makes hurling more interesting than other sports.
2. Games are thrilling to watch because there is a lot of scoring.
3. Players play for pride and love of the game, which is better than professional athletes playing for money.

Day 3 (page 26)

players, nets, sports, hurlies, bails, sticks, helmets, balls, teams, hands

Day 4 (page 27)

1. Players **may** hit the ball with hurley sticks.
2. Hurlers **must** run fast to play this sport.
3. Teams **may** earn up to three points with one score.
4. A player **must** have fast reflexes in hurling.
5. The amateur players **may** receive money.

Week 4: Cricket

Day 3 (page 31)

1. Joseph will write his essays about the rules of cricket.
2. The ladies **bring** the babies to watch cricket.
3. The victories **belong** to the players.

Day 4 (page 32)

must, might, should, would

Day 5 (page 33)

See Opinion Writing Rubric on page 202.