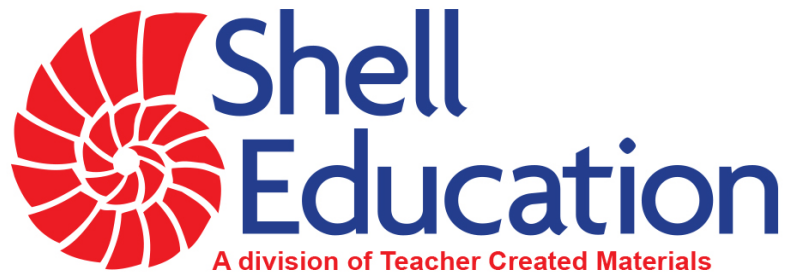


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## **180 Days of Writing for First Grade**

**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 <sup>in</sup> which  
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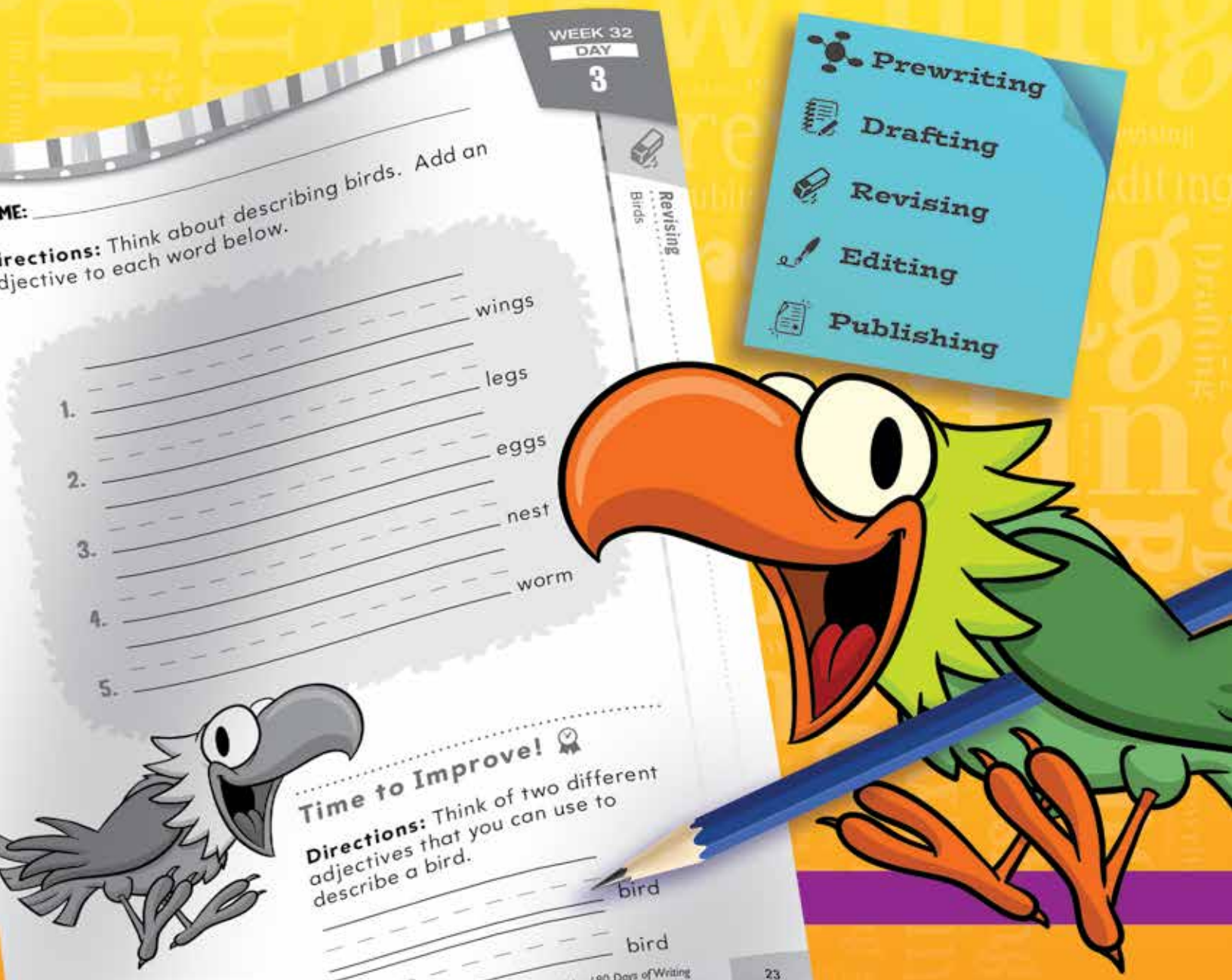
PRACTICE - ASSESS - DIAGNOSE

