



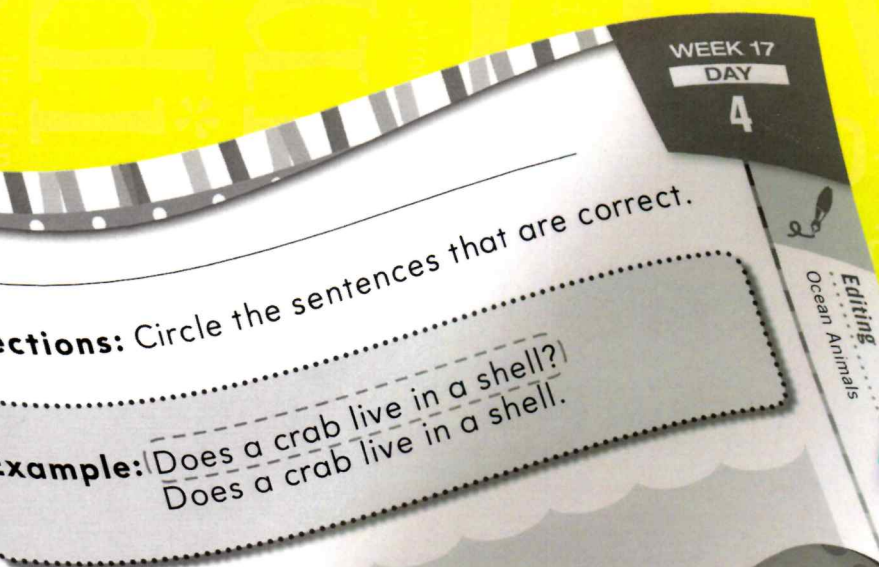
SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

K

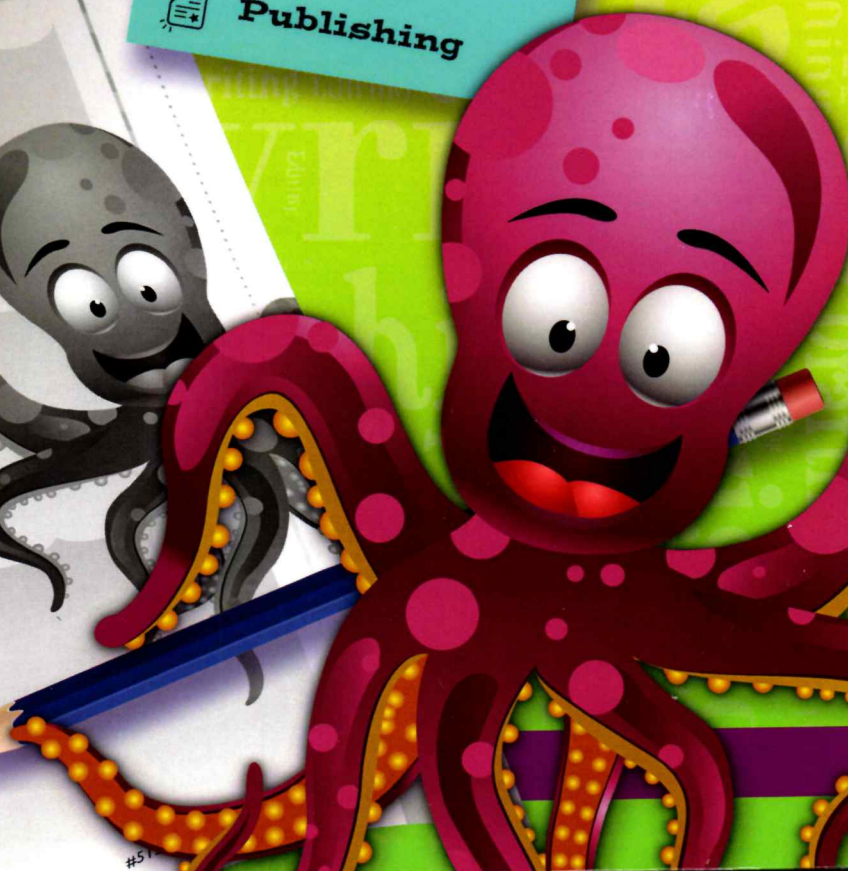
180 Days of WRITING for Kindergarten



1. How big is a whale.
How big is a whale?

2. An octopus has eight legs?
An octopus has eight legs.

3. Do fish sleep behind rocks?
Do fish sleep behind



PRACTICE - ASSESS - DIAGNOSE

**Daily practice activities
to build skills!**



180 Days of LANGUAGE

Levels K–6

Provides teachers and parents with daily practice to **build students' grammar skills**. Students gain regular language practice through these quick, diagnostic-based activities.



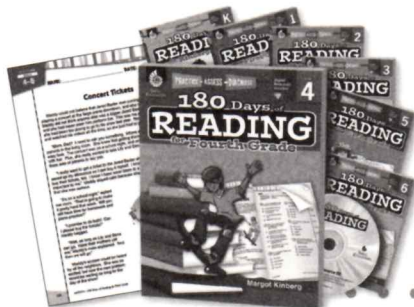
- ▶ Each question is tied to a specific language standard.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425811723	IFC51172
Level 1	9781425811662	IFC51166
Level 2	9781425811679	IFC51167
Level 3	9781425811686	IFC51168
Level 4	9781425811693	IFC51169
Level 5	9781425811709	IFC51170
Level 6	9781425811716	IFC51171

180 Days of READING

Levels K–6

Provides teachers with **daily practice** to build literacy skills and provides short passages for students to practice reading comprehension, word study, and written responses to literature.



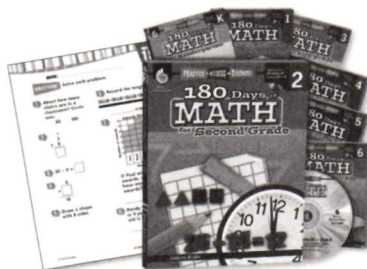
- ▶ Aligned to both fiction and nonfiction standards.
 - ▶ Helps build students' skills for reading complex texts **as required in the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 248pp. + CD | \$19.99 each

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Level K	9781425809218	IFC50921
Level 1	9781425809225	IFC50922
Level 2	9781425809232	IFC50923
Level 3	9781425809249	IFC50924
Level 4	9781425809256	IFC50925
Level 5	9781425809263	IFC50926
Level 6	9781425809270	IFC50927

180 Days of MATH

Levels K–6

Provides teachers and parents with **180 days of math problems** to build and gauge students' mathematical fluency.



- ▶ Each problem is tied to a specific mathematical concept.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

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Level K	9781425808037	IFC50803
Level 1	9781425808044	IFC50804
Level 2	9781425808051	IFC50805
Level 3	9781425808068	IFC50806
Level 4	9781425808075	IFC50807
Level 5	9781425808082	IFC50808
Level 6	9781425808020	IFC50802



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PRACTICE - ASSESS - DIAGNOSE

180 Days of **WRITING** for Kindergarten



Author
Tracy Pearce



SHELL EDUCATION



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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TABLE OF CONTENTS

Introduction.....	3
How to Use This Book.....	4
Standards Correlations	13
Daily Practice Pages	14
Answer Key	194
Writing Rubrics	199
Writing Analyses	202
The Writing Process	205
Editing Marks	206
Writing Tips.....	207
Writing Signs.....	210
Peer/Self-Editing Checklist	213
Contents of the Digital Resource CD	214

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 K.1—Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.

Writing K.2—Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Writing K.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Language K.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language K.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
Park	Week 1: Playing at the Park Week 2: Picnic at the Park	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
School	Week 3: What We Do in School Week 4: School Rules	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Seasons	Week 5: Spring or Fall? Week 6: Summer or Winter?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
The Five Senses	Week 7: Sight and Smell Week 8: Taste and Touch	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Community Heroes	Week 9: Firefighters Week 10: Police Officers	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Nursery Rhymes	Week 11: Humpty Dumpty or Jack and Jill? Week 12: Itsy Bitsy Spider or Little Bo Peep?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Solar System	Week 13: Sun and Moon Week 14: Earth	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Holidays	Week 15: Christmas or St. Patrick's Day? Week 16: Valentine's Day or Halloween?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Animals	Week 17: Ocean Animals Week 18: Land Animals	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Nature	Week 19: Farms Week 20: Forests	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Sports	Week 21: Soccer Week 22: Baseball	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
People We Know	Week 23: Family Week 24: Friends	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Pets	Week 25: Pet Hamsters or Bunnies? Week 26: Pet Dogs or Cats?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Birthdays	Week 27: My Birthday Week 28: Favorite Birthday Party	Writing K.3 —Narrate a single event or several loosely linked events. Tell about the events in the order in which they occurred, and provide a reaction to what happened.
Food	Week 29: Apples or Oranges? Week 30: Ice Cream or Cookies?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
Birds	Week 31: Peacocks Week 32: Ducks	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Weather	Week 33: Hot or Cold? Week 34: Wind or Rain?	Writing K.1 —Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or the book.
How To . . .	Week 35: How to Make a Peanut Butter and Jelly Sandwich Week 36: How to Wash Your Hands	Writing K.2 —Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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.

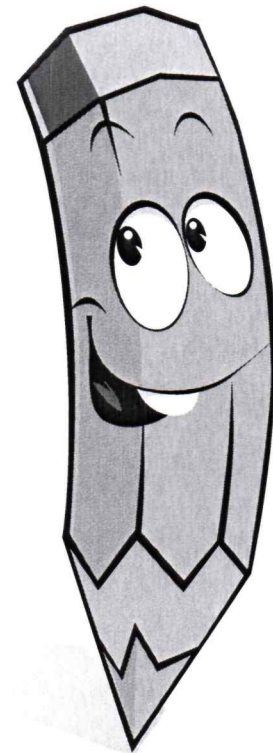
Week	Prompt
1	Write about a time you played at the park.
2	Write about a time you had a picnic.
3	Write about what you do at school.
4	Write about a school rule that you follow.
5	Write about spring or fall.
6	Write about summer or winter.
7	Write about something you see or smell.
8	Write about something you taste or touch.
9	Write about firefighters. Tell what they do.
10	Write about police officers. Tell what they do.

Week	Prompt
11	Write about <i>Humpty Dumpty</i> or <i>Jack and Jill</i> .
12	Write about <i>The Itsy Bitsy Spider</i> or <i>Little Bo Peep</i> .
13	Write about the sun or the moon.
14	Write about Earth.
15	Write about Christmas or St. Patrick's Day.
16	Write about Valentine's Day or Halloween.
17	Write about ocean animals.
18	Write about land animals.
19	Write about spending time on a farm.
20	Write about spending time in a forest.
21	Write about a soccer game.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
22	Write about a baseball game.
23	Write about spending a day with your family.
24	Write about spending a day with a friend.
25	Write about a hamster or a bunny.
26	Write about a dog or a cat.
27	Write about a birthday party you have had.
28	Write about your favorite birthday party.
29	Write about apples or oranges.
30	Write about ice cream or cookies.
31	Write about peacocks.

Week	Prompt
32	Write about ducks.
33	Write about hot or cold weather.
34	Write about wind or rain.
35	Write about making a peanut butter and jelly sandwich.
36	Write about washing your hands.



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
1

NAME: _____

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

Who?	Where?
my friend(s) and I	outside
my sister and I	near my house
When?	Event 1
on Sunday	I climbed a tree.
on Monday	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.

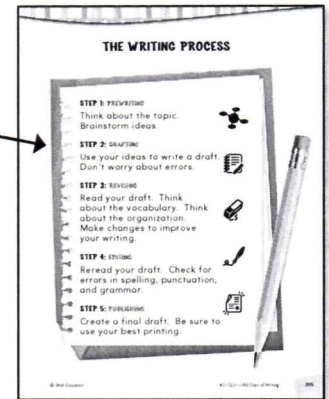
	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Writes a clear introduction. Includes facts of events. Includes a strong closing.	Writes an introduction. Includes at least one event. Includes a closing.	Writes an unclear introduction. Includes few or no clear events. Does not include a closing.
Points	5	4	3
Written Expression	Uses varied and interesting descriptive words. Maintains a consistent voice and uses a wide range of appropriate meaning.	Uses some descriptive words. Maintains a consistent voice.	Uses limited or no descriptive words. Provides an inaccurate or unclear meaning.
Points	5	4	3
Language Conventions	Sentences begin with capital letters. Sentences end on correct punctuation. Words are written with correct spacing between them.	Some sentences begin with capital letters. Some sentences end on correct punctuation. Most words are written with correct spacing between them.	Some sentences begin with lowercase letters. Some sentences end on incorrect punctuation or no punctuation at all. Words have incorrect spacing between them.
Points	5	4	3
Total Points	_____		

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HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

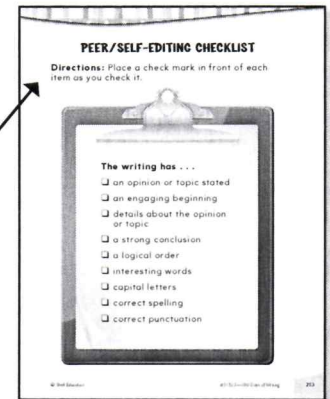
The Writing Process can be found on page 205 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Marks	Symbol/Number	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 ¹ left at the story.
	transpose symbol	How ² good ?
	insert symbol	Would you ³ pass the pizza?
	insert comma symbol	I have cats, dogs, and goldfish.
	insert quotations symbol	That is amazing, she shouted.
	deletion symbol	Will you add call me?
	add space symbol	I run to the tree.

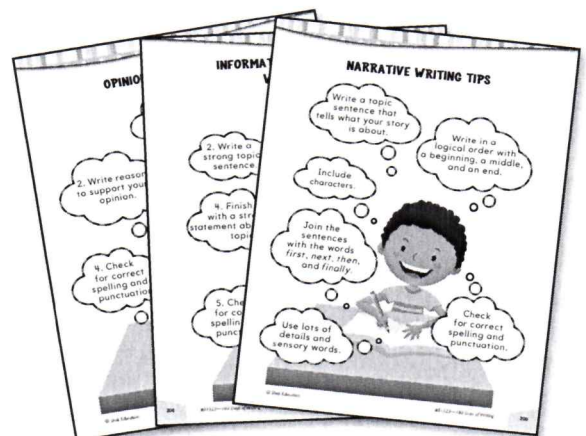
Editing Marks can be found on page 206 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

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.



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 199–201). Then, complete the *Practice Page Item Analysis* (pages 202–204) 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.

The image shows three overlapping 'Practice Page Item Analysis' charts. The top chart is titled 'NARRATIVE WRITING ANALYSIS' and features a grid with columns for 'Student Name', 'Week 2', 'Week 4', 'Week 6', 'Week 8', 'Week 10', 'Week 12', 'Week 14', 'Week 16', 'Week 18', 'Week 20', 'Week 22', 'Week 24', 'Week 26', 'Week 28', and 'Total Score'. Below the grid is a section for 'Average Classroom Score'. The middle chart is titled 'INFORMATIVE' and has a similar layout. The bottom chart is partially visible and appears to be for 'OPINION' writing. Each chart includes instructions for use and a copyright notice for Shell Education.

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 214.

STANDARDS CORRELATIONS

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

How to Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at <http://www.shelleducation.com> and follow the on-screen directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

Purpose and Intent of Standards

Legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. Many states also have standards for Pre-K. This same legislation sets requirements to ensure the standards are detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

The activities in this book are aligned to today's national and state-specific college and career readiness standards. The chart on page 4 lists the writing and language standards used throughout this book. A more detailed chart on pages 5–6 correlates the specific writing standards to each week. The standards charts are also on the Digital Resource CD (filename: standards.pdf).

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.



NAME: _____

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

Green:
introduction

Red:
event

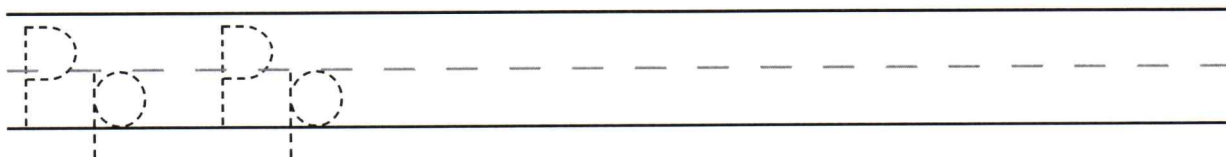
Blue:
closure

I went to the park
on Sunday with my
sister. First, we
played on the swings.
Then, we went down
the slide. We had a
great day.



Printing Practice abc

Directions: Trace the *Pp*'s. Write your own.



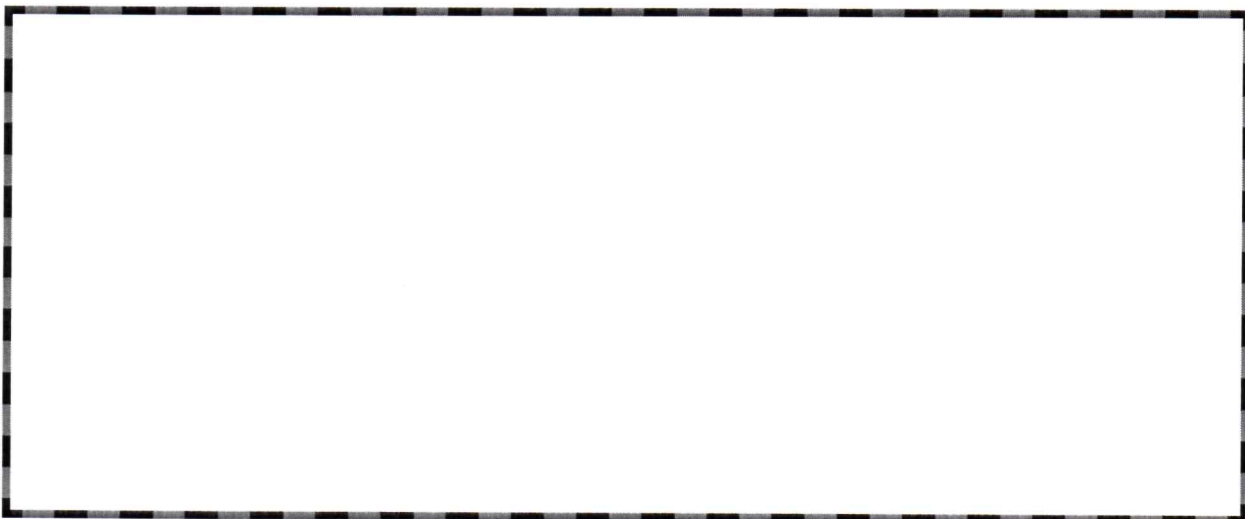
Drafting
Playing at the Park

NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



Revising

Playing at the Park

NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: (Pat rides on the swings.)
Pat rides on the swings

1. Al goes down the slide

Al goes down the slide.

2. Liz plays in the sand.

Liz plays in the sand

3. She runs to the swings.

She runs to the swings

4. I am on the seesaw

I am on the seesaw.



Editing
Playing at the Park

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I went to the park on Sunday with my sister. First, we played on the swings. Then, we went down the slide. We had a great day.

Checklist ☒

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



Directions: Think about a picnic at the park.
Draw notes about the day.

Where?

When?

Event 1

Event 2



NAME: _____

Directions: Write about a picnic. Fill in the checklist.

Introduction

I had a picnic with _____

_____.

Events

First, _____
_____.

Then, _____
_____.

Closing Sentence

and I had so much fun!

Checklist ☒

- ☐ I have an introduction.
- ☐ I have events.
- ☐ I have a closing.



NAME: _____

Directions: Add details to the picture.



Revising

Picnic at the Park

NAME: _____

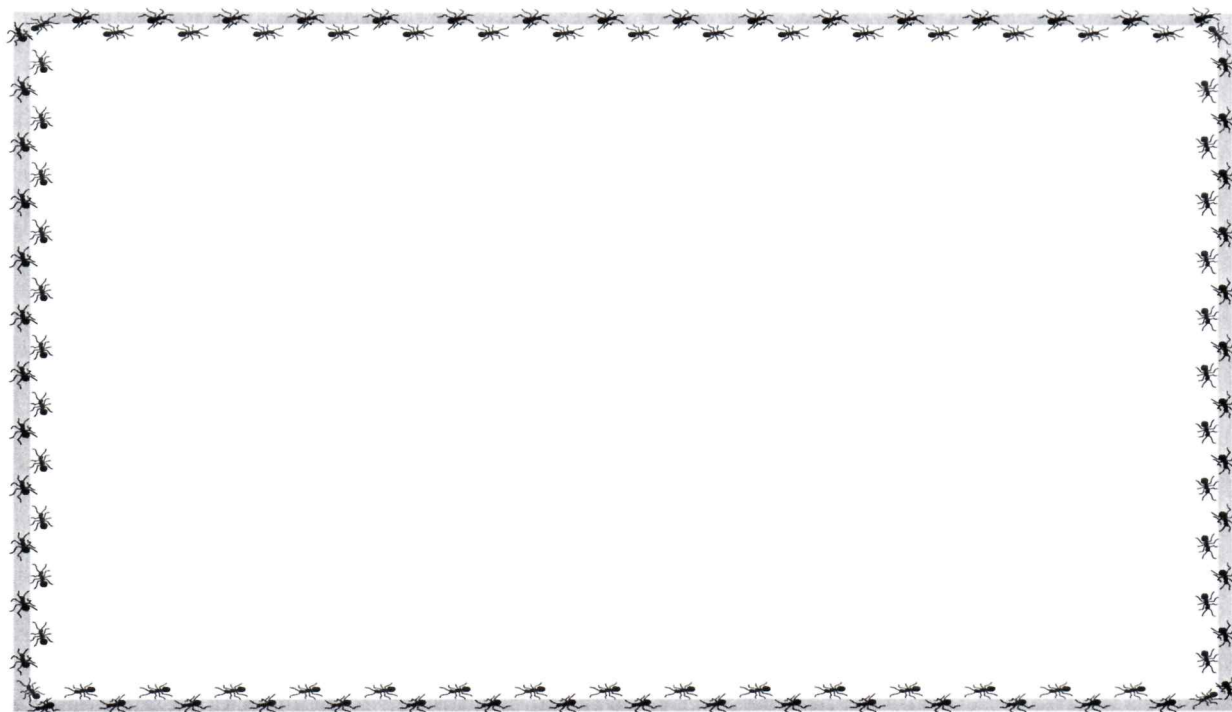
Directions: Add periods to the sentences.**Example:** Jim is flying a kite_.

1. Nic sits on a blanket
2. She eats a roll
3. I look in the basket
4. The park is fun



NAME: _____

Directions: Draw and write about a picnic. 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, for writing a description of the picnic.

Checklist ☒

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



Publishing
.....
Picnic at the Park

NAME: _____

Directions: Read the notes about a day at school. Choose and underline one note in each box.

Who?

my classmates
and I

my teacher and I

Where?

on the
playground

in the classroom

When?

today

yesterday

Event 1

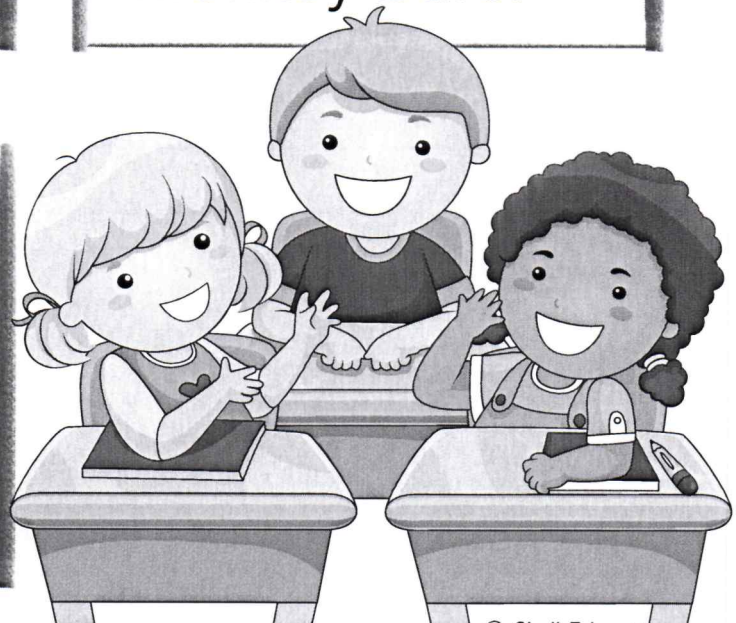
I practiced math.

I played on the
monkey bars.