Level

1

# 180 Days of WRITING

for First Grade



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

Directions: Think about describing birds. Add an adjective to each word below.

1. \_\_\_\_\_ wings
2. \_\_\_\_\_ legs
3. \_\_\_\_\_ eggs
4. \_\_\_\_\_ nest
5. \_\_\_\_\_ worm

**Time to Improve!**

Directions: Think of two different adjectives that you can use to describe a bird.

\_\_\_\_\_ bird

\_\_\_\_\_ bird

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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 1.1**—Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Writing 1.2**—Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Writing 1.3**—Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Language 1.1**—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language 1.2**—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# 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
Back-to-School	<b>Week 1:</b> School <b>Week 2:</b> Teachers	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
People Who Help Us	<b>Week 3:</b> Health Workers <b>Week 4:</b> Safety Helpers	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Fall Harvest	<b>Week 5:</b> Apples <b>Week 6:</b> Pumpkins	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Trick-or-Treat	<b>Week 7:</b> Monsters <b>Week 8:</b> Candy	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Team Sports	<b>Week 9:</b> Soccer <b>Week 10:</b> Basketball	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Ready for Winter	<b>Week 11:</b> Hibernating Animals <b>Week 12:</b> Dressing for the Weather	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Winter Holidays	<b>Week 13:</b> Winter Traditions <b>Week 14:</b> Winter Celebrations	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
All Things New	<b>Week 15:</b> New Year <b>Week 16:</b> Chinese New Year	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Things to Do in Snow	<b>Week 17:</b> Building Snowmen <b>Week 18:</b> Winter Sports	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Overarching Themes	Weekly Themes	Standards
Great Americans	<b>Week 19:</b> Dr. Martin Luther King Jr. <b>Week 20:</b> George Washington	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
People We Love	<b>Week 21:</b> Family <b>Week 22:</b> Friends	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Round Things to Eat	<b>Week 23:</b> Pie <b>Week 24:</b> Pizza	<b>Writing 1.1</b> —Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Things in the Sky	<b>Week 25:</b> Airplanes <b>Week 26:</b> Kites	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Growth and Change	<b>Week 27:</b> Animals <b>Week 28:</b> Plants	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Then and Now	<b>Week 29:</b> Transportation <b>Week 30:</b> Technology	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Things with Wings	<b>Week 31:</b> Butterflies <b>Week 32:</b> Birds	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
American Symbols	<b>Week 33:</b> Statue of Liberty <b>Week 34:</b> The Flag	<b>Writing 1.2</b> —Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Signs of Summer	<b>Week 35:</b> The Beach <b>Week 36:</b> Vacation	<b>Writing 1.3</b> —Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

# 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.

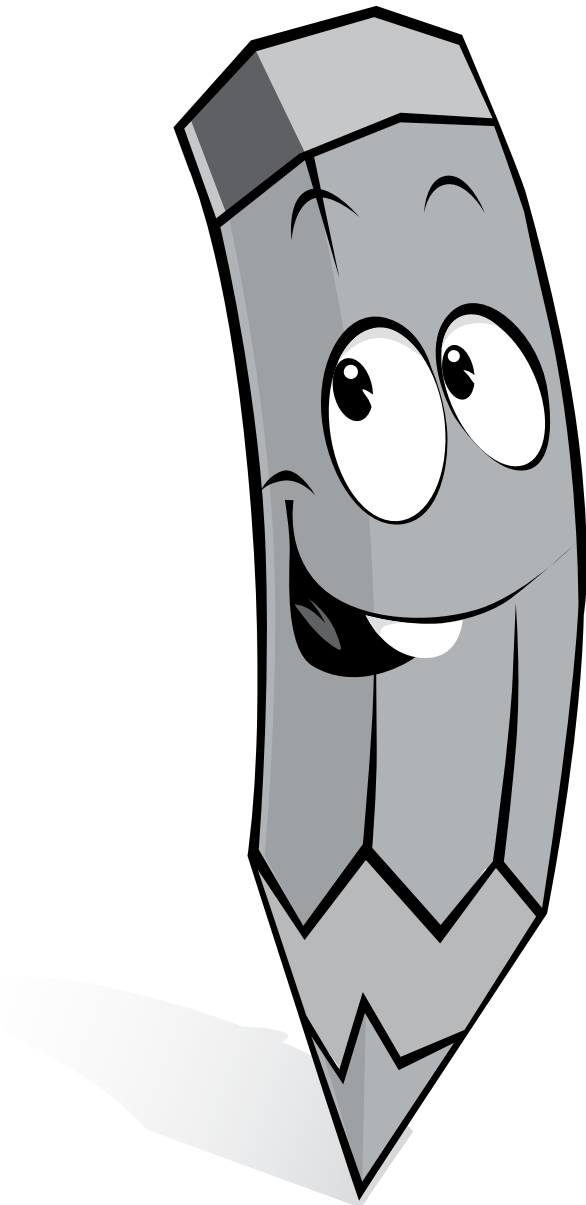
Week	Prompt
1	Write about going back to school. Tell why you do or do not like it.
2	Write about your favorite teacher. Tell why you like him or her.
3	Write about health workers. Include at least one fact.
4	Write about safety helpers. Include at least one fact.
5	Write about an apple. Include at least one fact.
6	Write about a pumpkin. Include at least one of its parts.
7	Do you like monsters? Tell why you do or do not like them.
8	What is your favorite candy? Write about it, and tell why you like it.
9	Write about a time you played soccer. What did you do? Who did you play with?
10	Write about a time you saw a basketball game. What did you do? What did you see?
11	Write about a time you saw a hibernating animal.

Week	Prompt
12	Write about a time you dressed in winter clothing.
13	Do you think it is fun to bake gingerbread men? Tell why or why not.
14	What is your favorite winter celebration? Tell how you celebrate. Give reasons why it is your favorite.
15	Is it fun to celebrate New Year's? Write about why you do or do not think it is fun.
16	Do you like to celebrate Chinese New Year? Write about why you do or do not like to celebrate.
17	Do you think building a snowman is fun? Write about why you do or do not think it is fun.
18	What is your favorite winter sport? Write about the sport. Give reasons why it is your favorite.
19	Write about Dr. Martin Luther King Jr. Include at least one fact.
20	Write about George Washington. Include at least one fact.
21	Write about a time you spent with family. Give details about how you spent your time together.

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

Week	Prompt
22	Write about an activity you did with a friend. Give details about the activity you did.
23	Do you think apple pie is the best pie? Tell why you do or do not think it is the best.
24	Write about your favorite kind of pizza. Why is it your favorite?
25	Write about a time you flew on an airplane. Tell about where you went and who you were with. If you have not flown on an airplane, write about what you think it would be like.
26	Write about a time you flew a kite. Include two events.
27	Write about hens. Include at least one fact.
28	Write about how a plant grows. Include at least one fact.
29	Write about a time you went on a vacation with your family. What type of transportation did you use to get there? Include at least two details.
30	Write about a time you used technology. Include at least two details.
31	Write about butterflies. Include at least one fact.
32	Write about birds. Include at least one fact.
33	Write about the Statue of Liberty. Include at least one fact.
34	Write about your country's flag. Include at least one fact.

Week	Prompt
35	Write about a time you went to the beach. Include where you were, who you were with, and what you did.
36	Write about a vacation you went on. Include where you went, who you were with, and what you did.