Event 2

I went down
the slide.

I drew a picture.



NAME: _____

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

Green:
introduction

Red:
event

Blue:
closure

Today, I went to
school. First, we did
school work. Then,
we went to recess.
I had a lot of fun
at school.



$$1 + 2 = 3$$

Printing Practice abc

Directions: Trace the *L*'s. Write your own.

Tracing practice lines for the letter *L*. The first line shows two dashed *L*'s for tracing, followed by a series of dashed lines for independent writing.



Drafting
What We Do in School

NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



NAME: _____

Directions: Look for spacing. Circle the correct sentences.

Example: (Jim plays with blocks.)
Jimplays with blocks.

1. I read a story.

Iread a story.

2. Heeats lunch.

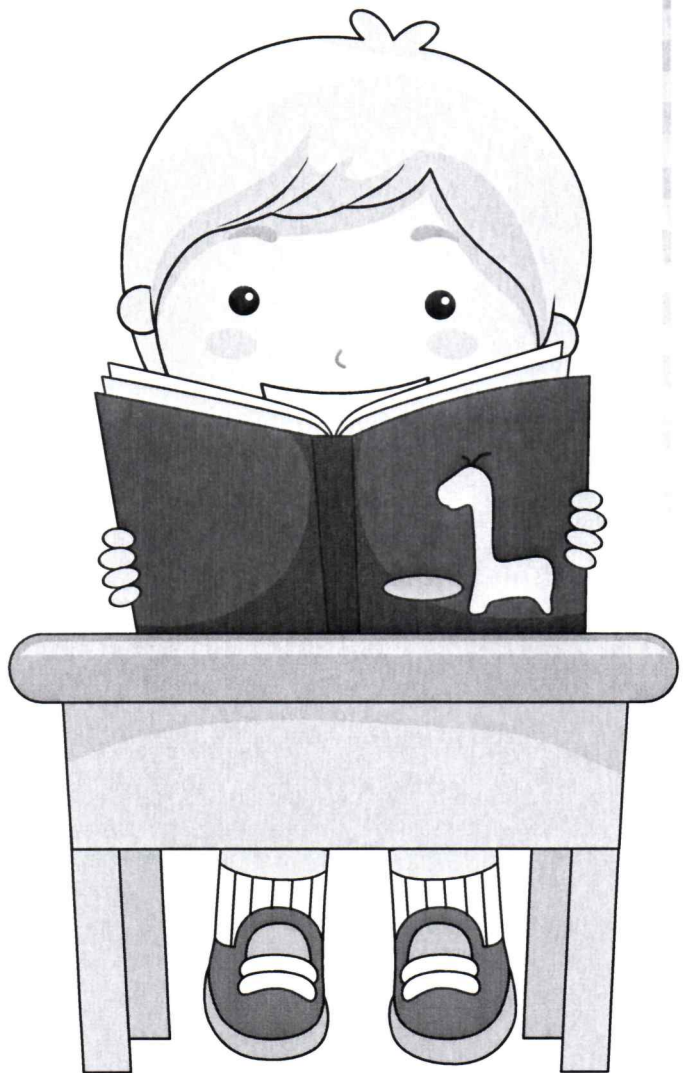
He eats lunch.

3. Luz playsat recess.

Luz plays at recess.

4. We do a puzzle.

Wedo a puzzle.



NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

Today, I went to school. First, we did school work. Then, we went to recess. I had a lot of fun at school.

Checklist ☒

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



NAME: _____

Directions: Think about a school rule that you follow. Draw notes about it.

Who?**Where?****When?****Event 1****Event 2**

NAME: _____

Directions: Write about a school rule. Fill in the checklist.

Introduction

I followed a rule with

_____.

Events

First, _____

_____.

Then, _____

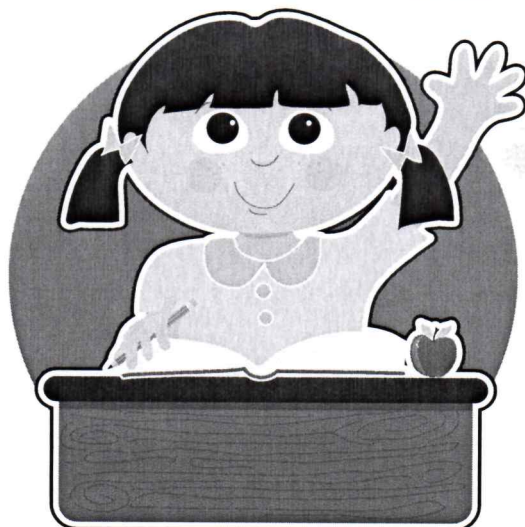
_____.

Closing Sentence

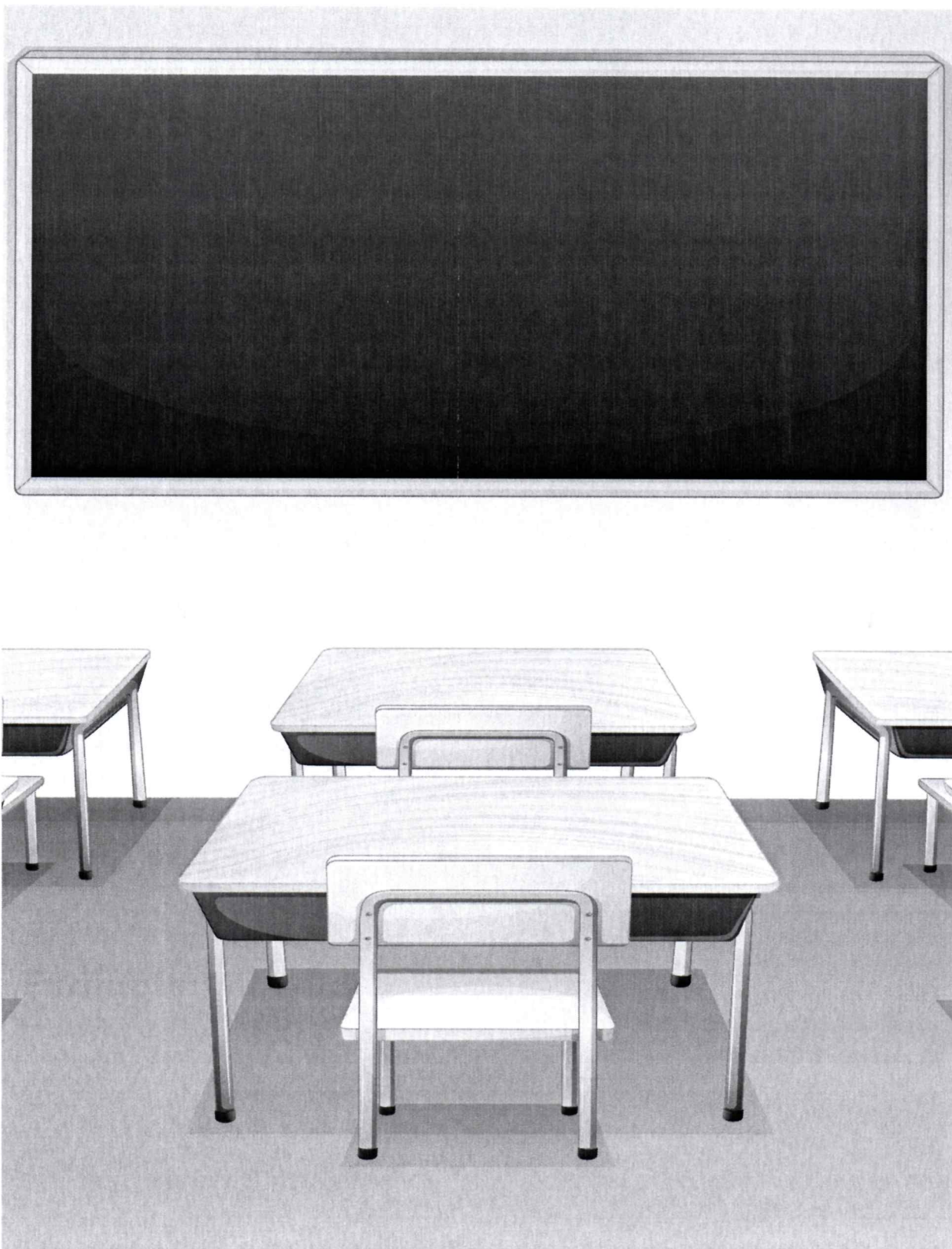
and I follow rules.

Checklist ☒

- ☐ I have an introduction.
- ☐ I have events.
- ☐ I have a closing.



NAME: _____

Directions: Add details to the picture.Revising
.....
School Rules

NAME: _____

Directions: Look for spacing. Complete the sentences.

Example: I wait my turn.
(I wait or I wait)

1. Zan raises _____.
(his hand or his hand)

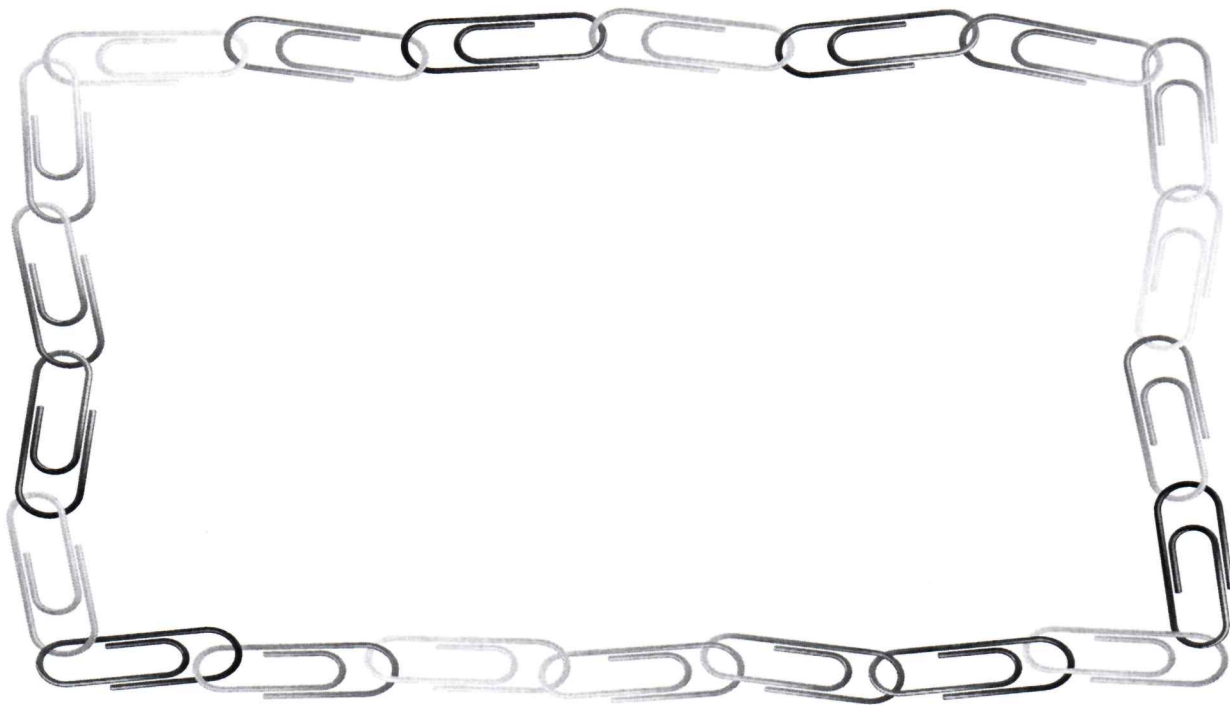
2. _____ a good listener.
(He is or He is)

3. She shares _____.
(her toys or her toys)



NAME: _____

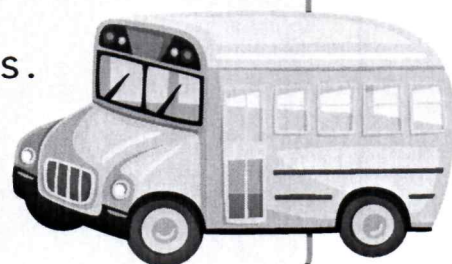
Directions: Draw and write about a school rule.
Fill in the checklist.



Four sets of primary writing lines (solid top and bottom lines with a dashed middle line) for writing a school rule.

Checklist ☒

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



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.



NAME: _____

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

Green:
opinion

Red:
detail

Blue:
closure

I like spring more
than fall. I like it
because there are
lots of fun things I
can do. Spring is the
best season.



Printing Practice abc

Directions: Trace the Ss's. Write your own.

Ss Ss _____



Drafting

Spring or Fall?

NAME: _____

Directions: Match the sentences to the pictures.

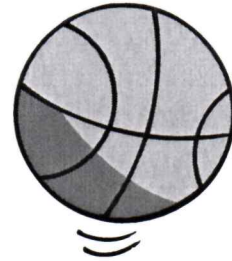
1. He likes the pumpkin.



2. I plant flowers.



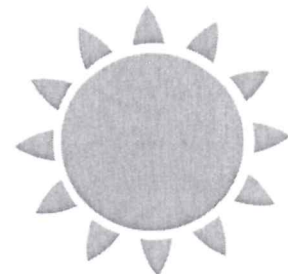
3. She bounces a ball.



4. The sun is bright.



5. I see a leaf.



Revising

Spring or Fall?

NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: Leaves are falling
(Leaves are falling.)



1. It is raining.

It is raining



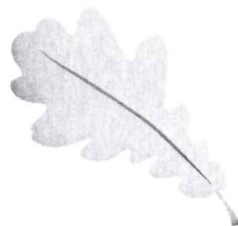
2. Here is a pumpkin.

Here is a pumpkin



3. The flower is pink

The flower is pink.



4. I like the rain.

I like the rain



Editing
Spring or Fall?

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.



Publishing

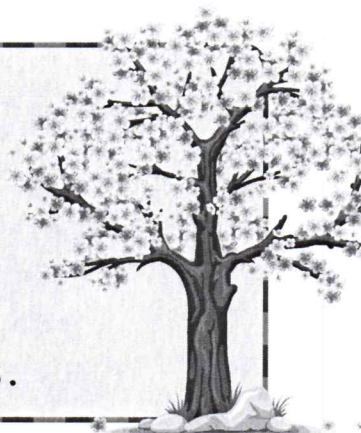
Spring or Fall?



I like spring more than fall. I like it because there are lots of fun things I can do. Spring is the best season.

Checklist ☒

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



NAME: _____

Directions: Circle the picture you like best. Write your opinion. Write a reason.

summer



winter



Opinion

I like

Reason

I like it because

_____

Prewriting

Summer or Winter?

NAME: _____

Directions: Write about summer or winter. Fill in the checklist.

Opinion

_____ is the best season.

(Summer or Winter)

Reason

I like it because _____

Closing

I love _____!

(summer or winter)



Checklist ☒

- ☐ I state my opinion.
- ☐ I have a detail.
- ☐ I have a closing.



Drafting

Summer or Winter?

NAME: _____

Directions: Read the sentences. Draw pictures to match.

Revising
.....
Summer or Winter?

1. They build a snowman.

2. It is hot.

3. The snow is falling.

NAME: _____

Directions: Add periods to the sentences.

Example: It is cold_

1. I like to swim
2. The bear sleeps
3. They play in snow
4. I go to the beach
5. I wear a coat



NAME: _____

Directions: Draw and write about summer or winter. 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, for practicing sentence writing.

Checklist ☒

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



NAME: _____

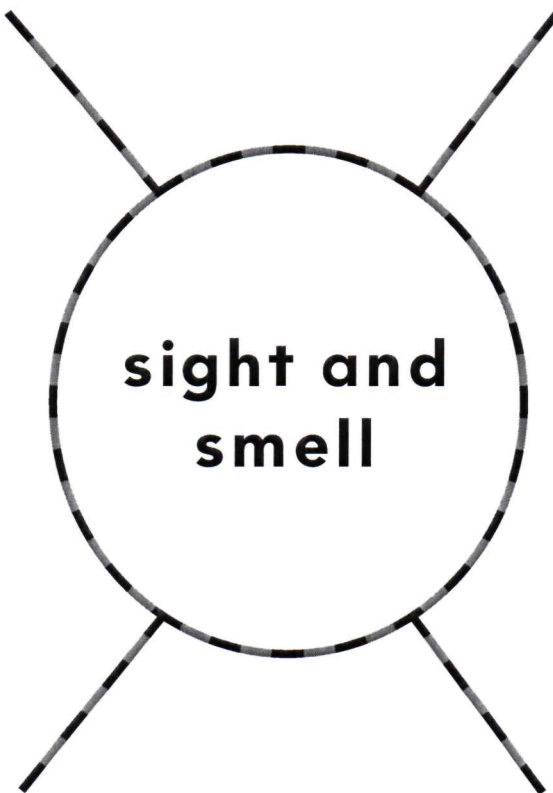
Directions: Circle the pictures about sight and smell.



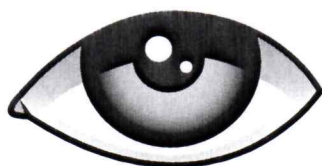
smell



dog



sight and
smell



see



ear

NAME: _____

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

Green:
topic

Red:
detail

Blue:
closure

We have five senses.
We use our eyes to see.
We use our noses to
smell. It is great to have
senses!



Printing Practice abc

Directions: Trace the *Ee*'s. Write your own.



Drafting
Sight and Smell

NAME: _____

Directions: Choose a word. Underline it.

Example: I (smell or sniff) my food.

1. I (**see** or **saw**) my mom.
2. I smell a (**flower** or **tree**).
3. I see a (**bird** or **butterfly**).
4. I (**like** or **love**) my senses.



NAME: _____

Directions: Look for capital letters. Circle the correct sentences.

Example: (He smells a flower.)
he smells a flower.

1. She smells pizza.

she smells pizza.

2. i see flowers.

I see flowers.

3. They smell muffins.

they smell muffins.



NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

We have five senses. We use our eyes to see. We use our noses to smell. It is great to have senses!

Checklist ☒

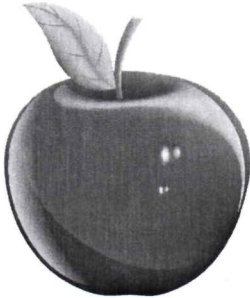
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between the words.





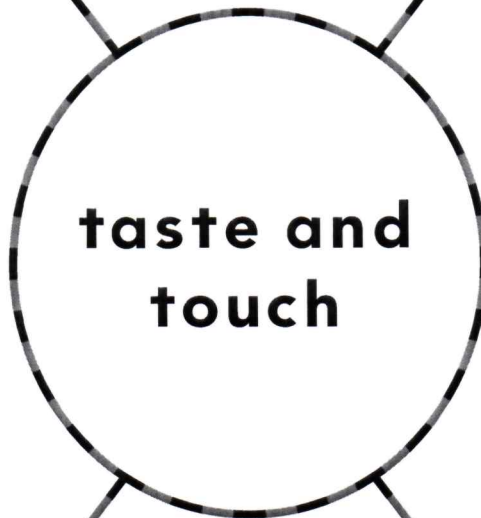
NAME: _____

Directions: Trace the words about taste and touch.



apple

bunny



taste and
touch



pencil

touch

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:** I smell a

flower

(rose or flower)

1. She tastes a _____
(cookie or candy)2. He feels a _____
(bed or bell)3. She feels a _____
(cat or dog)4. He eats _____
(pizza or cheese)Revising
Taste and Touch

NAME: _____

Directions: Choose the correct word. Write it.

Example:

They
(They or they)

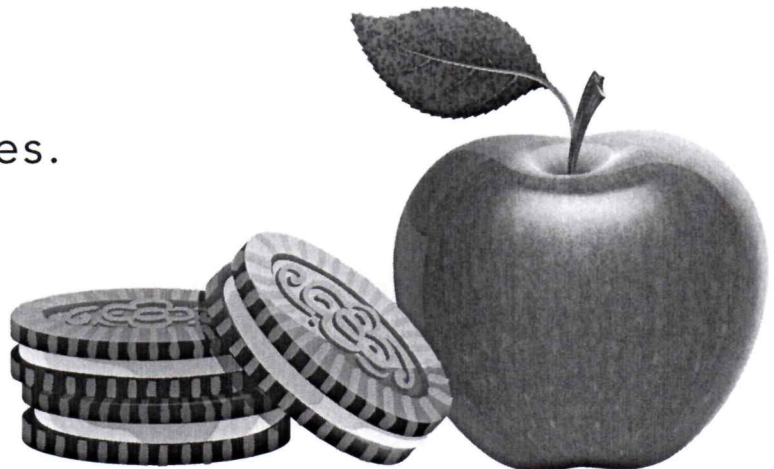
touch the cat.

1. _____ taste the apple.
(I or i)

2. _____ feels the crayon.
(he or He)

3. _____ feels a horse.
(She or she)

4. _____ eat cookies.
(I or i)



NAME: _____

Directions: Draw and write about taste or touch.
Fill in the checklist.



Four sets of horizontal lines for writing, 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.



Publishing
Taste and Touch

NAME: _____

Directions: Circle the pictures about firefighters.



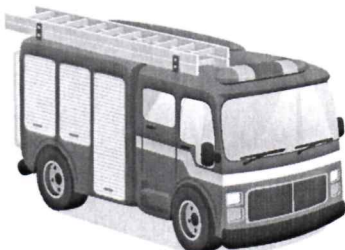
helmet



hose



firefighters



truck



bracelet

NAME: _____

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

Green:
topic

Red:
detail

Blue:
closure

Firefighters help the
community. They keep
people safe. They
stop fires. Firefighters
are heroes.



Printing Practice abc

Directions: Trace the *Ff*'s. Write your own.



NAME: _____

Directions: Choose a word. Underline it.

Example: Firefighters (**can** or **will**) put out fires.

1. Firefighters (**rescue** or **help**) people.
2. Firefighters (**drive** or **steer**) trucks.
3. Firefighters (**use** or **carry**) ladders.
4. Firefighters (**wear** or **have**) jackets.



NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: Firefighters have boots.
(Firefighters have boots.)

1. Firefighters rescue people
Firefighters rescue people.

2. Firefighters use ladders.
Firefighters use ladders

3. Firefighters work at fire stations.
Firefighters work at fire stations

Editing
Firefighters

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

Firefighters help the community. They keep people safe. They stop fires. Firefighters are heroes.

Checklist ☒

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



NAME: _____

Directions: Trace the words about police officers.



car

hat



police
officers



lollipop

badge



Prewriting
Police Officers

NAME: _____

Directions: Write about police officers. Fill in the checklist.

Topic

Police officers _____ people.
(save or help)

Detail

They _____

_____.

Closing

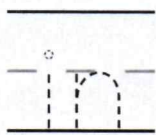
Police officers are _____.
(kind or brave)

Checklist ☒

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



NAME: _____

Directions: Choose a word. Write it.**Example:** Police officers work
police stations.
(at or in)1. Police officers keep _____ safe.
(me or us)2. Police officers _____ tickets.
(give or have)3. Police officers _____ laws.
(obey or follow)4. Police officers are _____.
(kind or brave)

NAME: _____

Directions: Add periods to the sentences.

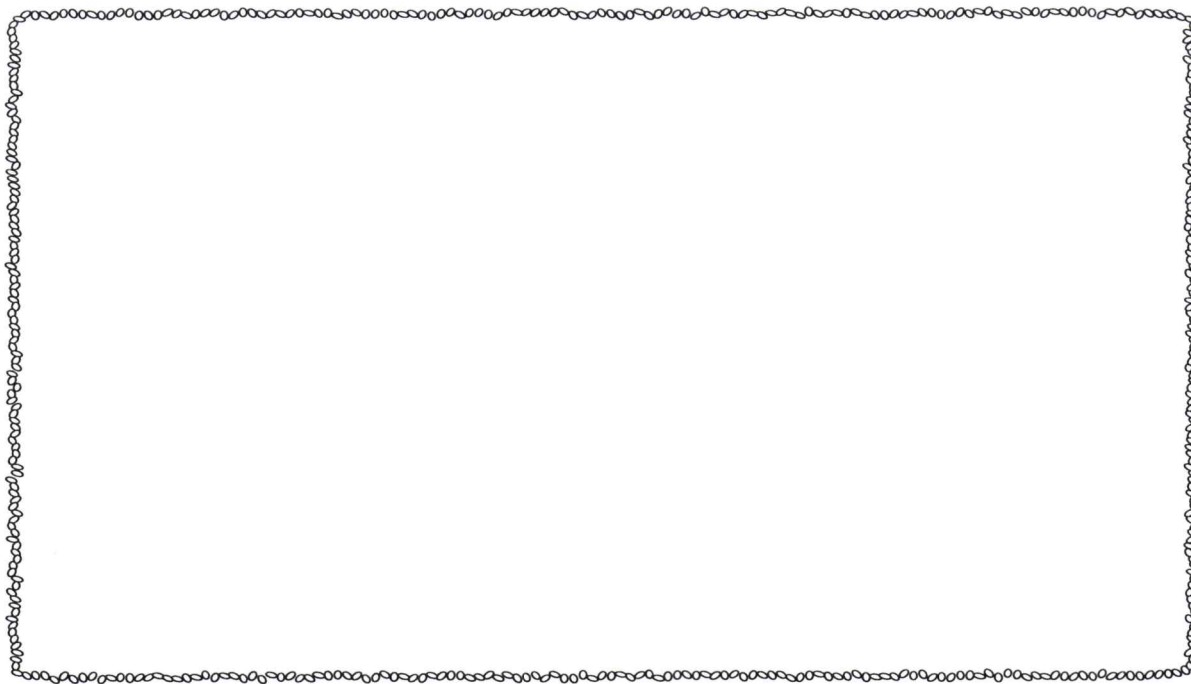
Example: Police officers help people_.