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

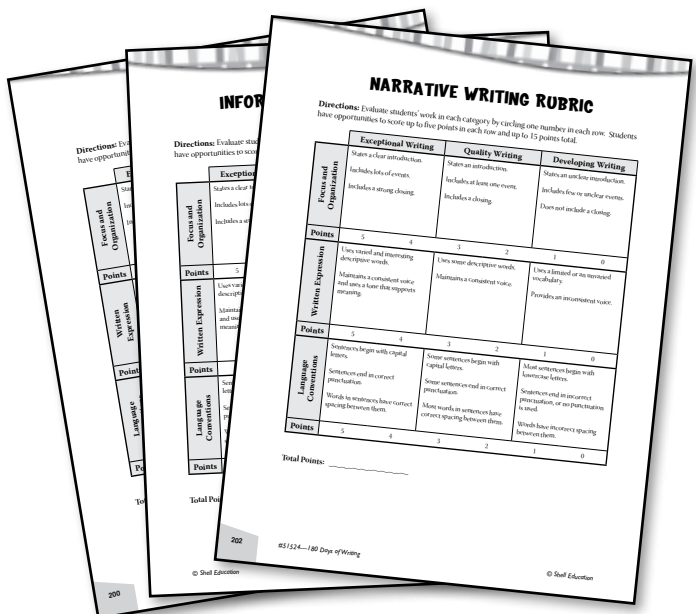
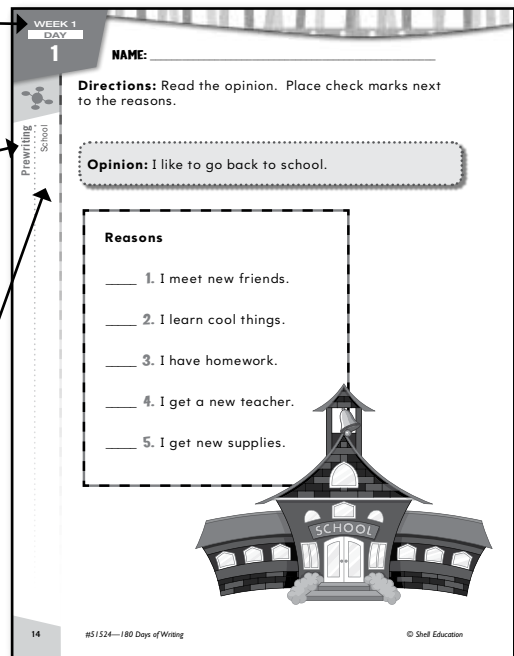
## Using the Practice Pages

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. **Note:** Distribute the *Editing Marks* on page 207 to students. They can reference this page as they work through the weeks. Alternatively, you can reproduce it poster sized and hang it in your classroom.

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.

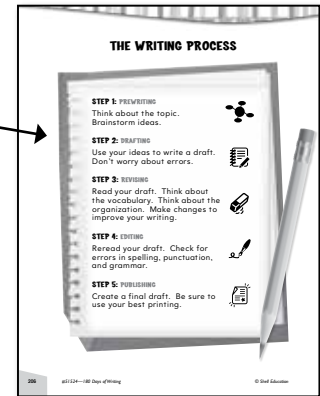


Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 200–202. Be sure to share these rubrics with students often so that they know what is expected of them.

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

## Using the Resources *(cont.)*

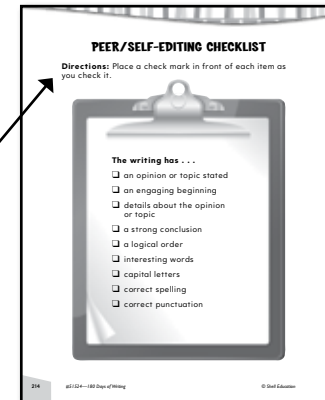
*The Writing Process* can be found on page 206 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Mark	Symbol Name	Example
≡	capitalization symbol	David ate grapes.
/	lowercase symbol	My mother hugged Me.
○	insert period symbol	The clouds are in the sky.
○	check spelling symbol	I (affed) 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 call me?
#	add space symbol	I run td the tree.

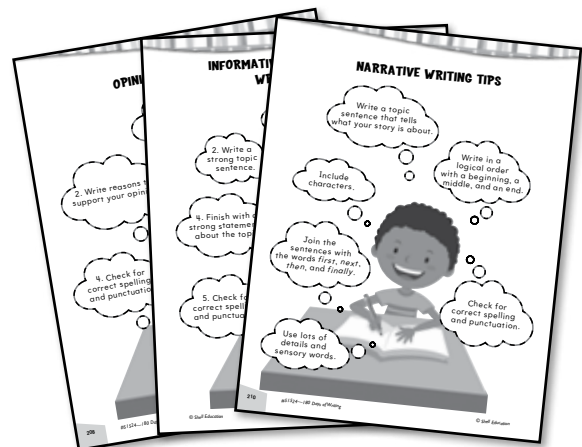
*Editing Marks* can be found on page 207 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 214 and 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 208–210 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.)*

## 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 while others are working independently to instruct them further on the concept(s). 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 215.

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

**Directions:** Read the opinion. Place check marks next to the reasons.

**Opinion:** I like to go back to school.

**Reasons**

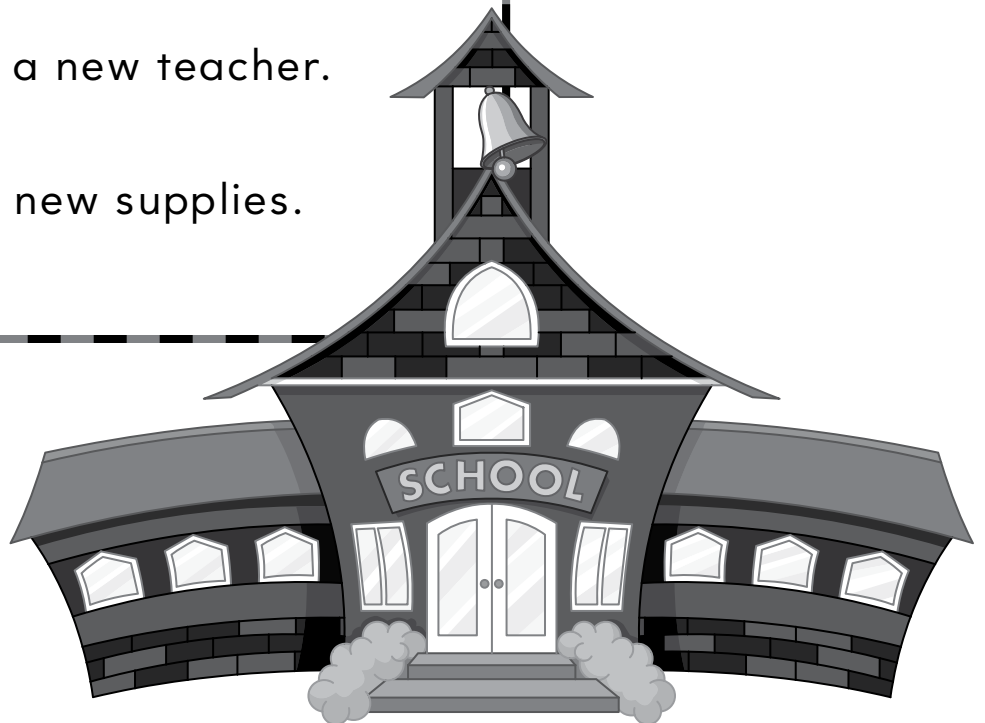
\_\_\_\_\_ 1. I meet new friends.

\_\_\_\_\_ 2. I learn cool things.

\_\_\_\_\_ 3. I have homework.

\_\_\_\_\_ 4. I get a new teacher.

\_\_\_\_\_ 5. I get new supplies.





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

**Directions:** Read the text. Then, underline each sentence in green, red, or blue.

**Green:**  
opinion

**Red:**  
detail

**Blue:**  
closure

I like to go back to school.  
I get a new teacher. I get a  
new backpack. I see school  
friends again. I look forward  
to going back to school.