1. Police officers wear badges
2. They drive in cars with sirens
3. Police officers wear uniforms
4. Police officers work very hard
5. Police officers are heroes



NAME: _____

Directions: Draw and write about police officers.
Fill in the checklist.



Four sets of horizontal lines for writing, 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.



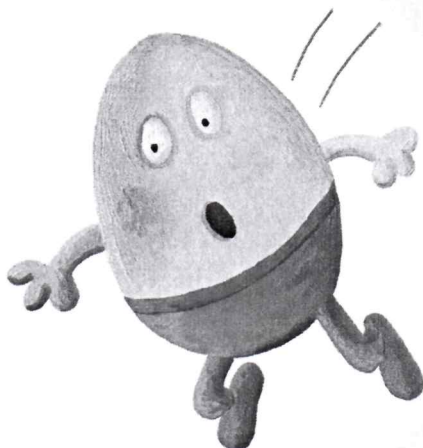
Publishing
.....
Police Officers

NAME: _____

Directions: Circle the picture you like best.

Opinion: I like . . .

Humpty Dumpty



Jack and Jill



Directions: Place a check mark next to a reason.

Reasons

_____ They are nice.

_____ He is funny.

_____ He falls off a wall.

_____ They fall down a hill.

NAME: _____

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

Green:
opinion

Red:
detail

Blue:
closure

I like "Jack and Jill"
more than "Humpty
Dumpty." I like it
because it is funny.
"Jack and Jill" is my
favorite.

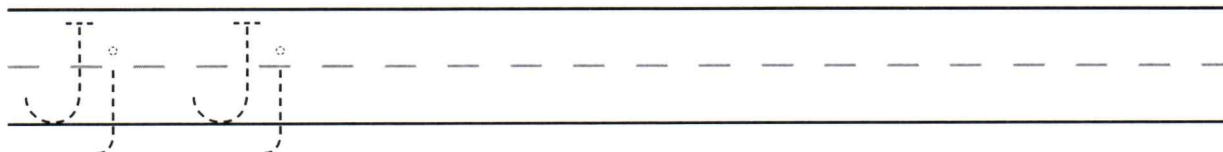


Drafting

Humpty Dumpty or Jack and Jill?

Printing Practice abc

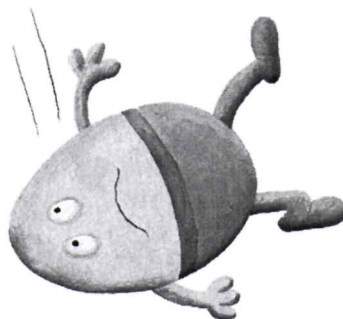
Directions: Trace the *Jj*'s. Write your own.



NAME: _____

Directions: Match the sentences to the pictures.

1. Jack fell down.



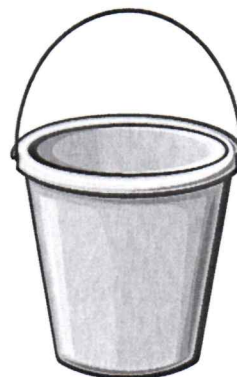
2. Humpty Dumpty fell.



3. Jill had a pail.



4. Jack and Jill
went up a hill.



NAME: _____

Directions: Look for spacing. Circle the correct sentences.

Example: Jack and Jill went up the hill.
[Jack and Jill went up the hill.]

1. Jack fell down.

Jack felldown.

2. AndJill came tumbling after.

And Jill came tumbling after.

3. Jack and Jill were both okay.

Jackand Jill were both okay.



Editing

Humpty Dumpty or Jack and Jill?

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I like "Jack and Jill" more than
"Humpty Dumpty." I like it because it is
funny. "Jack and Jill" is my favorite.

**Checklist** ☒

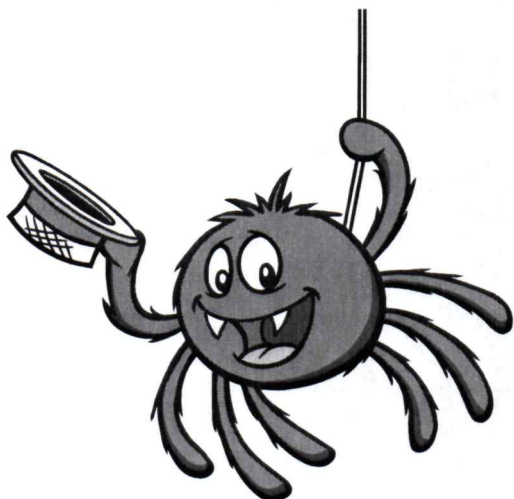
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between words.



NAME: _____

Directions: Circle the picture you like best.
Write your opinion. Write a reason.

Itsy Bitsy Spider



Little Bo Peep



Opinion _____

I like _____

Reason _____

I like it because _____



NAME: _____

Directions: Write about "Itsy Bitsy Spider" or "Little Bo Peep." Fill in the checklist.

Opinion

("Itsy Bitsy Spider" or "Little Bo Peep")

is the best rhyme.

Reason

I like it because _____

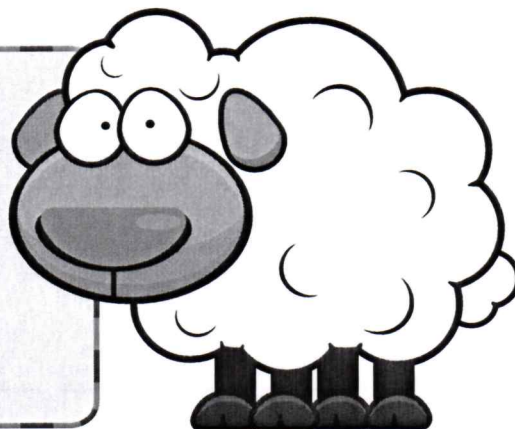
Closing

I love _____

("Itsy Bitsy Spider" or "Little Bo Peep")

Checklist ☒

- ☐ I state my opinion.
- ☐ I have a detail.
- ☐ I have a closing.



Drafting

Itsy Bitsy Spider or Little Bo Peep?

NAME: _____

Directions: Read the sentences. Draw pictures to match.

1. I see a spider.

2. There is a sheep.

3. Little Bo Peep is sad.



Revising

Itsy Bitsy Spider or Little Bo Peep?

NAME: _____

Directions: Choose the words. Write them.

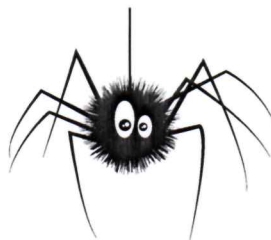
Example: She likes her sheep.
(**Shelikes** or **She likes**)

1. The sheep _____.
(**arelost** or **are lost**)

2. The spider climbs _____.
(**a web** or **aweb**)

3. I see _____.
(**asheep** or **a sheep**)

4. _____ the spider.
(**I see** or **Isee**)



NAME: _____

Directions: Draw and write about "Itsy Bitsy Spider" or "Little Bo Peep." Fill in the checklist.



Checklist ☒

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



Publishing
.....
Itsy Bitsy Spider or Little Bo Peep?

NAME: _____

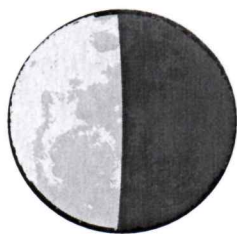
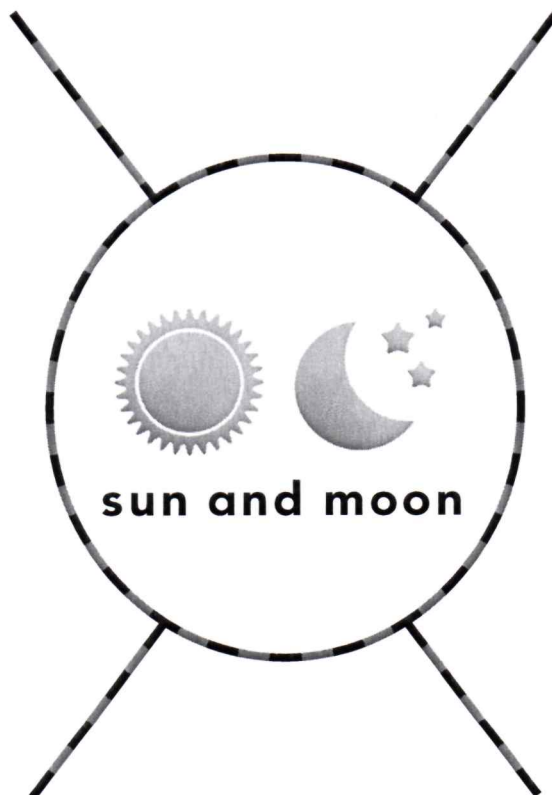
Directions: Circle the pictures about the sun or the moon.



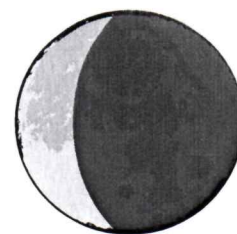
hot



chair



half moon



crescent moon

NAME: _____

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

Green:
topic

Red:
detail

Blue:
closure

The sun and the moon
are in the sky. The sun
comes out in the day.
The moon comes out at
night. They are both
important to Earth.



Printing Practice abc

Directions: Trace the *Mm*'s. Write your own.

Mm Mm

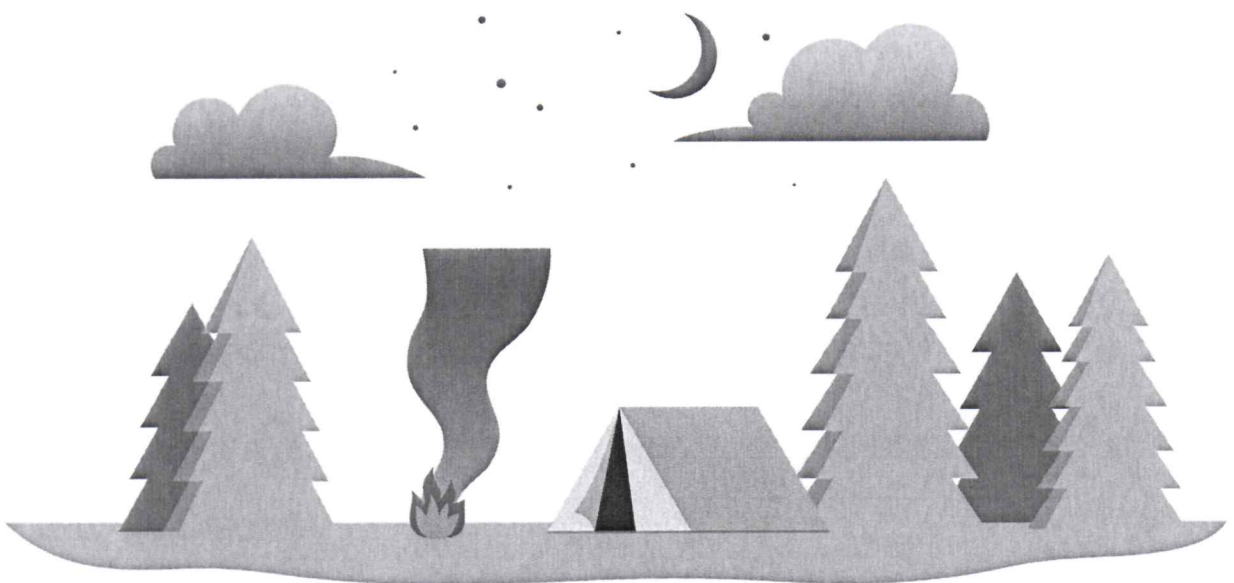


Drafting
Sun and Moon

NAME: _____

Directions: Choose a word. Underline it.**Example:** The sun and moon are (big or huge).

1. The sun is a (**big** or **huge**) star.
2. The (**sun** or **moon**) is in the sky.
3. Earth (**has** or **gets**) light from the sun.
4. We (**see** or **saw**) the moon at night.



NAME: _____

Directions: Look for capital letters. Circle the correct sentences.

Example: (The sun is a big star.)
the sun is a big star.

1. the sun is bright.

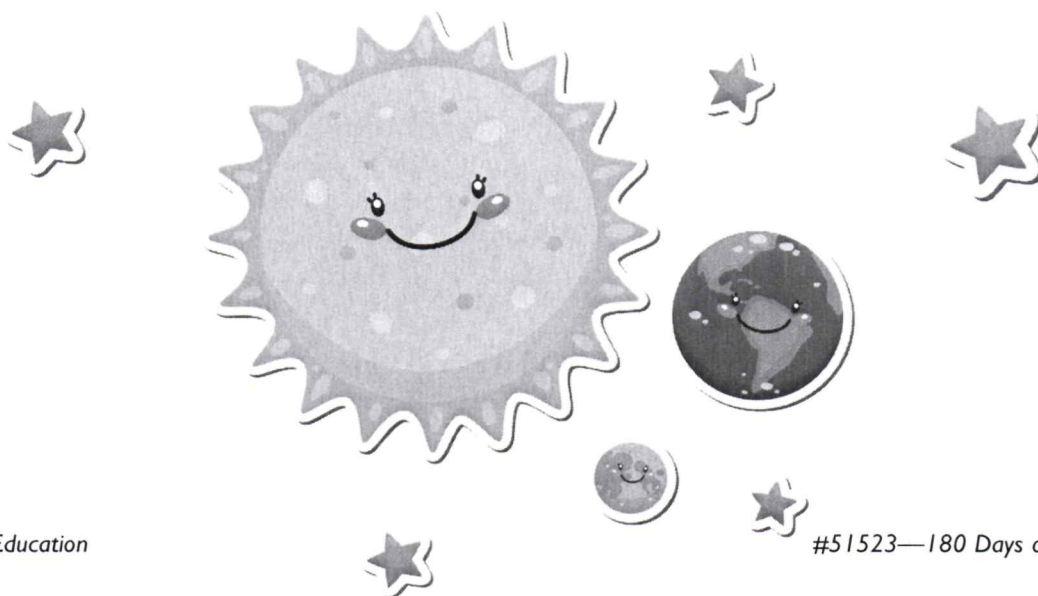
The sun is bright.

2. The moon is smaller than Earth.

the moon is smaller than Earth.

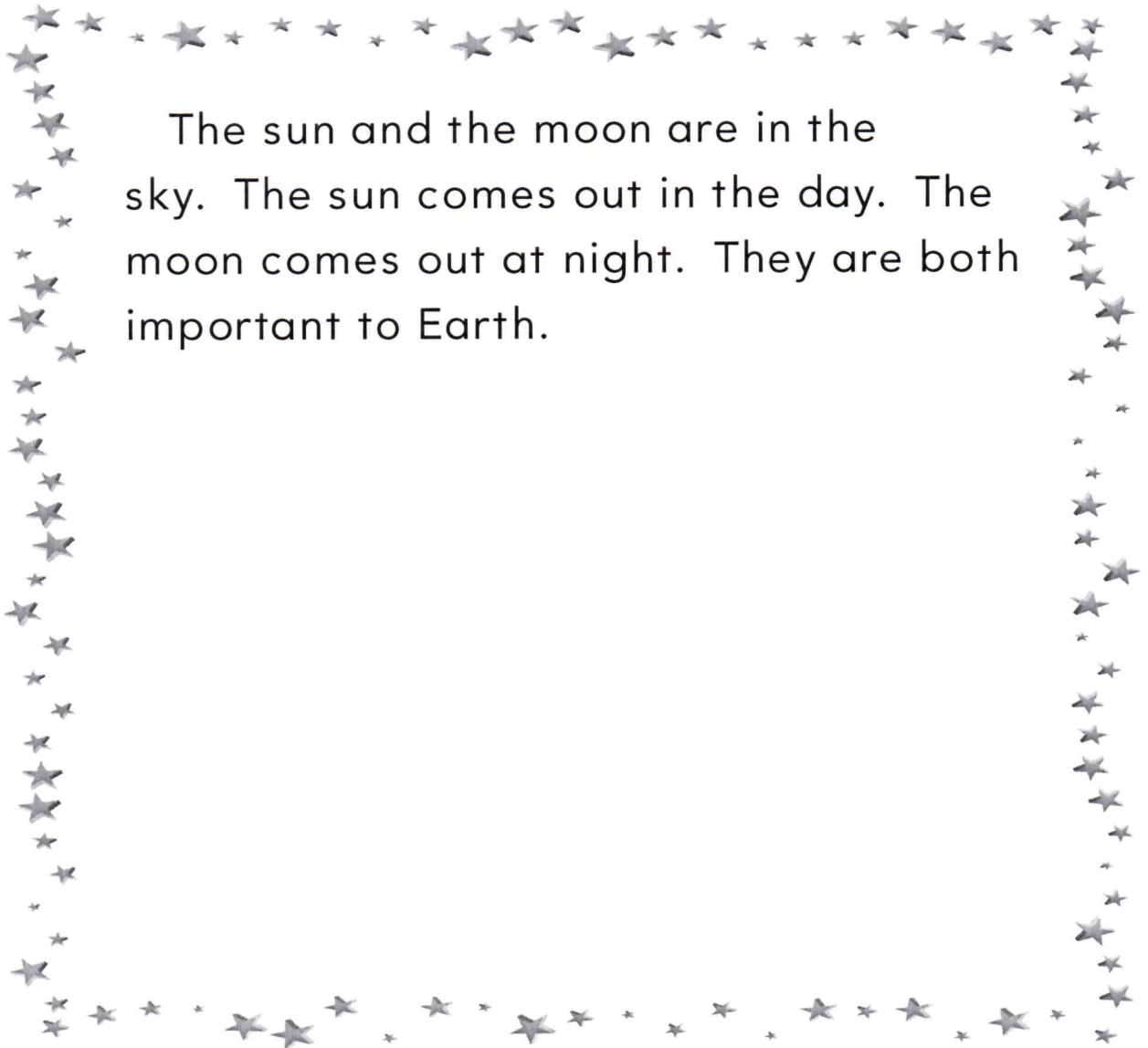
3. the sun is hot.

The sun is hot.

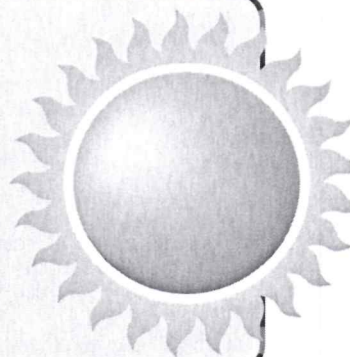


NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

**Checklist** ☒

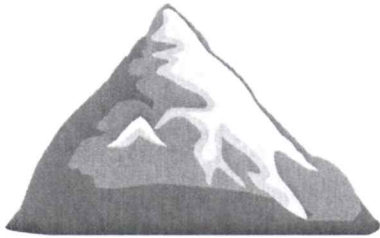
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between words.



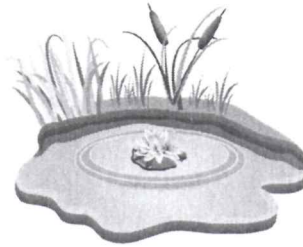


NAME: _____

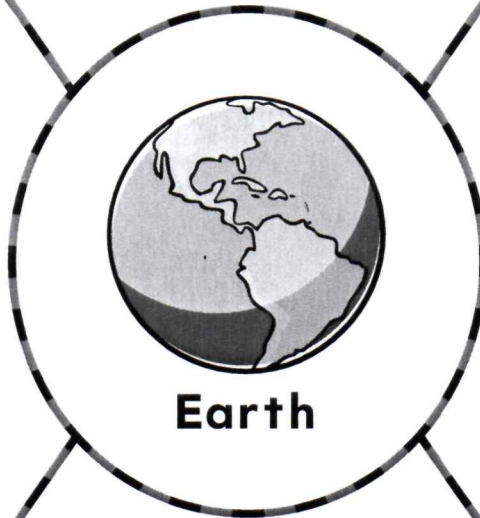
Directions: Trace the words about features of Earth.



mountain



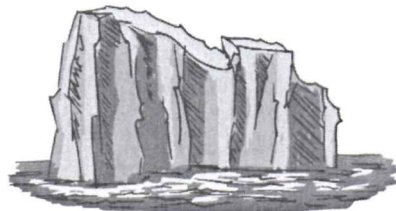
lake



Earth



hill



glacier

NAME: _____

Directions: Write about Earth. Fill in the checklist.

Topic

There are _____ things
(lots of or many)
about Earth.

Detail

Earth has _____

_____.

Closing

Earth is _____.

Checklist ☒

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



NAME: _____

Directions: Choose a word. Write it.**Example:** There are eight planets.

(eight or 8)

1. Earth _____ around the sun.

(goes or travels)

2. Earth has _____ moon.

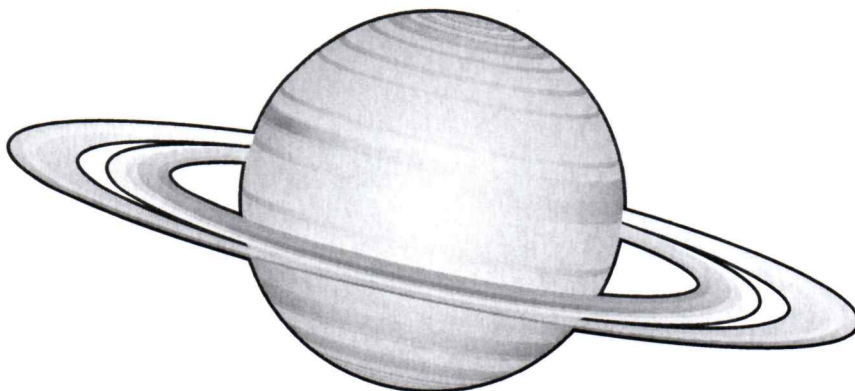
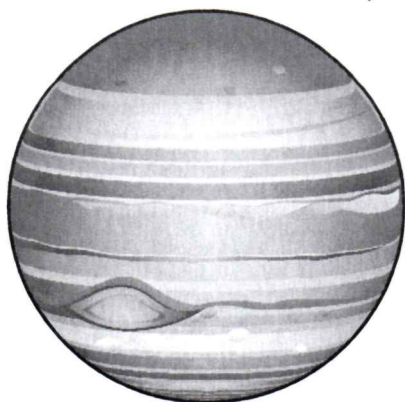
(1 or one)

3. Earth is _____.

(large or big)

4. Earth _____ energy from the sun.

(has or gets)



NAME: _____

Directions: Choose the correct word. Write it.

Example: The planet Jupiter is big.
(the or The)

1. _____ planets go around the sun.
(the or The)

2. _____ are eight planets.
(There or there)

3. _____ planet Earth is mostly water.
(the or The)



NAME: _____

Directions: Draw and write about Earth.
Fill in the checklist.



Earth

Publishing



Checklist ☒

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



NAME: _____

Directions: Circle the picture you like best.

Opinion: I like . . .

Christmas



St. Patrick's Day



Directions: Place a check mark next to a reason.

Reasons

_____ We wear green.

_____ We decorate a tree.

_____ We open gifts.

_____ There are pots of gold.

NAME: _____

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

Green:
opinion

Red:
detail

Blue:
closure

I like St. Patrick's
Day. I like it because
I get to wear green. I
love St. Patrick's Day!



Printing Practice abc

Directions: Trace the Cc's. Write your own.

Cc Cc



Drafting
Christmas or St. Patrick's Day?

NAME: _____

Directions: Match the sentences to the pictures.



Revising

Christmas or St. Patrick's Day?

1. I open gifts.

2. I see a clover.

3. I decorate a tree.

4. I see a pot of gold.



NAME: _____

Directions: Look for spelling. Circle the correct sentences.

Example: Christmas iss on December 25.
(Christmas is on December 25.)

1. St. Patrick's Day is March 17.

St. Patrick's Daay is March 17.

2. People open gifts onn Christmas.

People open gifts on Christmas.

3. People wear green on St. Patrick's Day.

People wear green oon St. Patrick's Day.



Editing
Christmas or St. Patrick's Day?

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I like St. Patrick's Day. I like it
because I get to wear green. I love
St. Patrick's Day!

Checklist ☒

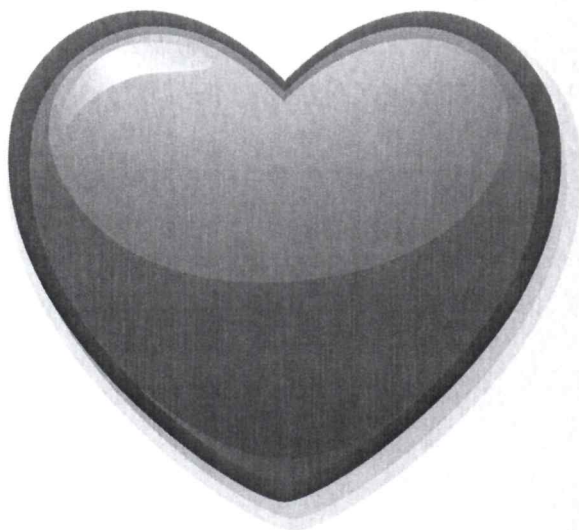
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between words.



NAME: _____

Directions: Circle the picture you like best.
Write your opinion. Write a reason.

Valentine's Day



Halloween



Opinion _____

I like _____

Reason _____

I like it because _____

Prewriting
Valentine's Day or Halloween?

NAME: _____

Directions: Write about Valentine's Day or Halloween. Fill in the checklist.

Opinion

(Valentine's Day or Halloween)

is the best holiday.

Reason

I like it because

Closing

I love

(Valentine's Day or Halloween)

Checklist ☒

- ☐ I state my opinion.
- ☐ I have a detail.
- ☐ I have a closing.



NAME: _____

Directions: Read the sentences. Draw pictures to match.

1. I see a jack-o-lantern.

2. I like hearts.

3. I see a witch.



Revising

Valentine's Day or Halloween?

NAME: _____

Directions: Choose the correct word. Write it.**Example:** Valentine's Day
February 14.

is

(is or iss)

1. Halloween _____ be fun.
(can or caan)

2. People dress _____ costumes.
(iin or in)

3. People give cards _____ Valentine's Day.
(onn or on)



NAME: _____

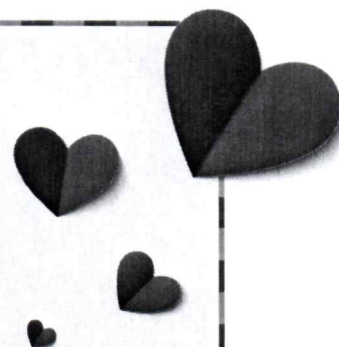
Directions: Draw and write about Valentine's Day or Halloween. Fill in the checklist.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Checklist ☒

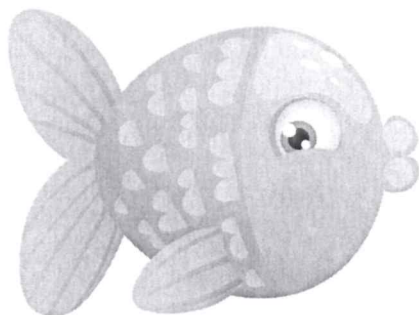
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between words.



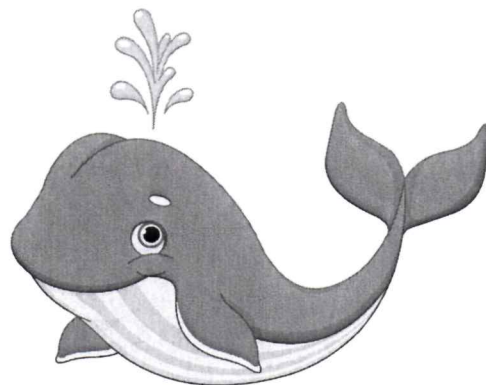
Publishing
Valentine's Day or Halloween?

NAME: _____

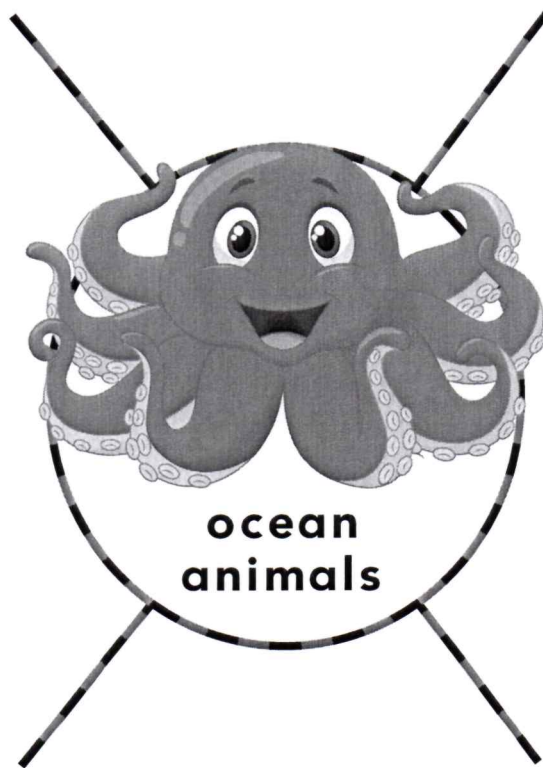
Directions: Circle the pictures about ocean animals.



fish



whale



tiger



crab

NAME: _____

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

Green:
topic

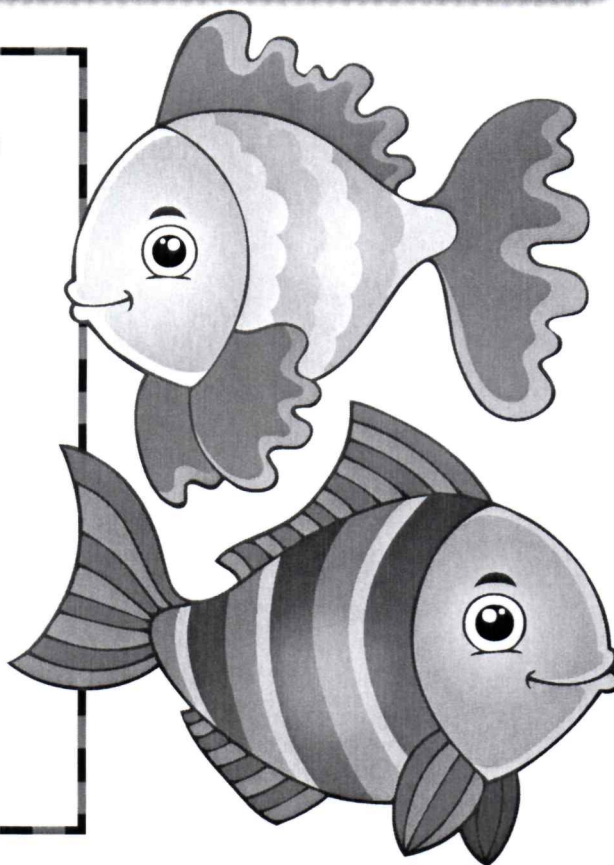
Red:
detail

Blue:
closure



Drafting
Ocean Animals

Many animals live in the ocean. There are whales and sharks. There are lots of colorful fish. Ocean animals are very interesting.



Printing Practice abc

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

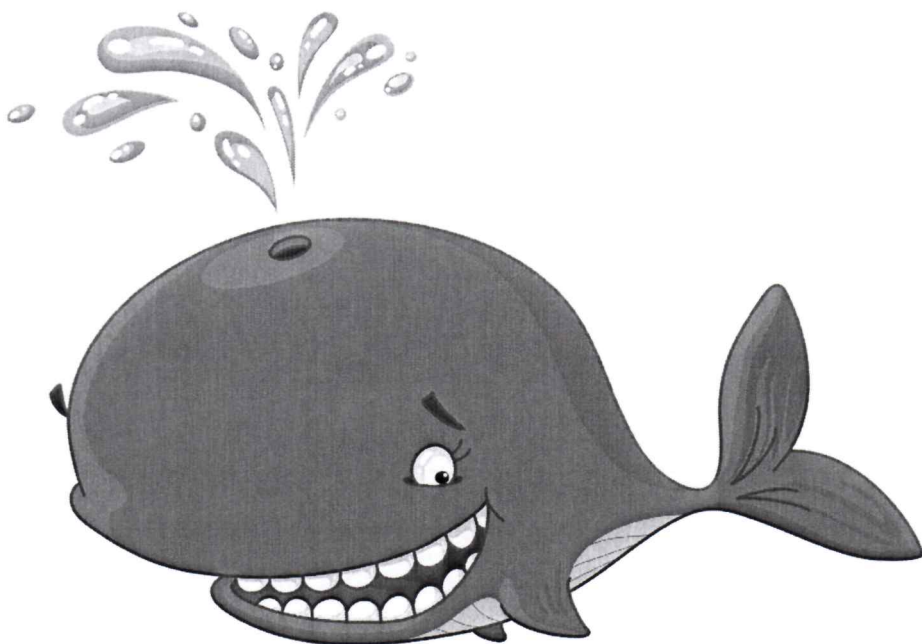
live

NAME: _____

Directions: Choose a word. Underline it.

Example: I (see or saw) a fish.

1. A crab lives in the (**sea** or **ocean**).
2. The ocean is (**big** or **large**).
3. There are (**many** or **few**) animals.
4. (**Whales** or **Sharks**) live in the ocean.



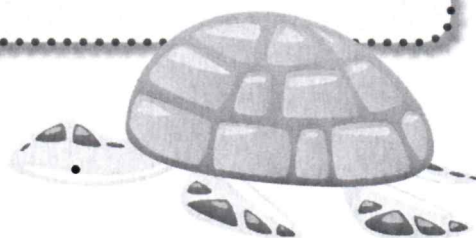
NAME: _____

Directions: Look for question marks. Circle the correct sentences.

Example: (Does a crab live in a shell?)
Does a crab live in a shell.

1. How big is a whale.

How big is a whale?

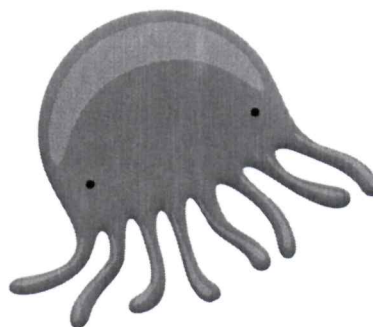
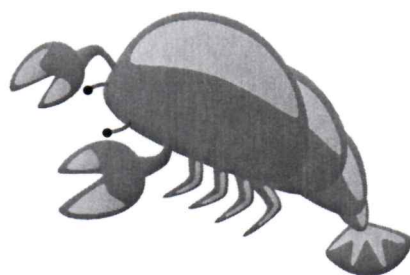


2. Does an octopus have eight legs?

Does an octopus have eight legs.

3. Do fish sleep behind rocks?

Do fish sleep behind rocks.



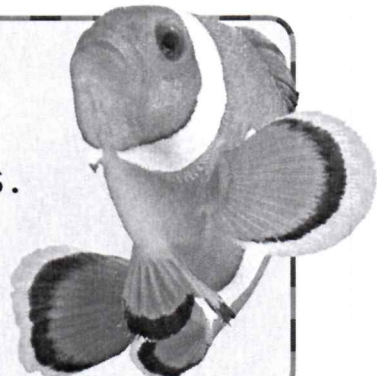
NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

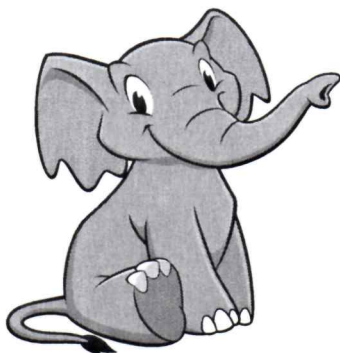
Many animals live in the ocean. There are whales and sharks. There are lots of colorful fish. Ocean animals are very interesting.

Checklist ☒

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

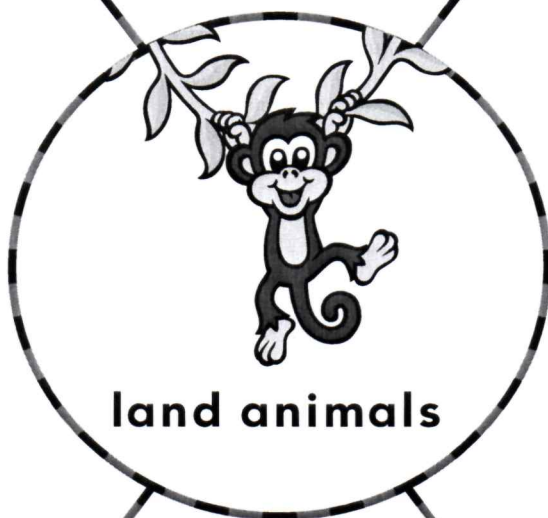


NAME: _____

Directions: Trace the words about land animals.

- elephant -

- horse -



land animals



- lion -

- bear -



NAME: _____

Directions: Write about land animals. Fill in the checklist.

Topic

Land animals are _____

_____.

Detail

They _____

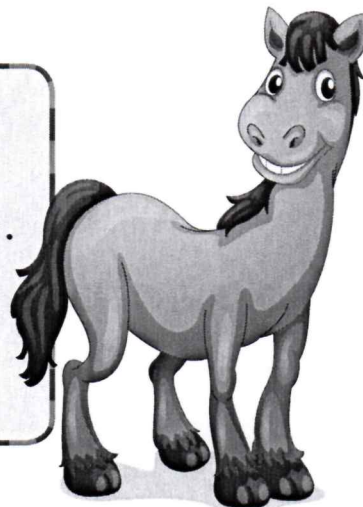
_____.

Closing

I _____ land animals.

Checklist ☒

- ☐ I have a topic sentence.
- ☐ 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)



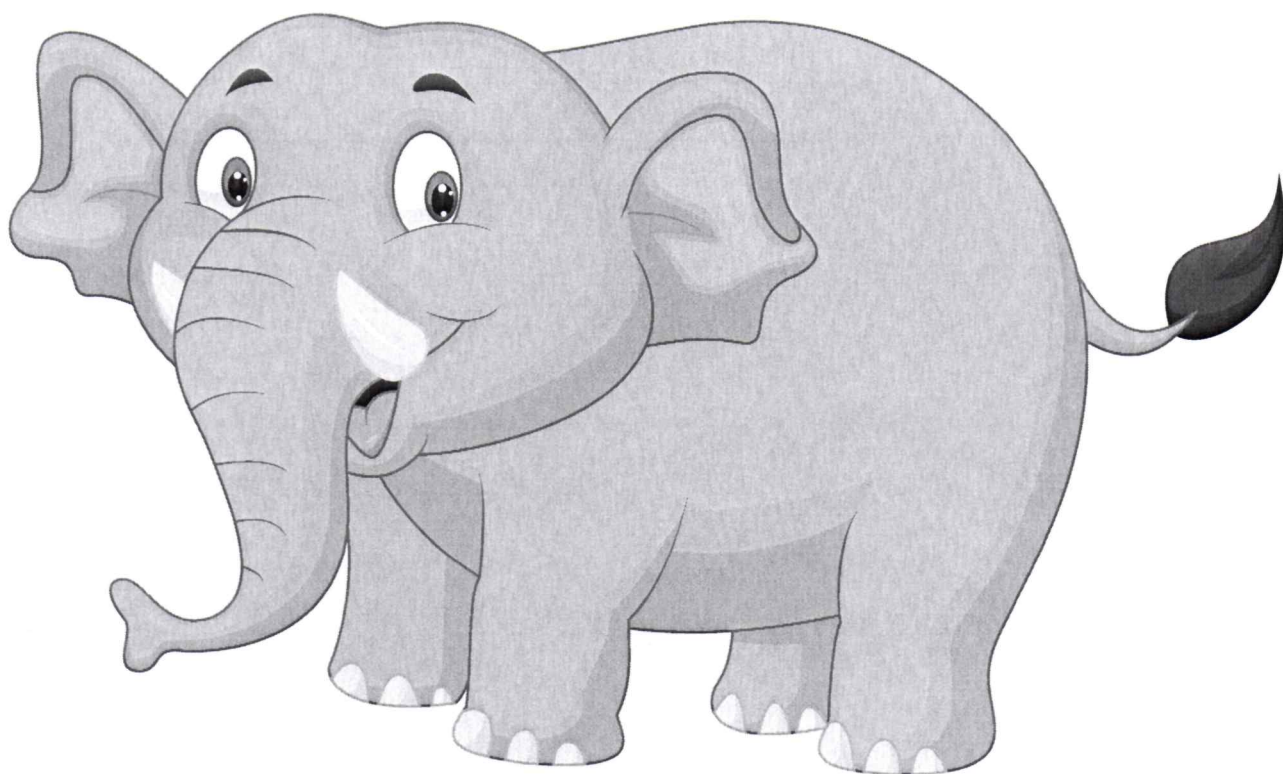
Revising
Land Animals

NAME: _____

Directions: Add question marks to the sentences.

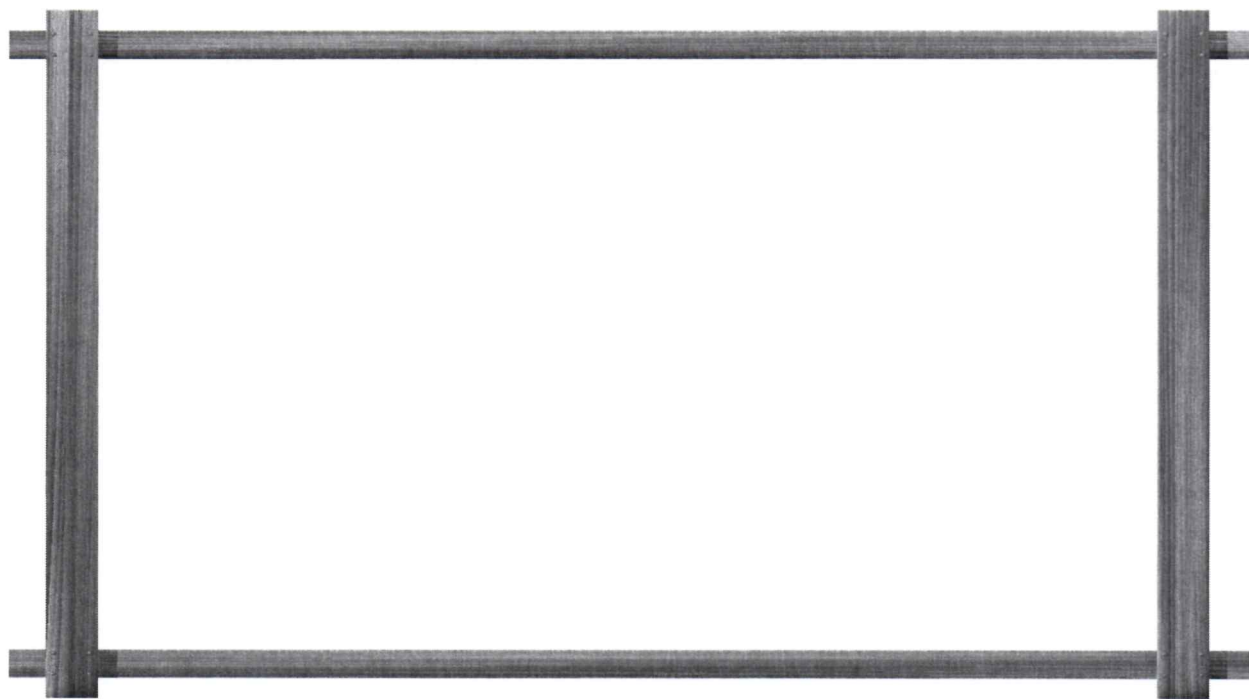
Example: Is the lion big?

1. Do you see the elephant
2. Is the tiger fast
3. Where are the horses
4. What does a bear eat



NAME: _____

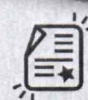
Directions: Draw and write about land animals.
Fill in the checklist.



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.



NAME: _____

Directions: Read the notes about being on a farm.
Choose and underline one note in each box.

Who?

my uncle and I

my cousin and I

Where?

in Texas

in Montana

When?

on vacation

last week

Event 1

We walked
around the farm.

We rode on
a tractor.

Event 2

We fed the
animals.

We ate a
big dinner.



NAME: _____

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

Green:
introduction

Red:
event

Blue:
closure

I went on vacation.
I went to my uncle's
farm. First, we rode
on a tractor. Then, we
ate a big dinner. It
was lots of fun!



Printing Practice abc

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

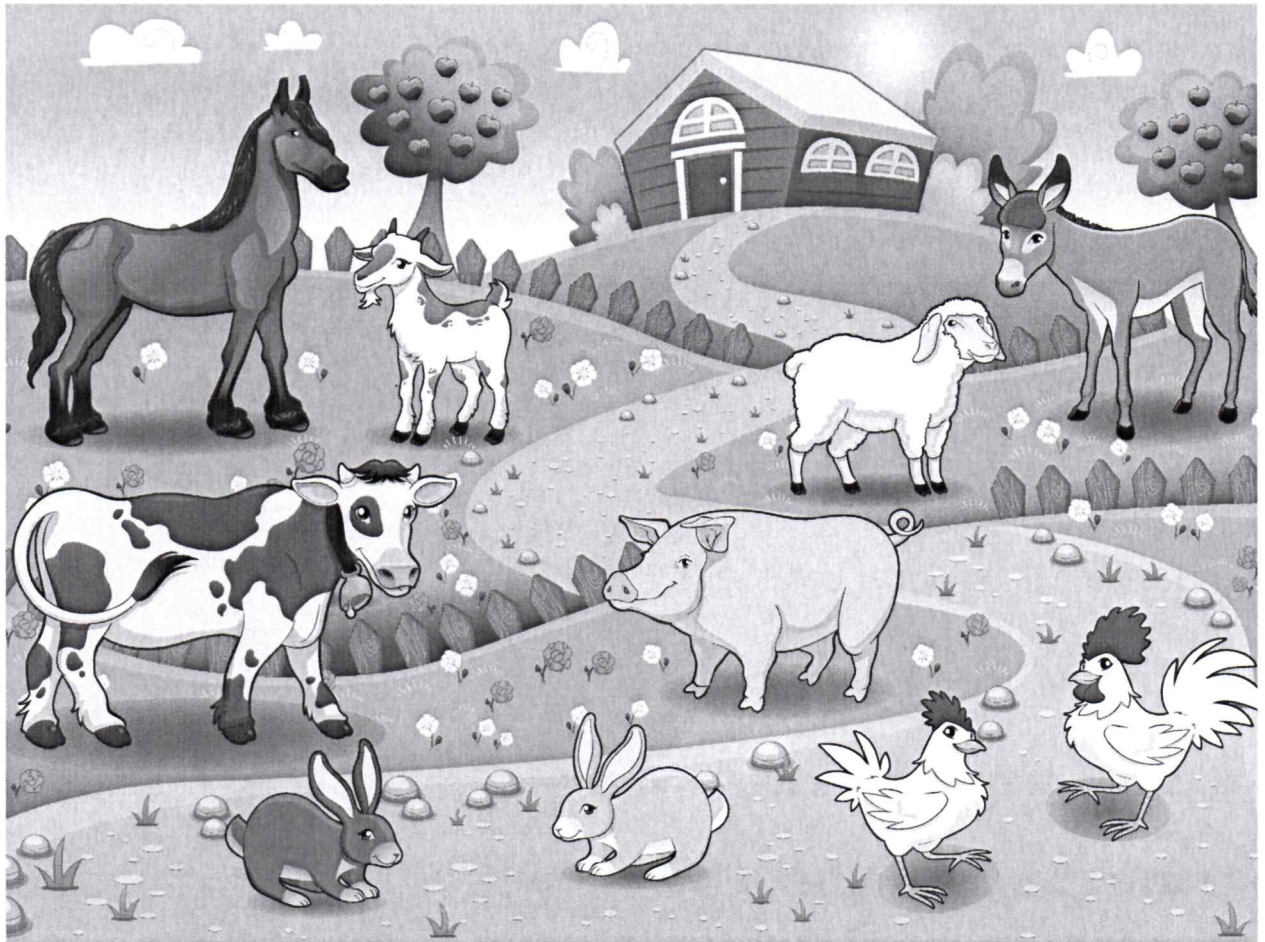
has



Drafting
Farms

NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



NAME: _____

Directions: Look at the spelling. Circle the correct sentences.