## Printing Practice abc

**Directions:** Trace the word. Write it on your own.

school

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

**Directions:** Read the sentences. They say the same thing. Circle the sentences that sound best to you.

1. I like to go back to school.

Going back to school is fun.

2. I get a new teacher.

My teacher is new.

3. I get a new backpack.

Mom buys me a new backpack.

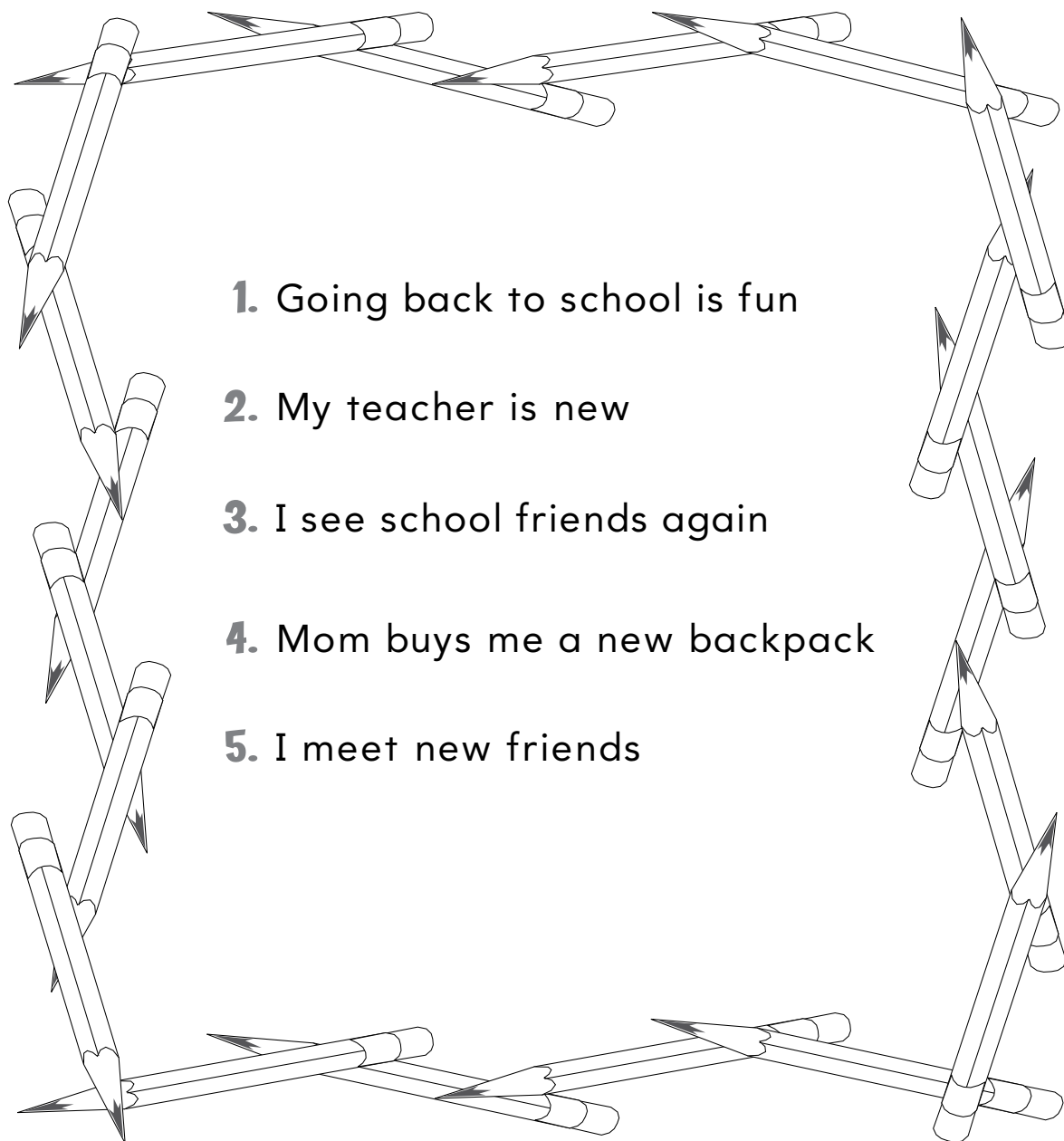
4. I look forward to going back to school.