Example: The pig kan oink.
(The pig can oink.)

1. A cow can give milk.

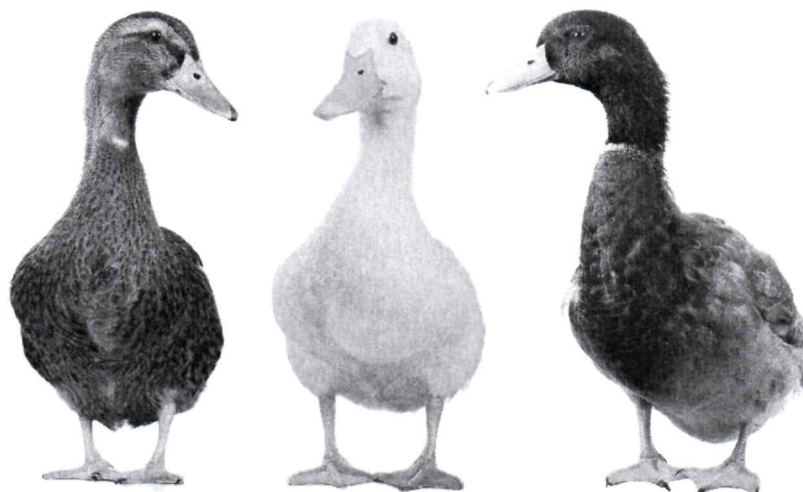
A cow cna give milk.

2. Teh farmer rides a horse.

The farmer rides a horse.

3. A duck quacks.

A duc quacks.



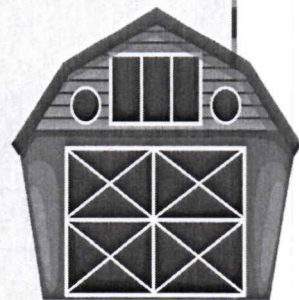
NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I went on vacation. I went to my uncle's farm. First, we rode on a tractor. Then, we ate a big dinner. It was lots of fun!

Checklist ☒

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



NAME: _____

Directions: Imagine you visit a forest.
Draw notes about the day.

Who?**Where?****When?****Event 1****Event 2**Prewriting
.....
Forests

NAME: _____

Directions: Write about a forest. Fill in the checklist.

Introduction

I went to the forest with

Events

First, _____

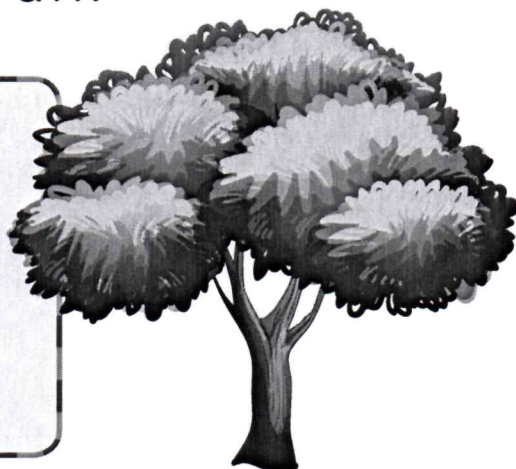
Then, _____

Closing Sentence

and I had so much fun!

Checklist ☒

- ☐ I have an introduction.
- ☐ I have events.
- ☐ I have a closing.



NAME: _____

Directions: Add details to the picture.



Revising
.....
Forests

NAME: _____

Directions: Choose the correct word. Write it.

Example: We visit the forest.
(We or Wee)

1. The forest _____ dark.
(iss or is)

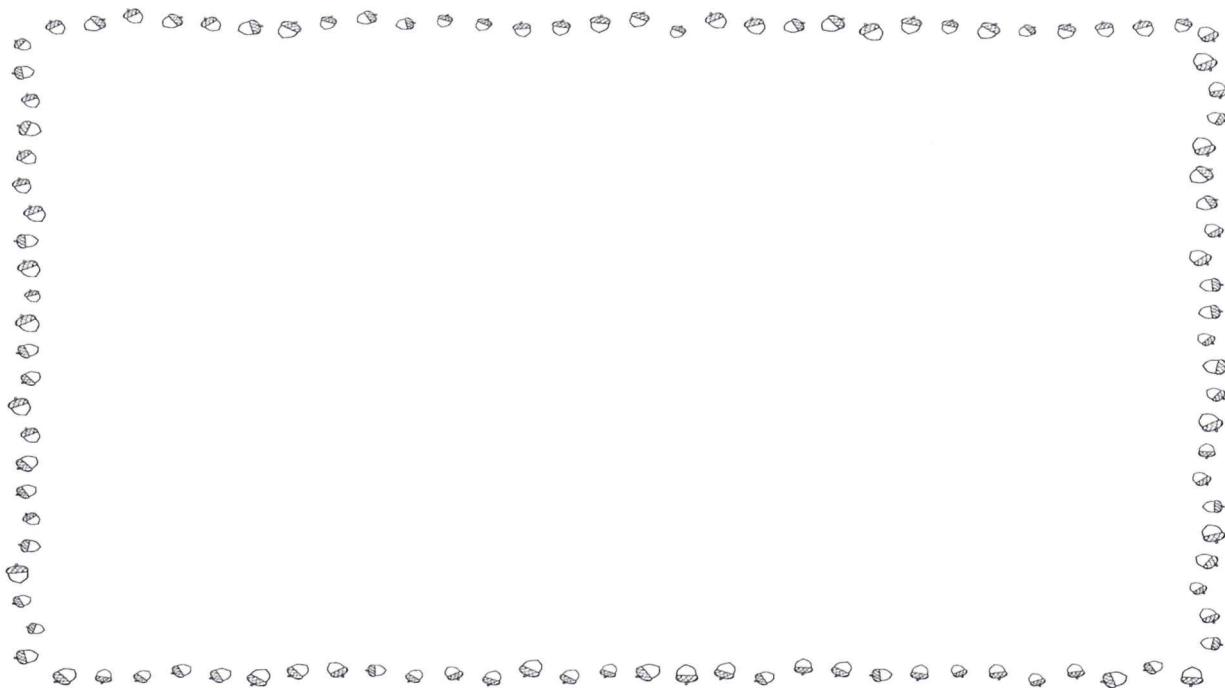
2. _____ forest is big.
(The or Teh)

3. _____ we go to the forest?
(Caan or Can)



NAME: _____

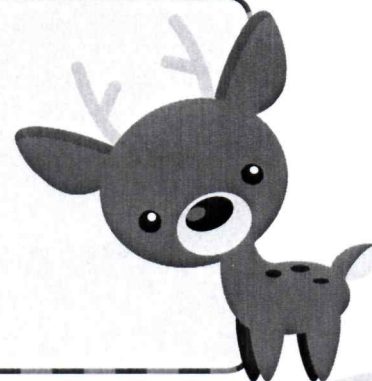
Directions: Draw and write about a forest. Fill in the checklist.



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.



NAME: _____

Directions: Read the notes about a soccer game.
Choose and underline one note in each box.

Who?

my team and I

my family and I

Where?

at the park

on the field

When?

yesterday

Saturday

Event 1

I kicked the ball.

I ran around.

Event 2

I scored a goal.

I passed the ball.



NAME: _____

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



Drafting
Soccer

Green:
introduction

Red:
event

Blue:
closure

I had a soccer game
on Saturday. First, I
kicked the ball. Then,
I scored a goal. The
team had a great
game!



Printing Practice abc

Directions: Trace the *Ii*'s. Write your own.



NAME: _____

Directions: Look at the picture. Circle the details.**Directions:** Draw your favorite detail from the picture.

NAME: _____

Directions: Look for capital letters. Circle the correct sentences.

Example: (I went to the game with Jane.)
I went to the game with jane.

1. al kicked the ball.

Al kicked the ball.

2. Mia scored a goal.

mia scored a goal.

3. Tim won an award.

tim won an award.



Soccer

Editing

NAME: _____



Directions: Read the text. Draw a picture. Fill in the checklist.

I had a soccer game on Saturday. First, I kicked the ball. Then, I scored a goal. The team had a great game!

Checklist ☒

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



NAME: _____

Directions: Think about a baseball game.
Draw notes about it.

Who?**Where?****When?****Event 1****Event 2**Prewriting
Baseball

NAME: _____

Directions: Write about a baseball game. Fill in the checklist.

Introduction

I went to a baseball game with _____

_____.

Events

First, _____

_____.

Then, _____

_____.

Closing Sentence

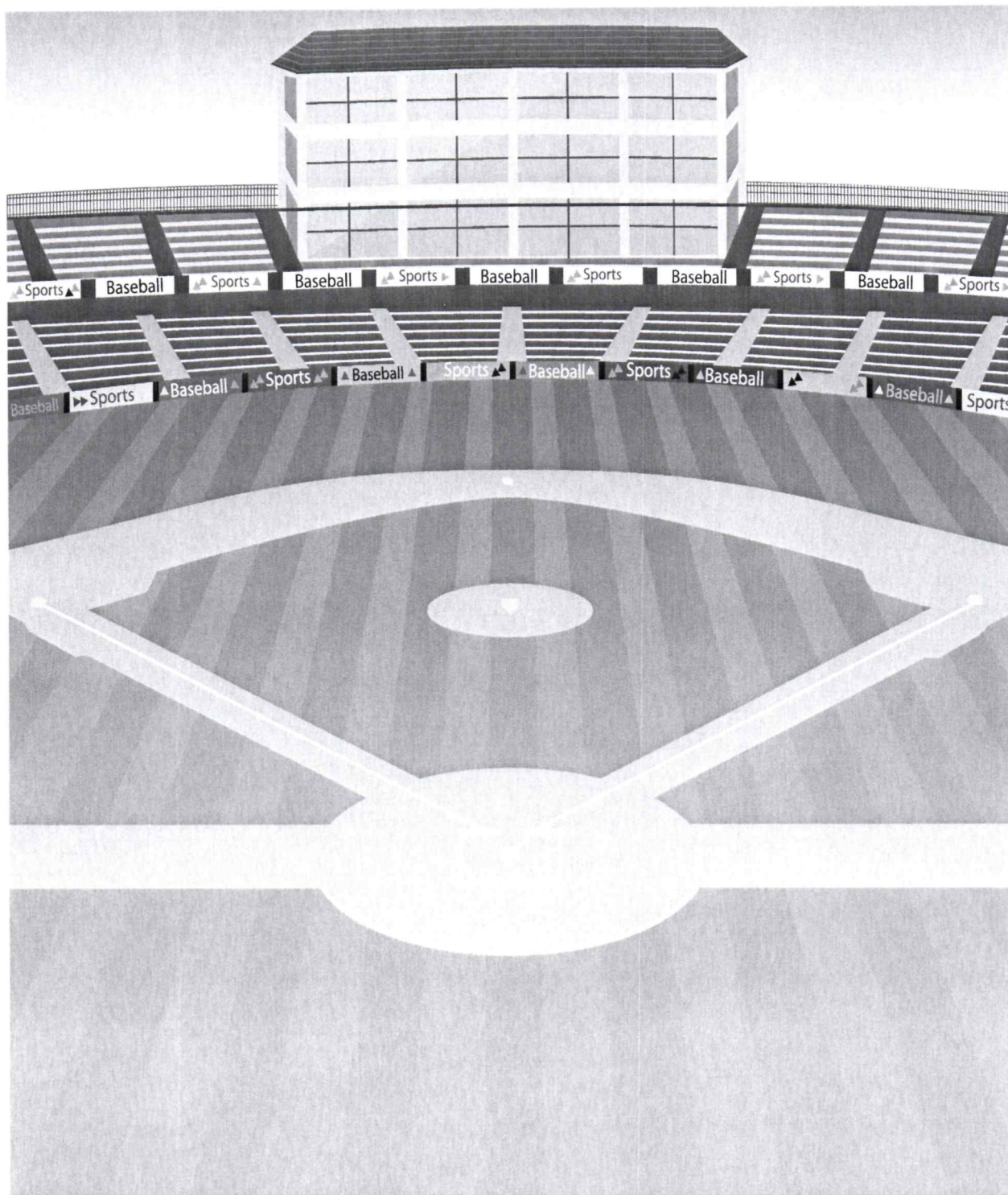
and I had a great day!

Checklist ☒

- ☐ I have an introduction.
- ☐ I have events.
- ☐ I have a closing.

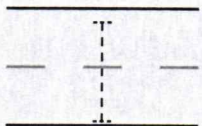


NAME: _____

Directions: Add details to the picture.Revising
Baseball

NAME: _____

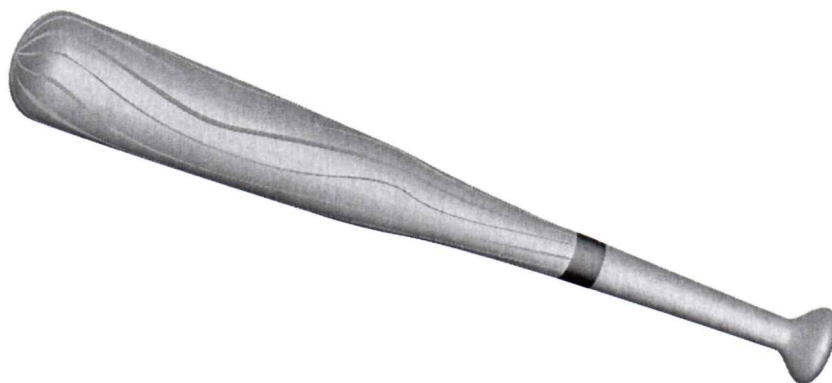
Directions: Choose the correct word. Write it.

Example:  ran to the base.
(**I** or i)

1. _____ play baseball with Nick.
(**We** or **we**)

2. _____ hit the ball.
(**I** or i)

3. _____ team won!
(**our** or **Our**)



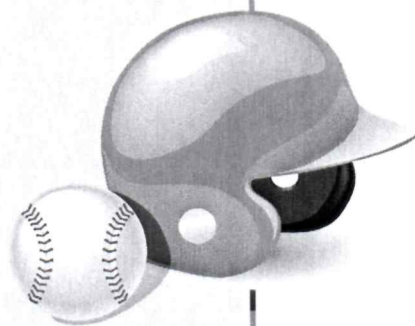
NAME: _____

Directions: Draw and write about a baseball game. Fill in the checklist.



Checklist ☒

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



NAME: _____

Directions: Read the notes about spending a day with your family. Choose and underline one note in each box.

Who?

my cousins and I
my parents and I

Where?

at the movies
at the park

When?

last week
yesterday

Event 1

We bought
snacks.

We played on
the playground.

Event 2

We ate lunch.
We watched
a movie.



NAME: _____

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

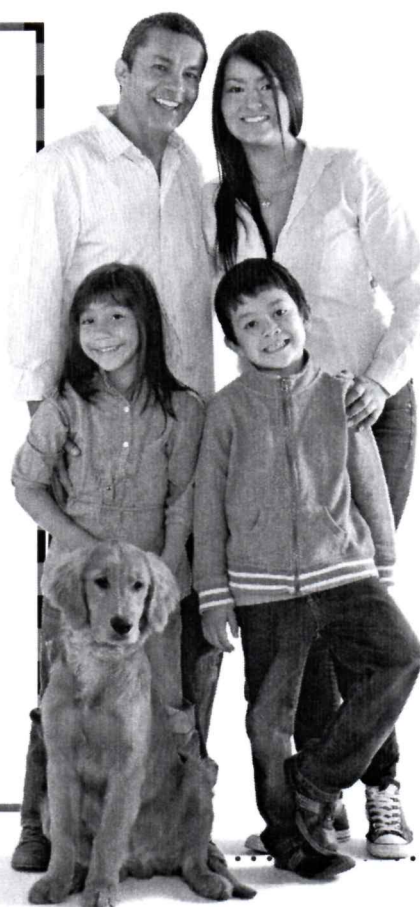
Drafting
Family

Green:
introduction

Red:
event

Blue:
closure

Last week, my cousins
and I went to the movies.
First, we got popcorn and
candy. Then, we watched
a funny movie. We had a
great time!



.....
Printing Practice abc

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

my

NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



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



Editing
Family

NAME: _____



Directions: Read the text. Draw a picture. Fill in the checklist.

Last week, my cousins and I went to the movies. First, we got popcorn and candy. Then, we watched a funny movie. We had a great time!

Checklist ☒

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



NAME: _____

Directions: Think about a time you did something with your friends. Draw notes about the day.

Who?**Where?****When?****Event 1****Event 2**Prewriting
Friends

NAME: _____

Directions: Write about a day with your friends.
Fill in the checklist.

Introduction

I spent a day with _____

_____.

Events

First, _____
_____.

Then, _____
_____.

Closing Sentence

and I had a great day!

Checklist ☒

- ☐ I have an introduction.
- ☐ I have events.
- ☐ I have a closing.



NAME: _____

Directions: Add details to the picture.



Revising
Friends



NAME: _____

Directions: Add periods to the sentences.

Example: Matt shares the blocks
with Paul_

1. He listens to Bill
2. Kevin and Cole are helping
3. Tara and Ben are friends
4. I play with Maria



NAME: _____

Directions: Draw and write about your friend(s).
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.



NAME: _____

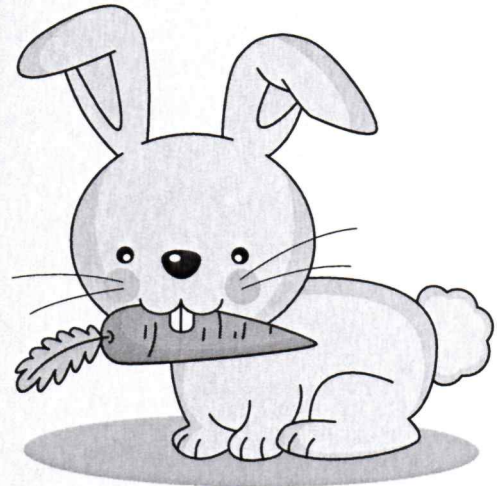
Directions: Circle the picture you like best.

Opinion: I like . . .

hamsters



bunnies



Directions: Place a check mark next to a reason.

Reasons

_____ They run
on wheels.

_____ They eat
veggies.

_____ They climb
on arms.

_____ They hop.

NAME: _____

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

Green:
opinion

Red:
detail

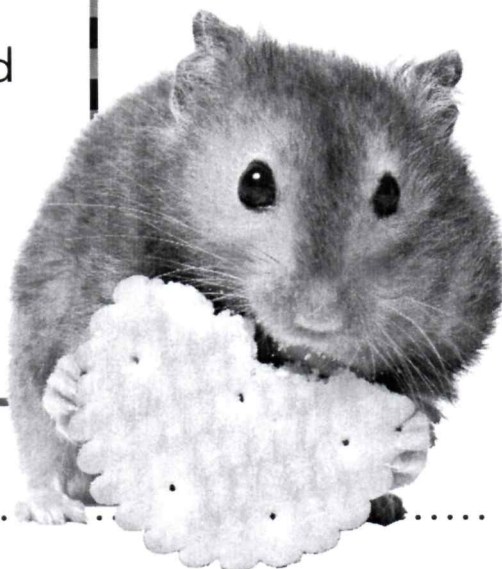
Blue:
closure



Drafting

Pet Hamsters or Bunnies?

I like hamsters more
than bunnies. I like them
because they are small and
cute. Hamsters make the
best pets!



Printing Practice abc

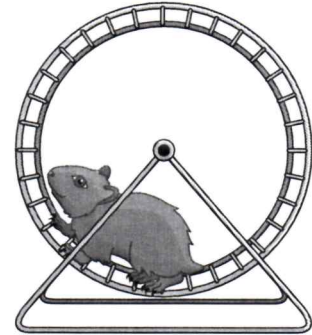
Directions: Trace the word. Write it on your own.

like

NAME: _____

Directions: Match the sentences to the pictures.

1. Bunnies are cute.



2. Hamsters run on wheels.



3. Bunnies eat carrots.



4. Hamsters eat corn.



NAME: _____

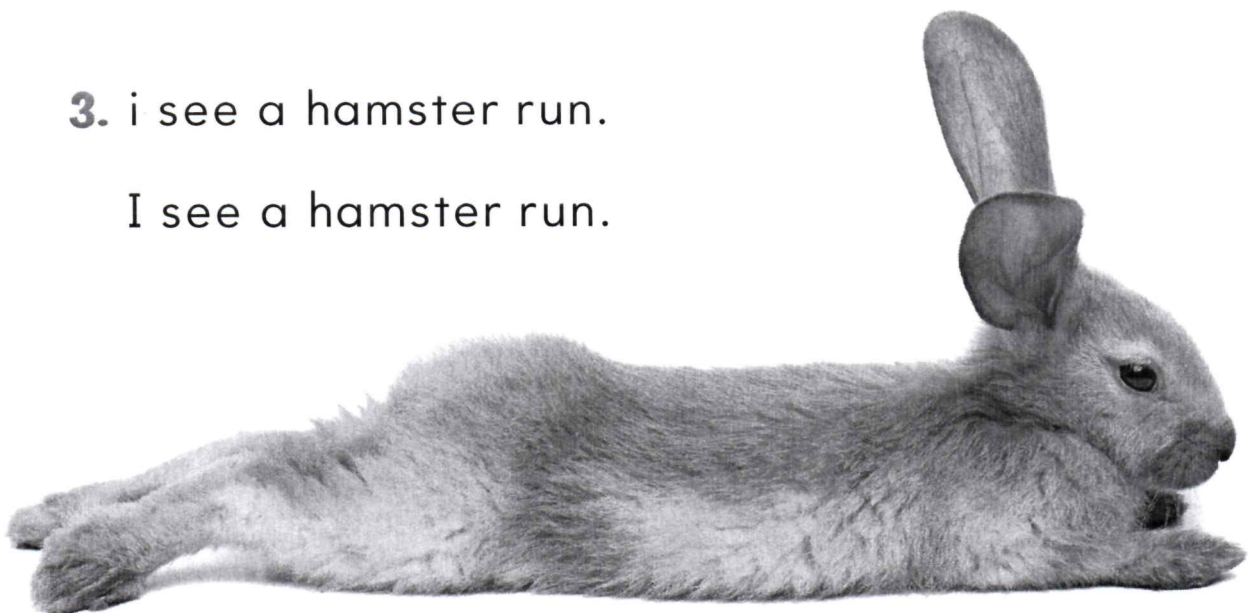
Directions: Look for capital letters. Circle the correct sentences.

Example: my hamster crawls on my arm.
(My hamster crawls on my arm.)

1. A bunny likes to hop.
a bunny likes to hop.

2. Hamsters like to cuddle.
hamsters like to cuddle.

3. i see a hamster run.
I see a hamster run.



NAME: _____



Directions: Read the text. Draw a picture. Fill in the checklist.

I like hamsters more than bunnies. I like them because they are small and cute. Hamsters make the best pets!

Checklist ☒

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



NAME: _____

Directions: Circle the picture you like best.
Write your opinion. Write a reason.

dog



cat



Opinion

I like

Reason

I like it because



Prewriting
Pet Dogs or Cats?

NAME: _____

Directions: Write about a dog or a cat. Fill in the checklist.

Opinion

_____ is the best pet.

(A dog or A cat)

Reason

I like it because _____

_____.

Closing

I love _____.

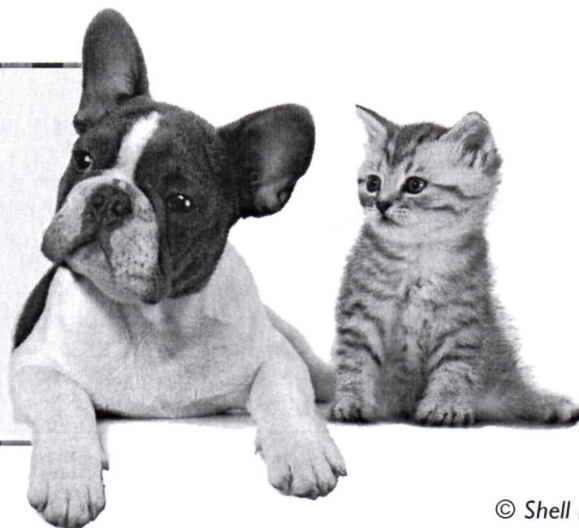
(dogs or cats)

Checklist ☒

☐ I state my opinion.

☐ I have a detail.

☐ I have a closing.



NAME: _____

Directions: Read the sentences. Draw pictures to match.

1. Dogs like to bark.

2. A cat is furry.

3. A cat likes to purr.



Revising
Pet Dogs or Cats?

NAME: _____

Directions: Choose the correct word. Write it.

Example: Some dogs are fluffy.
(Some or some)

1. _____ cat meows.
(a or A)

2. _____ dog barks.
(The or the)

3. _____ cats are black.
(Some or some)



NAME: _____

Directions: Draw and write about a cat or a dog.
Fill in the checklist.



Four sets of horizontal lines for writing, 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.



Publishing
.....
Pet Dogs or Cats?

NAME: _____

Directions: Read the notes about your birthday. Choose and underline one note in each box.

Who?

my family and I

my friends and I

Where?

at the park

at home

When?

my fifth
birthday

my sixth birthday

Event 1

I hit the piñata.

I opened
presents.

Event 2

We ate cake.

We played
a game.



NAME: _____

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

Drafting
My Birthday**Green:**
introduction**Red:**
event**Blue:**
closure

On my sixth birthday,
we went to the park.
First, we played
games. Then, we
ate cake. It was my
favorite birthday.



Printing Practice abc

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

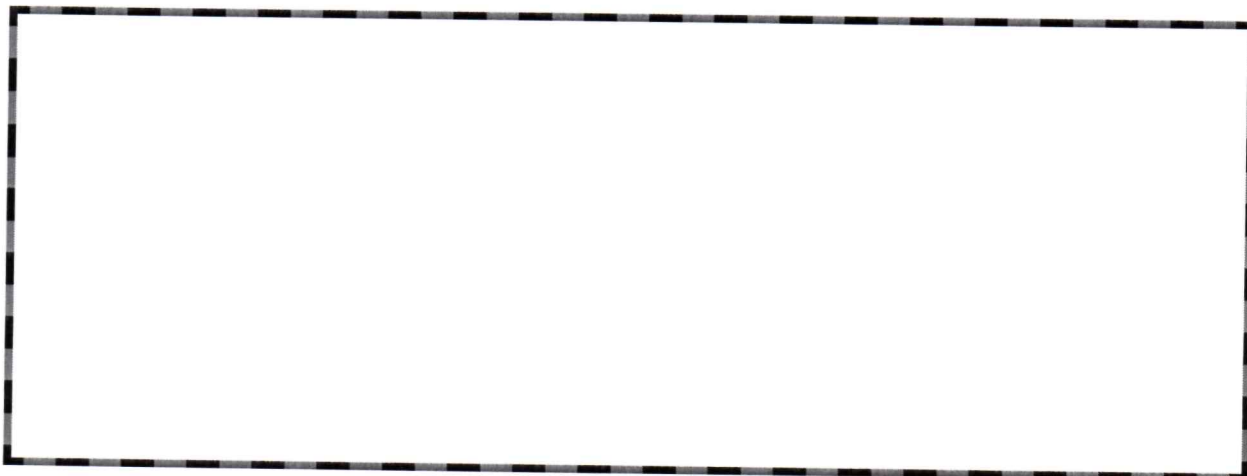
was

NAME: _____

Directions: Look at the picture. Circle the details.



Directions: Draw your favorite detail from the picture.



NAME: _____

Directions: Look for capital letters. Circle the correct sentences.

Example: Tess's birthday is october 14.
(Tess's birthday is October 14.)

1. Her birthday is july 9.

Her birthday is July 9.

2. Elan's birthday is August 22.

Elan's birthday is august 22.

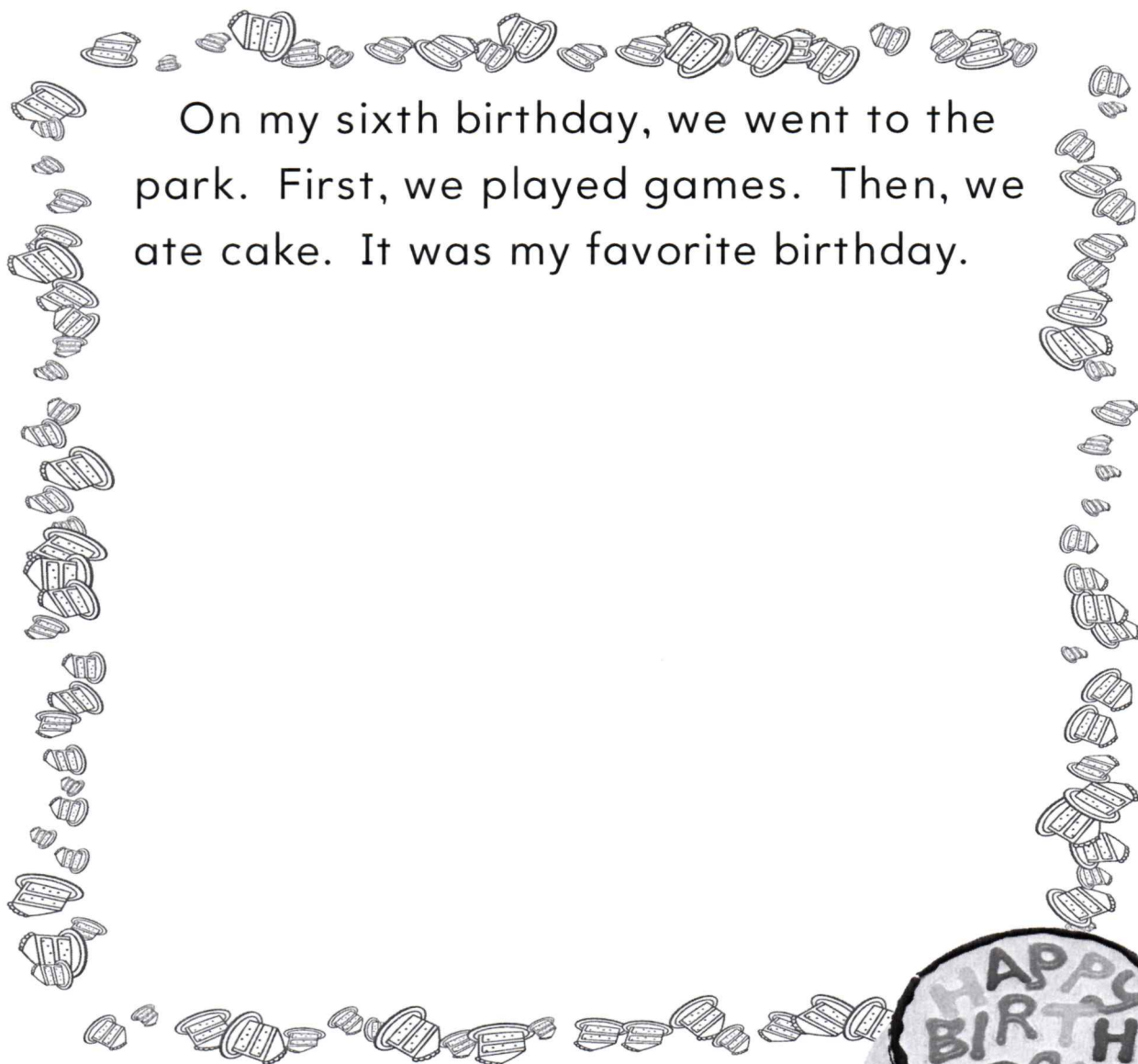
3. His birthday is may 29.

His birthday is May 29.



NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.



On my sixth birthday, we went to the park. First, we played games. Then, we ate cake. It was my favorite birthday.

**Checklist** ☒

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



NAME: _____

Directions: Think about a time you went to a birthday party. Draw notes about the day.

Who?**Where?****When?****Event 1****Event 2**

**Happy
Birthday!**



Prewriting
.....
Favorite Birthday Party

NAME: _____



Introduction

First, _____.

Then, _____.

Checklist

-
- A black and white photograph of three children celebrating a birthday. They are wearing party hats and raising their hands in excitement. A birthday cake and wrapped gifts are on the table in front of them.

NAME: _____

Directions: Add details to the picture.



Revising
.....
Favorite Birthday Party
.....



NAME: _____

Directions: Choose the correct word. Write it.

Example

Johnny's birthday is in April.
(April or april)

1. Maria's birthday is in _____.
(may or May)

2. Kim's birthday is in _____.
(July or july)

3. Jin's birthday is in _____.
(june or June)



NAME: _____

Directions: Draw and write about your favorite birthday party. Fill in the checklist.



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

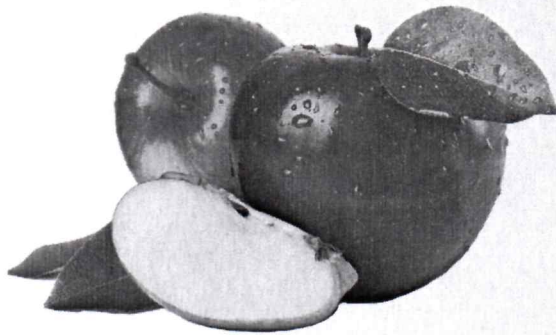
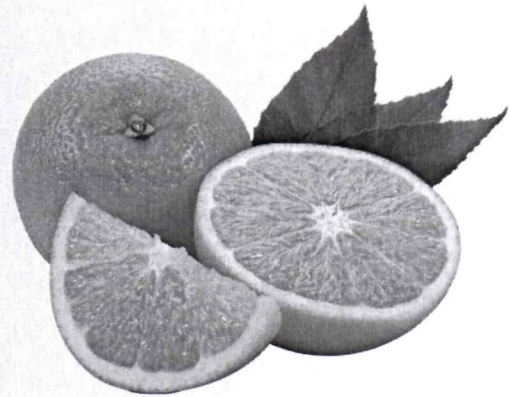
Checklist ☒

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



Publishing
.....
Favorite Birthday Party

NAME: _____

Directions: Circle the picture you like best.**Opinion:** I like . . .**apples****oranges****Directions:** Place a check mark next to a reason.**Reasons**
☐ They have stems.

☐ They are peeled.

☐ They are red or green.

☐ They are orange.

NAME: _____

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

Green:
opinion

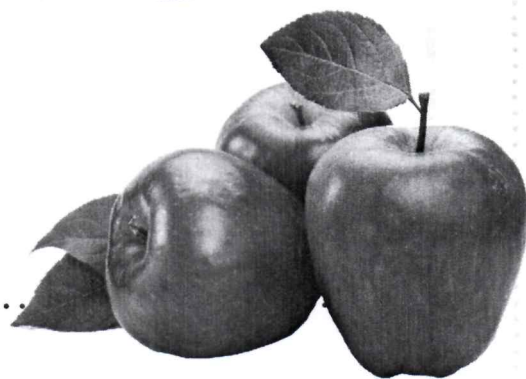
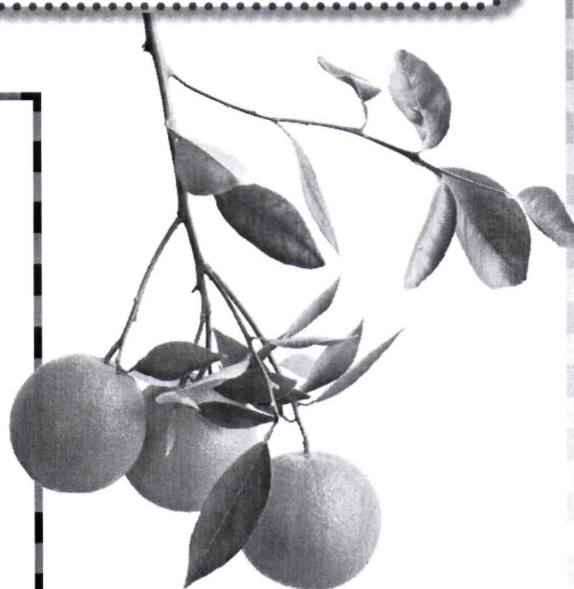
Red:
detail

Blue:
closure



Drafting
Apples or Oranges?

I like apples more
than oranges. I like
them because they are
crunchy and sweet.
Apples are yummy!



Printing Practice abc

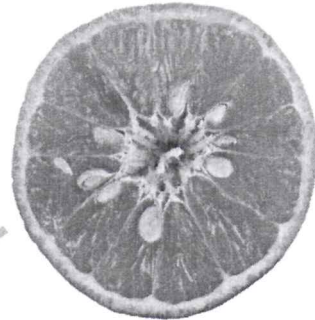
Directions: Trace the word. Write it on your own.

and _____

NAME: _____

Directions: Match the sentences to the pictures.

1. An apple has a leaf.



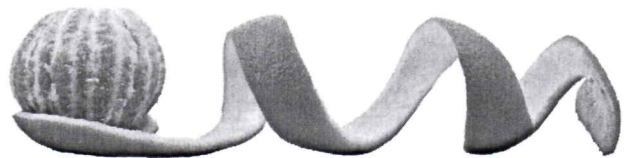
2. Oranges are juicy.



3. You can slice an apple.



4. You can peel an orange.



Revising

Apples or Oranges?

NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: (Apples are crunchy.)
Apples are crunchy

1. Oranges are juicy.

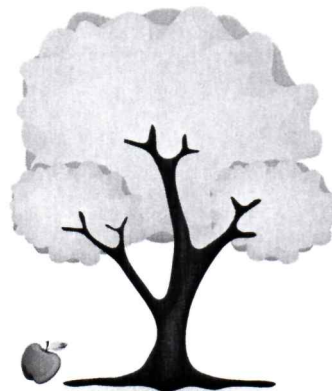
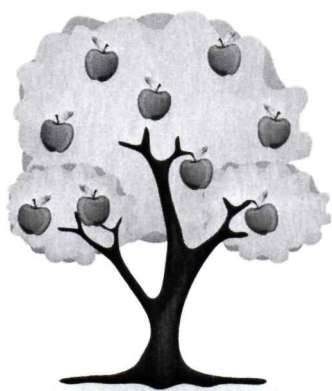
Oranges are juicy

2. Apples are red

Apples are red.

3. Oranges have peels.

Oranges have peels



Editing
Apples or Oranges?

NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I like apples more than oranges. I like them because they are crunchy and sweet. Apples are yummy!

Checklist ☒

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



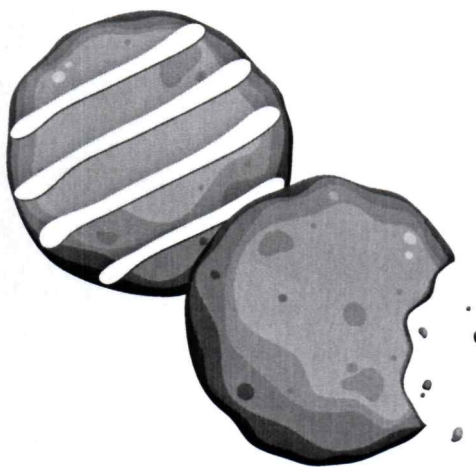
NAME: _____

Directions: Circle the picture you like best.
Write your opinion. Write a reason.

ice cream



cookies



Opinion _____

I like _____

Reason _____

I like it/them because _____

Prewriting
Ice Cream or Cookies?

NAME: _____



Drafting

Ice Cream or Cookies?

Directions: Write about ice cream or cookies. Fill in the checklist.

Opinion

(Ice cream or Cookies)

is/are the best.

Reason

I like it/them because

Closing

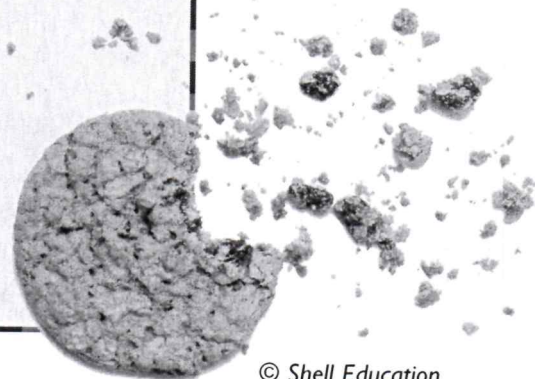
I love

(ice cream or cookies)



Checklist ☒

- ☐ I state my opinion.
- ☐ I have a detail.
- ☐ I have a closing.



NAME: _____

Directions: Read the sentences. Draw pictures to match.

1. I like ice cream cones.

2. Ice cream melts on hot days.

3. Cookies are baked in ovens.



Revising

Ice Cream or Cookies?

NAME: _____

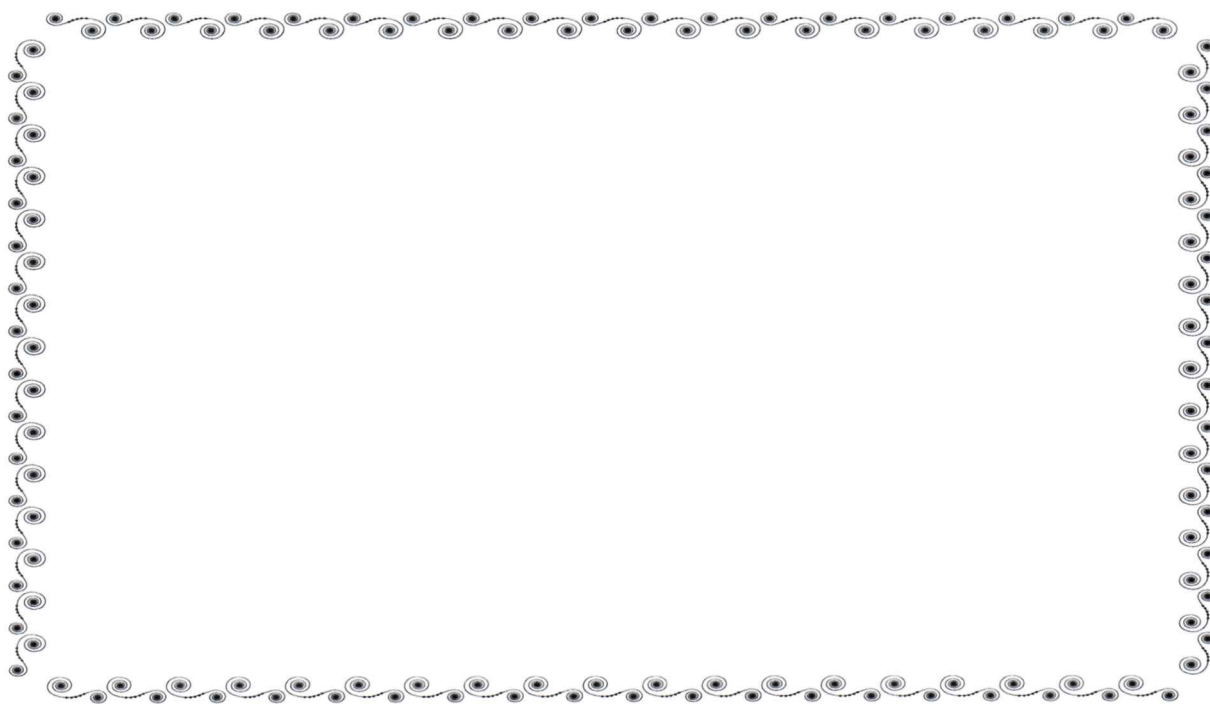
Directions: Add periods to the sentences.**Example:** I like the taste of cookies._

1. I like cookies because they are round
2. I like ice cream because it is creamy
3. I like cookies because they are warm
4. I like cookies more than ice cream



NAME: _____

Directions: Draw and write about ice cream or cookies. Fill in the checklist.



Checklist ☒

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



Publishing

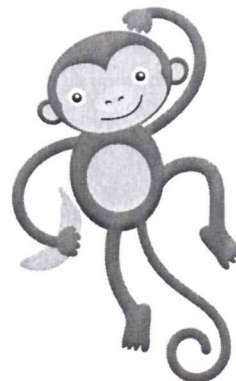
Ice Cream or Cookies?

NAME: _____

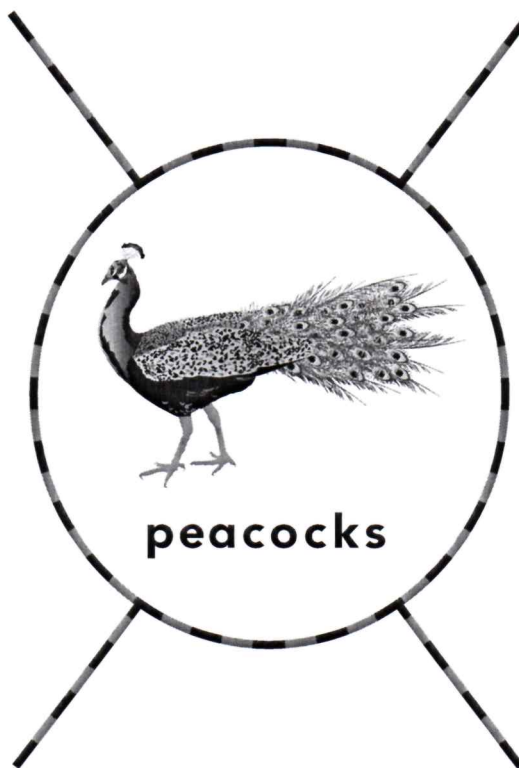
Directions: Circle the pictures about peacocks.



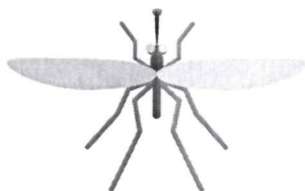
feathers



monkey



peacocks



food (insects)



feet

NAME: _____

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

Green:
topic

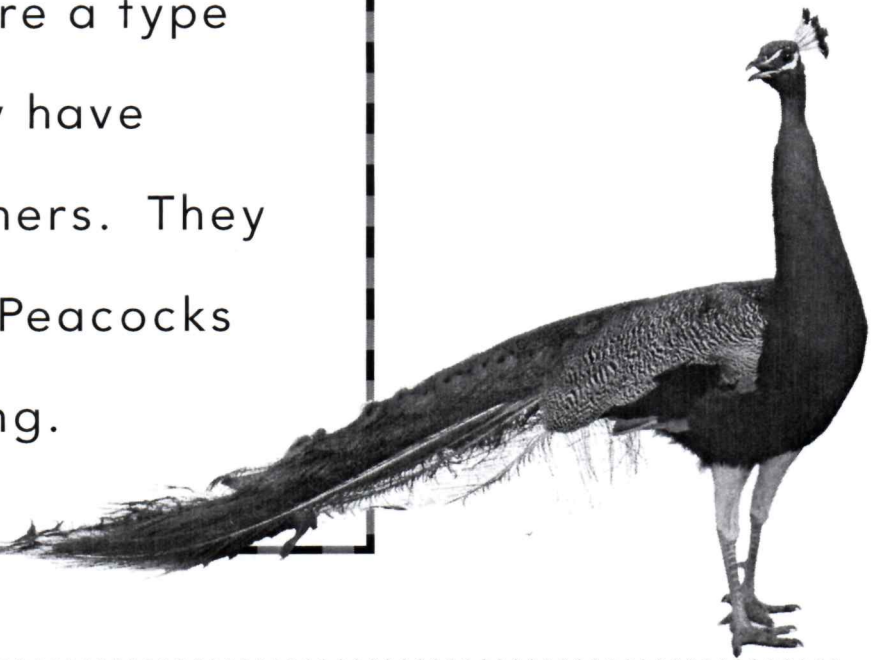
Red:
detail

Blue:
closure



Drafting
Peacocks

Peacocks are a type
of bird. They have
colorful feathers. They
eat insects. Peacocks
are interesting.