Going back to school is something I look forward to.





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

**Directions:** Add periods to the sentences.

1. Going back to school is fun
2. My teacher is new
3. I see school friends again
4. Mom buys me a new backpack
5. I meet new friends



## Boost Your Learning! 🚀

Every sentence has to have an ending mark.



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

**Directions:** Read the text. Draw a picture to match. Then, fill in the checklist.

Going back to school is fun. My teacher is new. I see school friends again. Mom buys me a new backpack. I look forward to going back to school.

**Checklist**

- Sentences begin with capital letters.
- Sentences end with punctuation.
- There are spaces between words.



# 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: School

### Day 1 (page 14)

Students may place check marks next to all of them.

### Day 2 (page 15)

**Opinion:** I like to go back to school.

**Details:** I get a new teacher. I get a new backpack. I see school friends again.

**Closure:** I look forward to going back to school.

## Week 2: Teachers

### Day 3 (page 21)

1. She teaches first grade.
2. The teacher helps the boy.
3. Her favorite subject is math.

### Day 4 (page 22)

Students should insert a period at the end of each sentence.

### Day 5 (page 23)

See Opinion Writing Rubric on page 200.

## Week 3: Health Workers

### Day 1 (page 24)

Students should circle the doctor, nurse, hospital, and stethoscope.

### Day 2 (page 25)

**Topic:** Health workers take care of people.

**Details:** A doctor works in a hospital. He uses a stethoscope.

**Closure:** He helps people.

### Day 3 (page 26)

1. she
2. he
3. he
4. she

## Week 4: Safety Helpers

### Day 1 (page 29)

Students should place check marks next to the circles with police, firefighters, help people, brave, and keep people safe.

### Day 2 (page 30)

Safety helpers help people. A police **officer** works at a **police** station. A firefighter works at a **fire** station. These helpers **help** people.

### Day 3 (page 31)

1. she
2. he

### Day 4 (page 32)

**Time to Improve:** She

### Day 5 (page 33)

See Informative/Explanatory Writing Rubric on page 201.

## Week 5: Apples

### Day 1 (page 34)

Students should circle the stem, leaf, seeds, and core.

### Day 2 (page 35)

**Topic:** Fall is apple picking time!

**Details:** Apples grow on trees. Apples are red, green, and yellow. The middle is the core. It has the seeds.

**Closure:** Do you like apples?

### Day 3 (page 36)

1. Apples can be red **or** yellow.
2. Apples have cores **and** seeds.
3. Apples can be sweet **or** sour.
4. Apples have stems **and** leaves.

### Day 4 (page 37)

Students should insert a question mark at the end of each question.

## Week 6: Pumpkins

### Day 1 (page 39)

Students should circle the stem, rib, seeds, and pulp.

### Day 2 (page 40)

Fall is **pumpkin** picking time! Pumpkins are orange. The outside has lines called **ribs**. The inside has **seeds** and **pulp**. Do you like pumpkins?

### Day 3 (page 41)

1. Pumpkins can be big or small.
2. A pumpkin has pulp and seeds.
3. Pumpkins can be short or tall.

### Day 4 (page 42)

1. What color is a pumpkin? **orange**
2. What are the lines on a pumpkin? **ribs**
3. When are pumpkins picked? **fall**
4. Where are the seeds? **inside**
5. What does a pumpkin grow on? **vine**

### Day 5 (page 43)

See Informative/Explanatory Writing Rubric on page 201.

## Week 7: Monsters

### Day 1 (page 44)

Students should place check marks next to 2, 3, 4, and 5.

### Day 2 (page 45)

**Opinion:** I think monsters are silly.

**Details:** They have crazy arms. They tell funny jokes.

**Closure:** I laugh when I see silly monsters.