Printing Practice abc

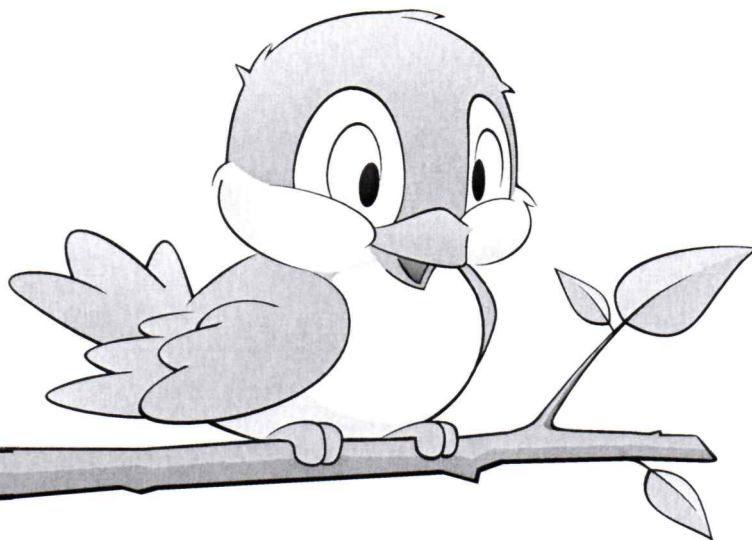
Directions: Trace the word. Write it on your own.

have

NAME: _____

Directions: Choose a word. Underline it.**Example:** Birds have (beaks or **eyes**).

1. Birds have two wings and two (**legs** or **eyes**).
2. Birds have wings to (**fly** or **roam**).
3. Birds' legs let them (**walk** or **run**).
4. Birds (**have** or **lay**) eggs.



NAME: _____

Directions: Look for spelling. Circle the correct sentences.

Example: Peacocks hav feathers.
(Peacocks have feathers.)

1. Birds do nt have teeth.

Birds do not have teeth.

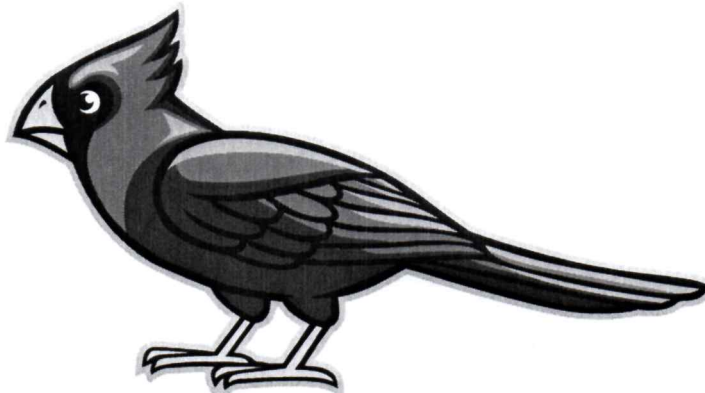
2. Birds hatch frm eggs.

Birds hatch from eggs.



3. Cardinals are red.

Cardinals are rd.



4. Birds have two feet.

Birds have two fet.

Editing
Peacocks

NAME: _____

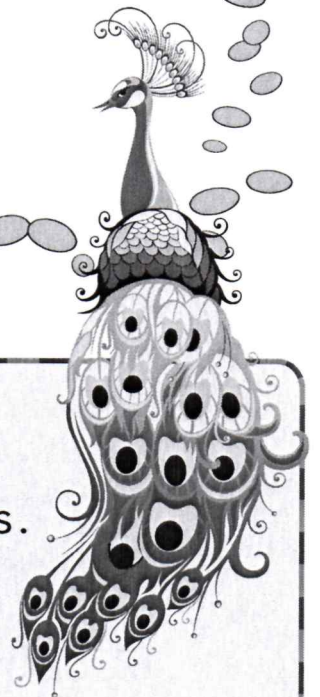


Directions: Read the text. Draw a picture. Fill in the checklist.

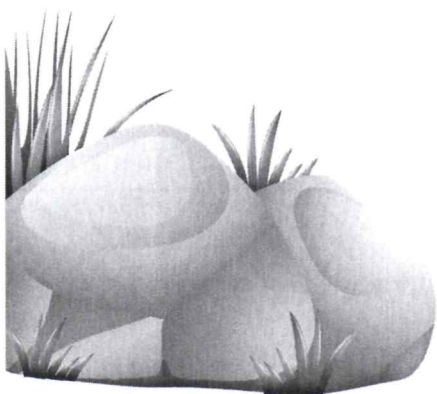
Peacocks are a type of bird. They have colorful feathers. They eat insects. Peacocks are interesting.

Checklist ☒

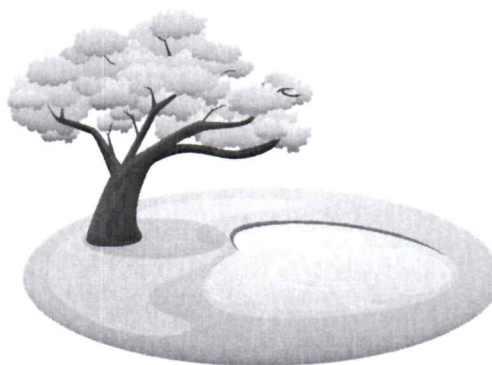
- ☐ Sentences begin with capital letters.
- ☐ Sentences end with punctuation.
- ☐ There are spaces between words.



NAME: _____

Directions: Trace the words about ducks.

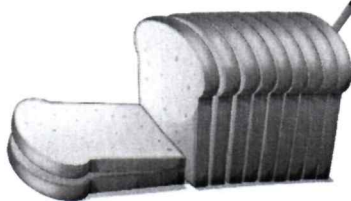
rock



pond



ducks



bread



feather

Prewriting
Ducks

NAME: _____

Directions: Write about ducks. Fill in the checklist.

Topic _____

Ducks are _____.

Detail _____

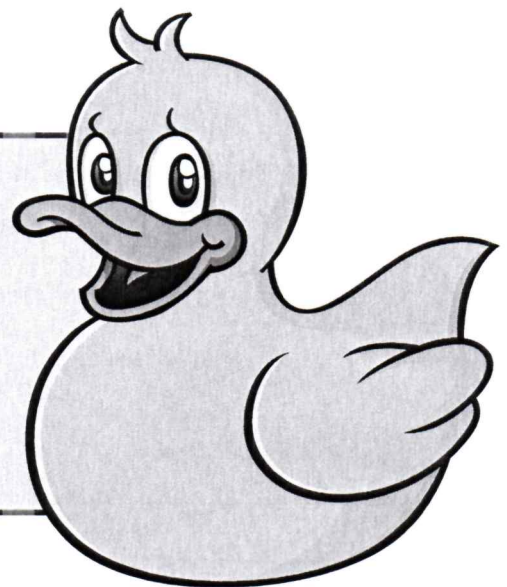
They _____

Closing _____

I love _____.

Checklist ☒

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



NAME: _____

Directions: Choose a word. Write it.

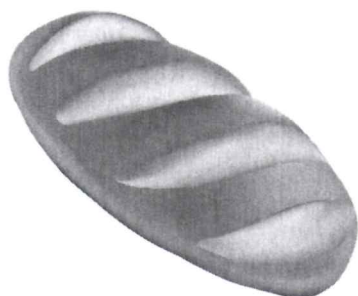
Example: Ducks eat bread.
(bread or food)

1. Ducks are _____ birds.
(small or large)

2. They _____ in the water.
(swim or dive)

3. They build _____.
(nests or homes)

4. They like to _____.
(fly or quack)

Revising
Ducks

NAME: _____

Directions: Choose the correct word. Write it.

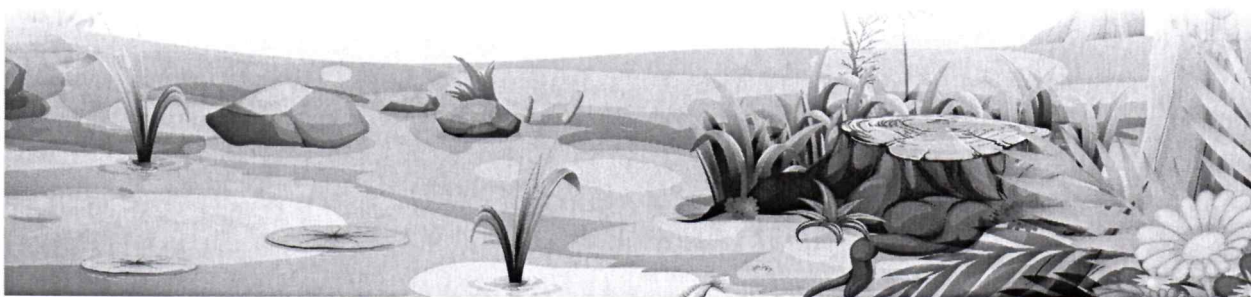
Example: Ducks live near water.
(live or liv)

1. Ducks _____ in the water.
(swm or swim)

2. Ducks _____ bread.
(eat or eet)

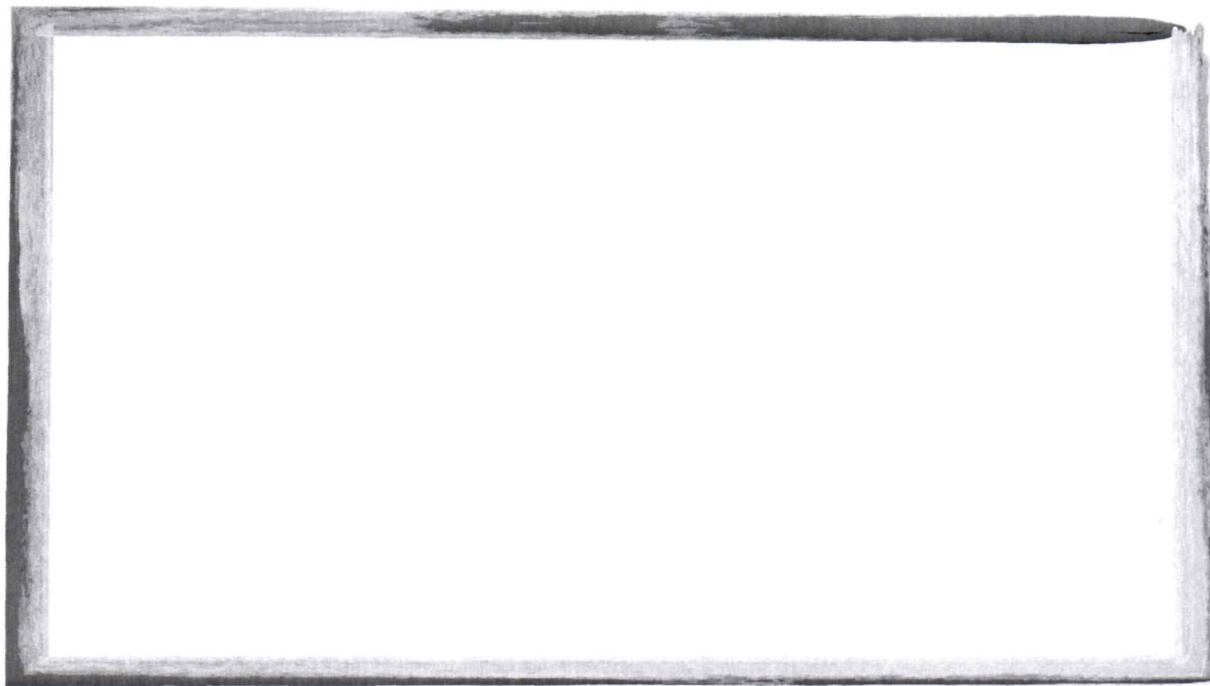
3. They lay eggs in _____.
(nests or nestz)

4. They _____ to dive.
(lke or like)



NAME: _____

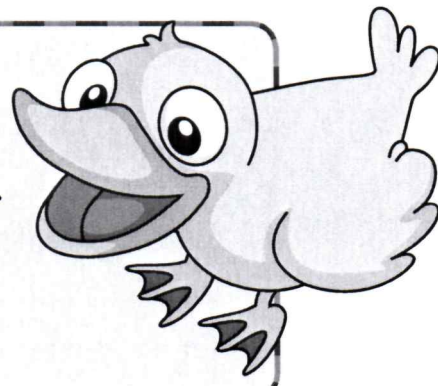
Directions: Draw and write about ducks. Fill in the checklist.



Four sets of horizontal lines for writing, 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.



Publishing
.....
Ducks

NAME: _____

Directions: Circle the picture you like best.

Opinion: I like . . .

hot weather



cold weather



Directions: Place a check mark next to a reason.

Reasons

_____ I play in the snow.

_____ I play in the sun.

_____ I go swimming.

_____ I wear a coat.

NAME: _____

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

Green:
opinion

Red:
detail

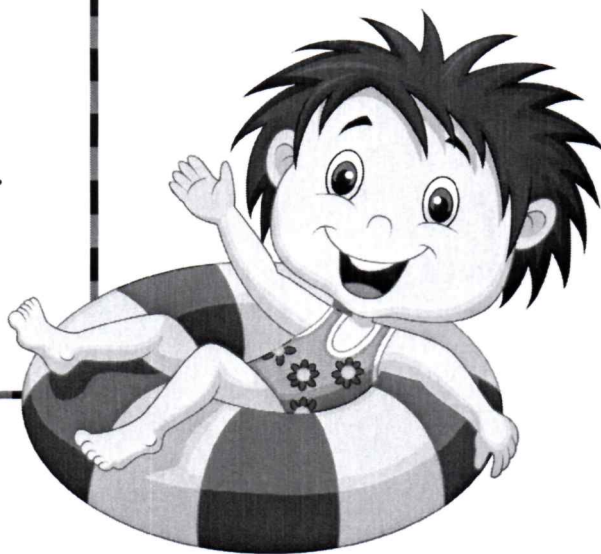
Blue:
closure



Drafting

Hot or Cold?

I like hot weather
the most. I like it
because I get to go
swimming in the pool.
Hot weather is great!



Printing Practice abc

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

hot

NAME: _____

Directions: Match the sentences to the pictures.

1. I eat ice cream.



2. I drink hot chocolate.



3. I swim in hot weather.



4. I wear a jacket in cold weather.



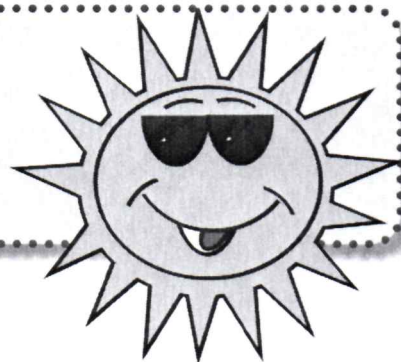
Revising

Hot or Cold?

NAME: _____

Directions: Look for capital letters. Circle the correct sentences.

Example: (The sun is shining.)
the sun is shining.



1. the clouds are in the sky.

The clouds are in the sky.

2. The girl puts on her coat.

the girl puts on her coat.

3. I see the sun outside.

i see the sun outside.



Editing
Hot or Cold?

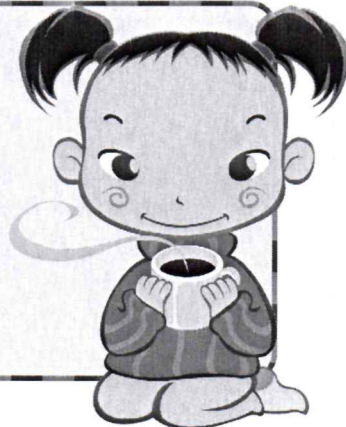
NAME: _____

Directions: Read the text. Draw a picture. Fill in the checklist.

I like hot weather the most. I like it
because I get to go swimming in the pool.
Hot weather is great!

Checklist ☒

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



NAME: _____

Directions: Circle the picture you like best.
Write your opinion. Write a reason.

wind



rain



Opinion

I like

Reason

I like it because



Prewriting
Wind or Rain?

NAME: _____

Directions: Write about wind or rain. Fill in the checklist.

Opinion

(Wind or Rain)

is the best.

Reason

I like it because _____

Closing

I love _____

(rain or wind)



Checklist ☒

- ☐ I state my opinion.
- ☐ I have a detail.
- ☐ I have a closing.



Drafting
Wind or Rain?

NAME: _____

Directions: Read the sentences. Draw pictures to match.

1. I jump in puddles.

2. I fly a kite.

3. I use an umbrella.



Revising
Wind or Rain?

NAME: _____

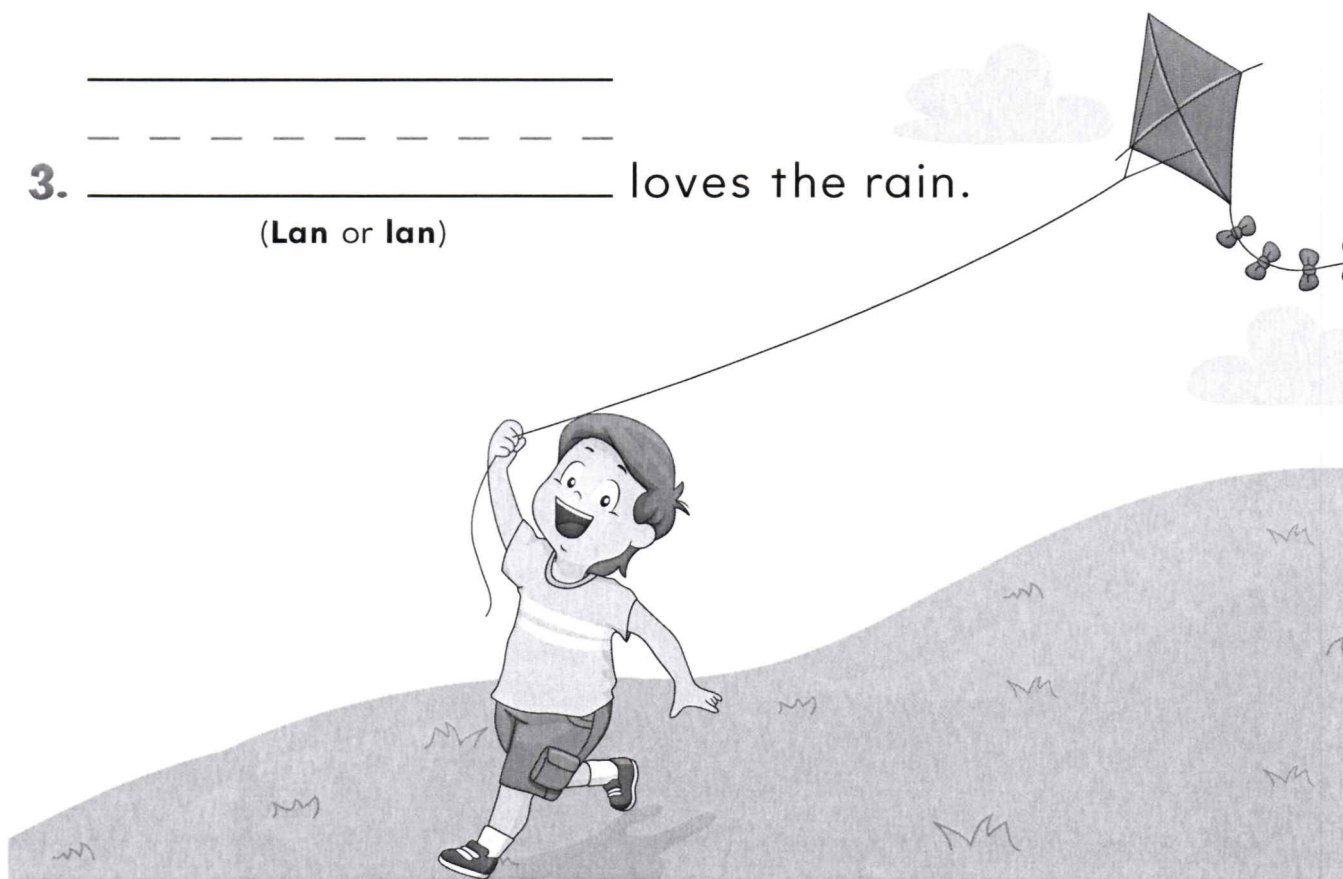
Directions: Choose the correct word. Write it.

Example: The rain hits the ground.
(The or the)

1. _____ flies her kite.
(tia or Tia)

2. _____ uses his umbrella.
(Ethan or ethan)

3. _____ loves the rain.
(Lan or lan)



NAME: _____

Directions: Draw and write about wind or rain.
Fill in the checklist.



Publishing
.....
Wind or Rain?



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.

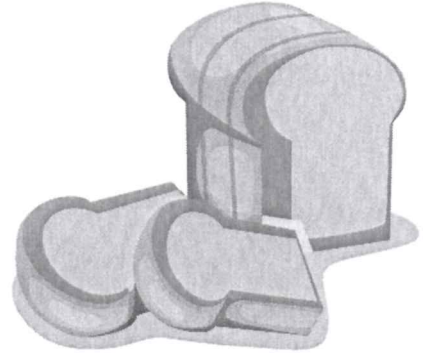


NAME: _____

Directions: Circle the pictures about peanut butter and jelly sandwiches.

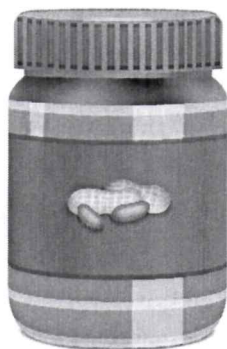


jelly



bread

**Making
a Peanut
Butter
and Jelly
Sandwich**



peanut butter



butter knife

NAME: _____

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

Green:
topic

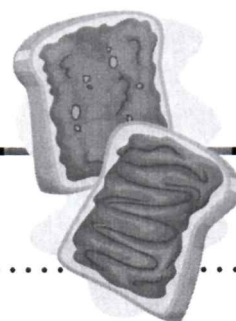
Red:
detail

Blue:
closure



Drafting
How to Make a Peanut Butter and Jelly Sandwich

It is easy to make a peanut butter and jelly sandwich. First, spread the peanut butter and jelly on the bread. Then, put the slices of bread together. Finally, you get to eat it!



Printing Practice abc

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

make

NAME: _____

Directions: Choose a word. Underline it.

Example: (Then or **Next**) get the bread.

1. (**Then** or **Next**), get out the jelly.
2. (**Now** or **Then**), get out the bread.
3. (**Next** or **Now**), put the peanut butter on the bread.
4. (**Then** or **Next**), put the jelly on the bread.
5. (**Now** or **Next**), put the slices of bread together.

NAME: _____

Directions: Look for periods. Circle the correct sentences.

Example: (First, get out some jelly.)
First, get out some jelly

1. Second, get out some peanut butter.

Second, get out some peanut butter

2. Next, get out some bread

Next, get out some bread.

3. Last, put the two slices of bread together.

Last, put the two slices of bread together



NAME: _____



Directions: Read the text. Draw a picture. Fill in the checklist.

It is easy to make a peanut butter and jelly sandwich. First, spread the peanut butter and jelly on the bread. Then, put the slices of bread together. Finally, you get to eat it!

Checklist ☒

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



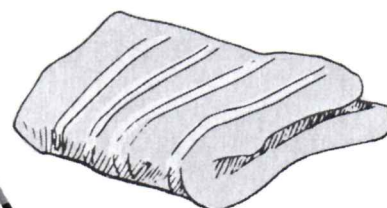
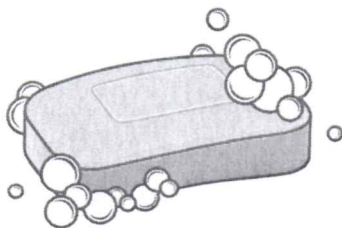


NAME: _____

Directions: Trace the words about washing your hands.

hands

water

**Washing Your Hands**

soap

towel

NAME: _____

Directions: Write about washing your hands.
Fill in the checklist.

Topic

Washing your hands is

Detail

You must

Closing

Make sure you

Checklist ☒

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



NAME: _____

Directions: Choose a word. Write it.

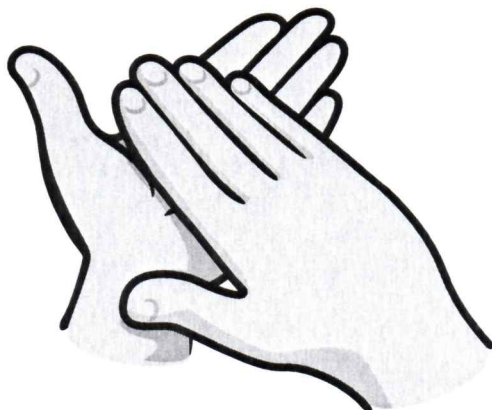
Example: First walk to the sink.
(First or Now)

1. _____, turn on the water.
(Now or First)

2. _____, put soap on your hands.
(Then or Next)

3. _____, wash your hands.
(Next or Now)

4. _____, dry your hands.
(Last or Finally)



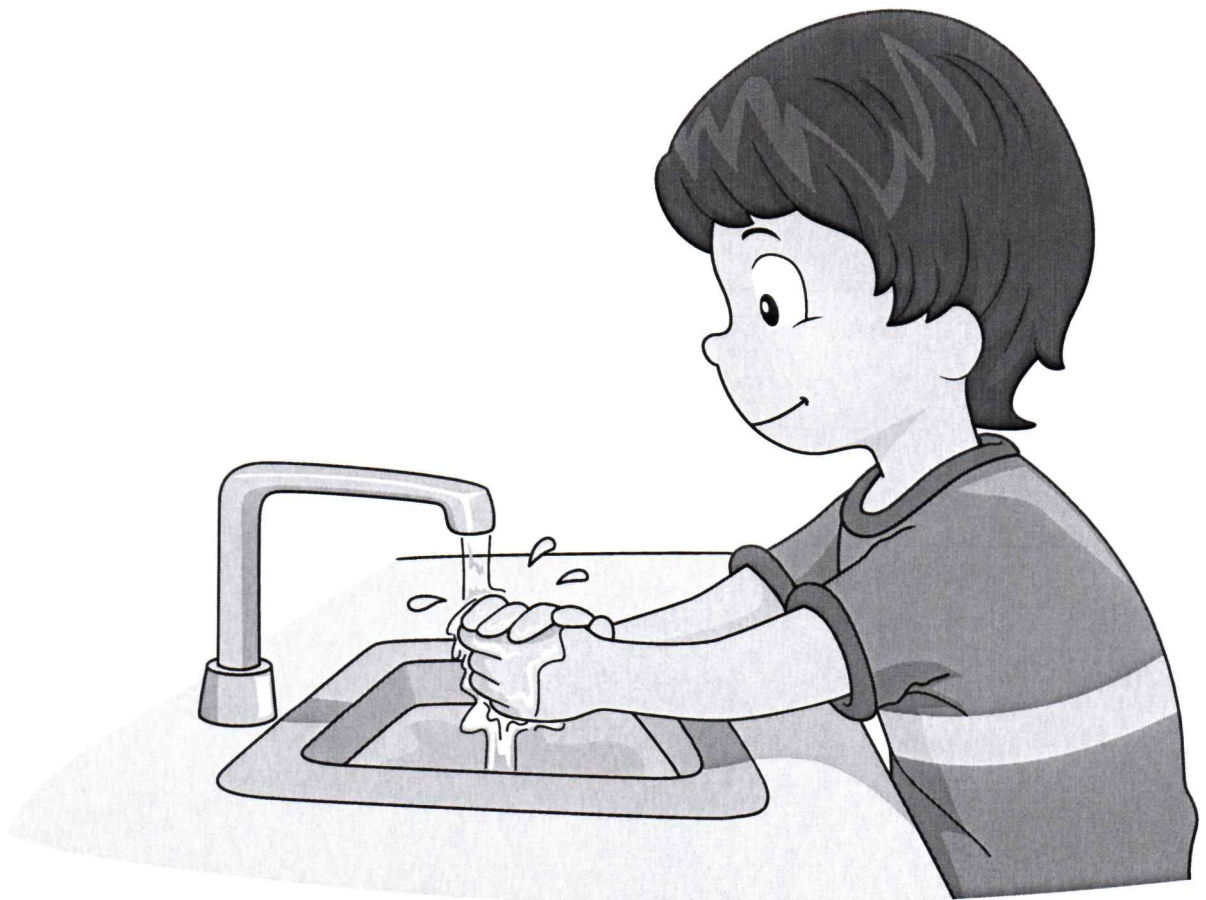
Revising
How to Wash Your Hands

NAME: _____

Directions: Add periods to the sentences.

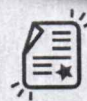
Example: First, turn on the water. _

1. Next, get soap on your hands
2. After that, wash your hands
3. Finally, dry your hands
4. Your hands are now clean

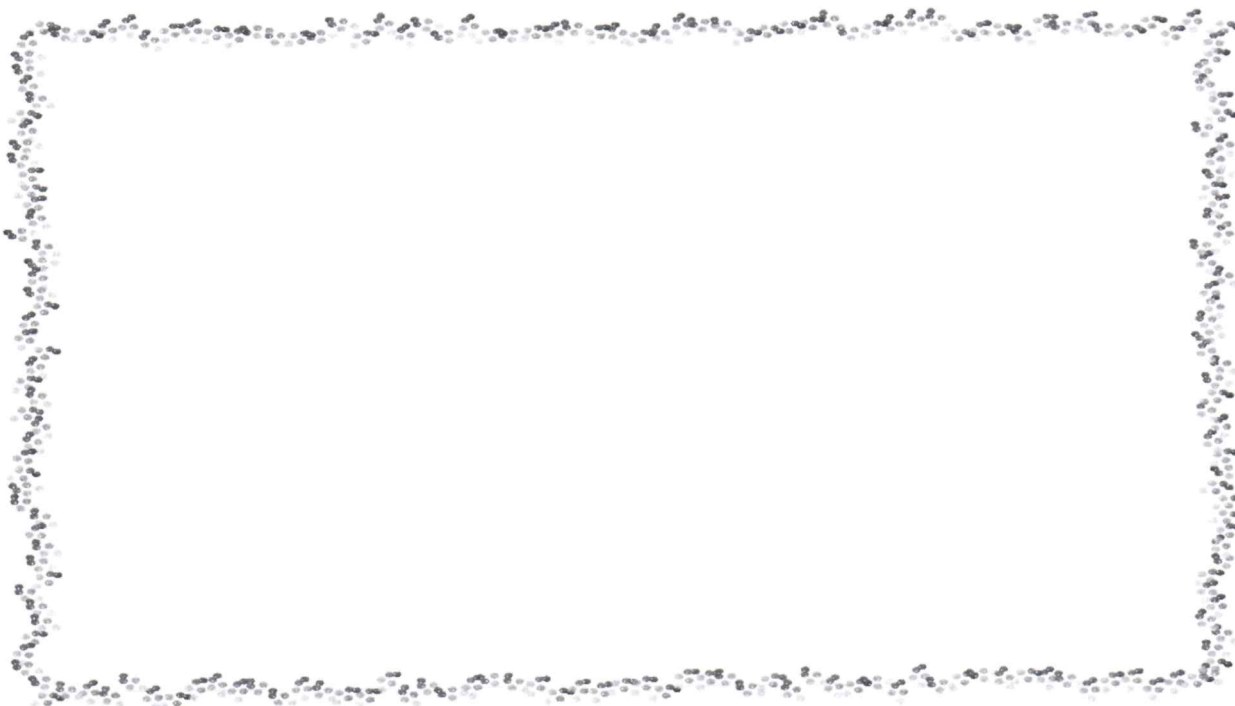


NAME: _____

Directions: Draw and write about washing your hands. Fill in the checklist.



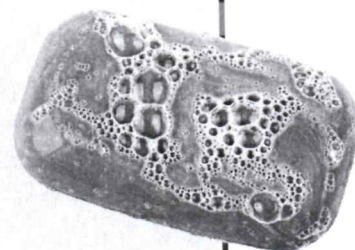
Publishing
How to Wash Your Hands



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.



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: Playing at the Park

Day 2 (page 15)

Introduction: I went to the park on Sunday with my sister.

Events: First, we played on the swings. Then, we went down the slide.

Closure: We had a great day.

Day 3 (page 16)

Students may circle the children playing, the flowers, the playground equipment, or any of the scenery.

Day 4 (page 17)

1. Al goes down the slide.
2. Liz plays in the sand.
3. She runs to the swings.
4. I am on the seesaw.

Week 2: Picnic at the Park

Day 3 (page 21)

Students may add food items or any other detail to the scenery.

Day 4 (page 22)

1. Nic sits on a blanket.
2. She eats a roll.
3. I look in the basket.
4. The park is fun.

Day 5 (page 23)

See Narrative Writing Rubric on page 201.

Week 3: What We Do in School

Day 2 (page 25)

Introduction: Today, I went to school.

Events: First, we did school work. Then, we went to recess.

Closure: I had a lot of fun at school.

Day 3 (page 26)

Students may circle the students or any of the details in the classroom.

Day 4 (page 27)

1. I read a story.
2. He eats lunch.
3. Luz plays at recess.
4. We do a puzzle.

Week 4: School Rules

Day 3 (page 31)

Students may draw students or items that belong in a classroom.

Day 4 (page 32)

1. Zan raises **his** hand.
2. **He** is a good listener.
3. She shares **her** toys.

Day 5 (page 33)

See Narrative Writing Rubric on page 201.

Week 5: Spring or Fall?

Day 2 (page 35)

Opinion: I like spring more than fall.

Details: I like it because there are lots of fun things I can do.

Closure: Spring is the best season.

Day 3 (page 36)

1. He likes the pumpkin. 
2. I plant flowers. 
3. She bounces a ball. 
4. The sun is bright. 
5. I see a leaf. 

Day 4 (page 37)

1. It is raining.
2. Here is a pumpkin.
3. The flower is pink.
4. I like the rain.

Week 6: Summer or Winter?

Day 4 (page 42)

1. I like to swim.
2. The bear sleeps.
3. They play in snow.
4. I go to the beach.
5. I wear a coat.

Day 5 (page 43)

See Opinion Writing Rubric on page 199.

Week 7: Sight and Smell

Day 1 (page 44)

Students may circle all of the items except the ear.

Day 2 (page 45)

Topic: We have five senses.

Details: We use our eyes to see. We use our noses to smell.

Closure: It is great to have senses!

Day 4 (page 47)

1. She smells pizza.
2. I see flowers.
3. They smell muffins.

Week 8: Taste and Touch

Day 1 (page 49)

Students may trace all of the items.

Day 4 (page 52)

1. I taste the apple.
2. **He** feels the crayon.
3. **She** feels a horse.
4. I eat cookies.

Day 5 (page 53)

See Informative/Explanatory Writing Rubric on page 200.

ANSWER KEY *(cont.)*

Week 9: Firefighters

Day 1 (page 54)

Students may circle the following: helmet, hose, and truck.

Day 2 (page 55)

Topic: Firefighters help the community.

Details: They keep people safe. They stop fires.

Closure: Firefighters are heroes.

Day 4 (page 57)

1. Firefighters rescue people.
2. Firefighters use ladders.
3. Firefighters work at fire stations.

Week 10: Police Officers

Day 1 (page 59)

Students may trace the following: car, hat, and badge.

Day 4 (page 62)

1. Police officers wear badges.
2. They drive in cars with sirens.
3. Police officers wear uniforms.
4. Police officers work very hard.
5. Police officers are heroes.

Day 5 (page 63)

See Informative/Explanatory Writing Rubric on page 200.

Week 11: Humpty Dumpty or Jack and Jill

Day 2 (page 65)

Opinion: I like "Jack and Jill" more than "Humpty Dumpty."

Details: I like it because it is funny.

Closure: "Jack and Jill" is my favorite.

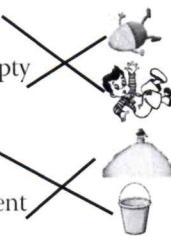
Day 3 (page 66)

1. Jack fell down.

2. Humpty Dumpty fell.

3. Jill had a pail.

4. Jack and Jill went up a hill.



Day 4 (page 67)

1. Jack fell down.
2. And Jill came tumbling after.
3. Jack and Jill were both okay.

Week 12: Itsy Bitsy Spider or Little Bo Peep

Day 4 (page 72)

1. The sheep **are** lost.
2. The spider climbs **a** web.
3. I see **a** sheep.
4. I **see** the spider.

Day 5 (page 73)

See Opinion Writing Rubric on page 199.

Week 13: Sun and Moon

Day 1 (page 74)

Students may circle the following: hot, half moon, and crescent moon.

Day 2 (page 75)

Topic: The sun and the moon are in the sky.

Details: The sun comes out in the day. The moon comes out at night.

Closure: They are both important to Earth.

Day 4 (page 77)

1. The sun is bright.
2. The moon is smaller than Earth.
3. The sun is hot.

Week 14: Earth

Day 1 (page 79)

Students may trace all of the items.

Day 4 (page 82)

1. **The** planets go around the sun.
2. **There** are eight planets.
3. **The** planet Earth is mostly water.

Day 5 (page 83)

See Informative/Explanatory Writing Rubric on page 200.

Week 15: Christmas or St. Patrick's Day

Day 2 (page 85)

Opinion: I like St. Patrick's Day.

Details: I like it because I get to wear green.

Closure: I love St. Patrick's Day!

Day 3 (page 86)

1. I open gifts.

2. I see a clover.

3. I decorate a tree.

4. I see a pot of gold.



Day 4 (page 87)

1. St. Patrick's Day is March 17.
2. People open gifts on Christmas.
3. People wear green on St. Patrick's Day.

ANSWER KEY *(cont.)*

Week 16: Valentine's Day or Halloween

Day 4 (page 92)

1. Halloween **can** be fun.
2. People dress **in** costumes.
3. People give cards **on** Valentine's Day.

Day 5 (page 93)

See Opinion Writing Rubric on page 199.

Week 17: Ocean Animals

Day 1 (page 94)

Students may circle the following: fish, whale, and crab.

Day 2 (page 95)

Topic: Many animals live in the ocean.

Details: There are whales and sharks. There are lots of colorful fish.

Closure: Ocean animals are very interesting.

Day 4 (page 97)

1. How big is a whale?
2. Does an octopus have eight legs?
3. Do fish sleep behind rocks?

Week 18: Land Animals

Day 1 (page 99)

Students may trace all of the words.

Day 4 (page 102)

1. Do you see the elephant?
2. Is the tiger fast?
3. Where are the horses?
4. What does a bear eat?

Day 5 (page 103)

See Informative/Explanatory Writing Rubric on page 200.

Week 19: Farms

Day 2 (page 105)

Introduction: I went on vacation. I went to my uncle's farm.

Events: First, we rode on a tractor. Then, we ate a big dinner.

Closure: It was lots of fun!

Day 3 (page 106)

Students may circle the animals or any of the scenery on the farm.

Day 4 (page 107)

1. A cow can give milk.
2. The farmer rides a horse.
3. A duck quacks.

Week 20: Forests

Day 3 (page 111)

Students may add animals and more trees to the picture.

Day 4 (page 112)

1. The forest **is** dark.
2. **The** forest is big.
3. **Can** we go to the forest?

Day 5 (page 113)

See Narrative Writing Rubric on page 201.

Week 21: Soccer

Day 2 (page 115)

Introduction: I had a soccer game on Saturday.

Events: First, I kicked the ball. Then, I scored a goal.

Closure: The team had a great game!

Day 3 (page 116)

Students may circle the soccer players or anything else on the soccer field.

Day 4 (page 117)

1. Al kicked the ball.
2. Mia scored a goal.
3. Tim won an award.

Week 22: Baseball

Day 3 (page 121)

Students may add players or a play in action on the baseball field.

Day 4 (page 122)

1. **We** play baseball with Nick.
2. **I** hit the ball.
3. **Our** team won!

Day 5 (page 123)

See Narrative Writing Rubric on page 201.

Week 23: Family

Day 2 (page 125)

Introduction: Last week, my cousins and I went to the movies.

Events: First, we got popcorn and candy. Then, we watched a funny movie.

Closure: We had a great time at the movies!

Day 3 (page 126)

Details may include any of the family members or any of the elements in the scenery.

Day 4 (page 127)

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

Week 24: Friends

Day 3 (page 131)

Students may add more to the background scenery and draw themselves playing with friends.

Day 4 (page 132)

1. He listens to Bill.
2. Kevin and Cole are helping.
3. Tara and Ben are friends.
4. I play with Maria.

Day 5 (page 133)

See Narrative Writing Rubric on page 201.

ANSWER KEY *(cont.)*

Week 25: Pet Hamsters or Bunnies?

Day 2 (page 135)

Opinion: I like hamsters more than bunnies.

Details: I like them because they are small and cute.

Closure: Hamsters make the best pets!

Day 3 (page 136)

1. Bunnies are cute.

2. Hamsters run on wheels.

3. Bunnies eat carrots.

4. Hamsters eat corn.



Day 4 (page 137)

1. A bunny likes to hop.
2. Hamsters like to cuddle.
3. I see a hamster run.

Week 26: Pet Dogs or Cats?

Day 4 (page 142)

1. A cat meows.
2. The dog barks.
3. Some cats are black.

Day 5 (page 143)

See Opinion Writing Rubric on page 199.

Week 27: My Birthday

Day 2 (page 145)

Introduction: On my sixth birthday, we went to the park.

Events: First, we played games. Then, we ate cake.

Closure: It was my favorite birthday.

Day 3 (page 146)

Details may include the balloons, the cake, the party hats or any element of the scene.

Day 4 (page 147)

1. Her birthday is July 9.
2. Elan's birthday is August 22.
3. His birthday is May 29.

Week 28: Favorite Birthday Party

Day 3 (page 151)

Students may add more decorations or more gifts to the picture.

Day 4 (page 152)

1. Maria's birthday is in **May**.
2. Kim's birthday is in **July**.
3. Jin's birthday is in **June**.

Day 5 (page 153)

See Narrative Writing Rubric on page 201.

Week 29: Apples or Oranges?

Day 2 (page 155)

Opinion: I like apples more than oranges.

Details: I like them because they are crunchy and sweet.

Closure: Apples are yummy!

Day 3 (page 156)

1. An apple has a leaf.
2. Oranges are juicy.
3. You can slice an apple.
4. You can peel an orange.



Day 4 (page 157)

1. Oranges are juicy.
2. Apples are red.
3. Oranges have peels.

Week 30: Ice Cream or Cookies?

Day 4 (page 162)

1. I like cookies because they are round.
2. I like ice cream because it is creamy.
3. I like cookies because they are warm.
4. I like cookies more than ice cream.

Day 5 (page 163)

See Opinion Writing Rubric on page 199.

Week 31: Peacocks

Day 1 (page 164)

Students may circle the following: feathers, food (insects), and feet.

Day 2 (page 165)

Topic: Peacocks are a type of bird.

Details: They have colorful feathers. They eat insects.

Closure: Peacocks are interesting.

Day 4 (page 167)

1. Birds do not have teeth.
2. Birds hatch from eggs.
3. Cardinals are red.
4. Birds have two feet.

Week 32: Ducks

Day 1 (page 169)

Students may trace all of the words.

Day 4 (page 172)

1. Ducks **swim** in the water.
2. Ducks **eat** bread.
3. They lay eggs in **nests**.
4. They **like** to dive.

Day 5 (page 173)

See Informative/Explanatory Writing Rubric on page 200.

ANSWER KEY *(cont.)*

Week 33: Hot or Cold?

Day 2 (page 175)

Opinion: I like hot weather the most.

Details: I like it because I get to go swimming in the pool.

Closure: Hot weather is great!

Day 3 (page 176)

1. I eat ice cream.
2. I drink hot chocolate.
3. I swim in hot weather.
4. I wear a jacket in cold weather.



Day 4 (page 177)

1. The clouds are in the sky.
2. The girl puts on her coat.
3. I see the sun outside.

Week 34: Wind or Rain?

Day 4 (page 182)

1. **Tia** flies her kite.
2. **Ethan** uses his umbrella.
3. **Lan** loves the rain.

Day 5 (page 183)

See Opinion Writing Rubric on page 199.

Week 35: How to Make a Peanut Butter and Jelly Sandwich

Day 1 (page 184)

Students may circle the following: jelly, bread, peanut butter, and butter knife.

Day 2 (page 185)

Topic: It is easy to make a peanut butter and jelly sandwich.

Details: First, spread the peanut butter and jelly on the bread. Then, put the slices of bread together.

Closure: Finally, you get to eat it!

Day 4 (page 187)

1. Second, get out some peanut butter.
2. Next, get out some bread.
3. Last, put the two slices of bread together.

Week 36: How to Wash Your Hands

Day 1 (page 189)

Students may trace all of the words.

Day 4 (page 192)

1. Next, get soap on your hands.
2. After that, wash your hands.
3. Finally, dry your hands.
4. Your hands are now clean.

Day 5 (page 193)

See Informative/Explanatory Writing Rubric on page 200.

OPINION 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	States a clear opinion. Includes lots of details. Includes a strong closing.	States an opinion. Includes at least one detail. Includes a closing.	States an unclear opinion. Includes few or unclear details. Does not include a closing.
Points	5 4	3 2	1 0
Written Expression	Uses varied and interesting 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 an unvaried vocabulary. Provides an inconsistent voice.
Points	5 4	3 2	1 0
Language Conventions	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 is used. Words have incorrect spacing between them.
Points	5 4	3 2	1 0

Total Points: _____

INFORMATIVE/EXPLANATORY 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	States a clear topic sentence. Includes lots of details. Includes a strong closing.	States a topic sentence. Includes at least one detail. Includes a closing.	States an unclear topic sentence. Includes few or unclear details. Does not include a closing.
Points	5 4	3 2	1 0
Written Expression	Uses varied and interesting 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 an unvaried vocabulary. Provides an inconsistent voice.
Points	5 4	3 2	1 0
Language Conventions	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 is used. Words have incorrect spacing between them.
Points	5 4	3 2	1 0

Total Points: _____

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	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 unclear events. Does not include a closing.
Points	5 4	3 2	1 0
Written Expression	Uses varied and interesting 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 an unvaried vocabulary. Provides an inconsistent voice.
Points	5 4	3 2	1 0
Language Conventions	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 is used. Words have incorrect spacing between them.
Points	5 4	3 2	1 0

Total Points: _____

OPINION WRITING ANALYSIS

Directions: Record each student's rubric scores (page 199) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the opinion genre and (2) how students progress after multiple encounters with the opinion genre.

	Week 6	Week 12	Week 16	Week 26	Week 30	Week 34	Total Scores
Student Name							
Average Classroom Score							

INFORMATIVE/EXPLANATORY WRITING ANALYSIS

Directions: Record each student's rubric score (page 200) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the informative/explanatory genre and (2) how students progress after multiple encounters with the informative/explanatory genre.

	Week 8	Week 10	Week 14	Week 18	Week 32	Week 36	Total Scores
Student Name							
Average Classroom Score							

NARRATIVE WRITING ANALYSIS

Directions: Record each student's rubric score (page 201) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the narrative genre and (2) how students progress after multiple encounters with the narrative genre.

	Week 2	Week 4	Week 20	Week 22	Week 24	Week 28	Total Scores
Student Name							
Average Classroom Score							

THE WRITING PROCESS

STEP 1: PREWRITING

Think about the topic.
Brainstorm ideas.



STEP 2: DRAFTING

Use your ideas to write a draft.
Don't worry about errors.



STEP 3: REVISING

Read your draft. Think
about the vocabulary. Think
about the organization.
Make changes to improve
your writing.



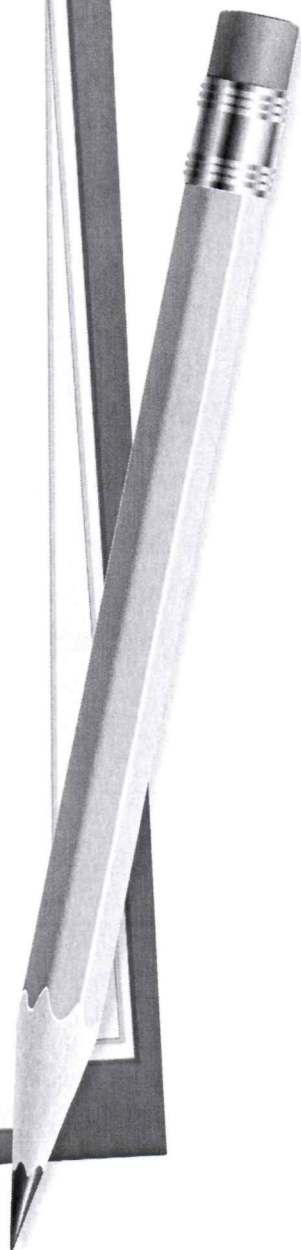
STEP 4: EDITING

Reread your draft. Check for
errors in spelling, punctuation,
and grammar.



STEP 5: PUBLISHING

Create a final draft. Be sure to
use your best printing.



EDITING MARKS

Editing Marks	Symbol Names	Example
≡	capitalization symbol	<u>d</u> avid ate grapes.
/	lowercase symbol	My mother hugged Me.
⊙	insert period symbol	The clouds are in the sky.
sp⊙	check spelling symbol	I ^{sp} laffed at the story.
~	transpose symbol	How you are?
^	insert symbol	Would you ^{please} 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 to [#] the tree.

OPINION WRITING TIPS

1. Write your opinion.

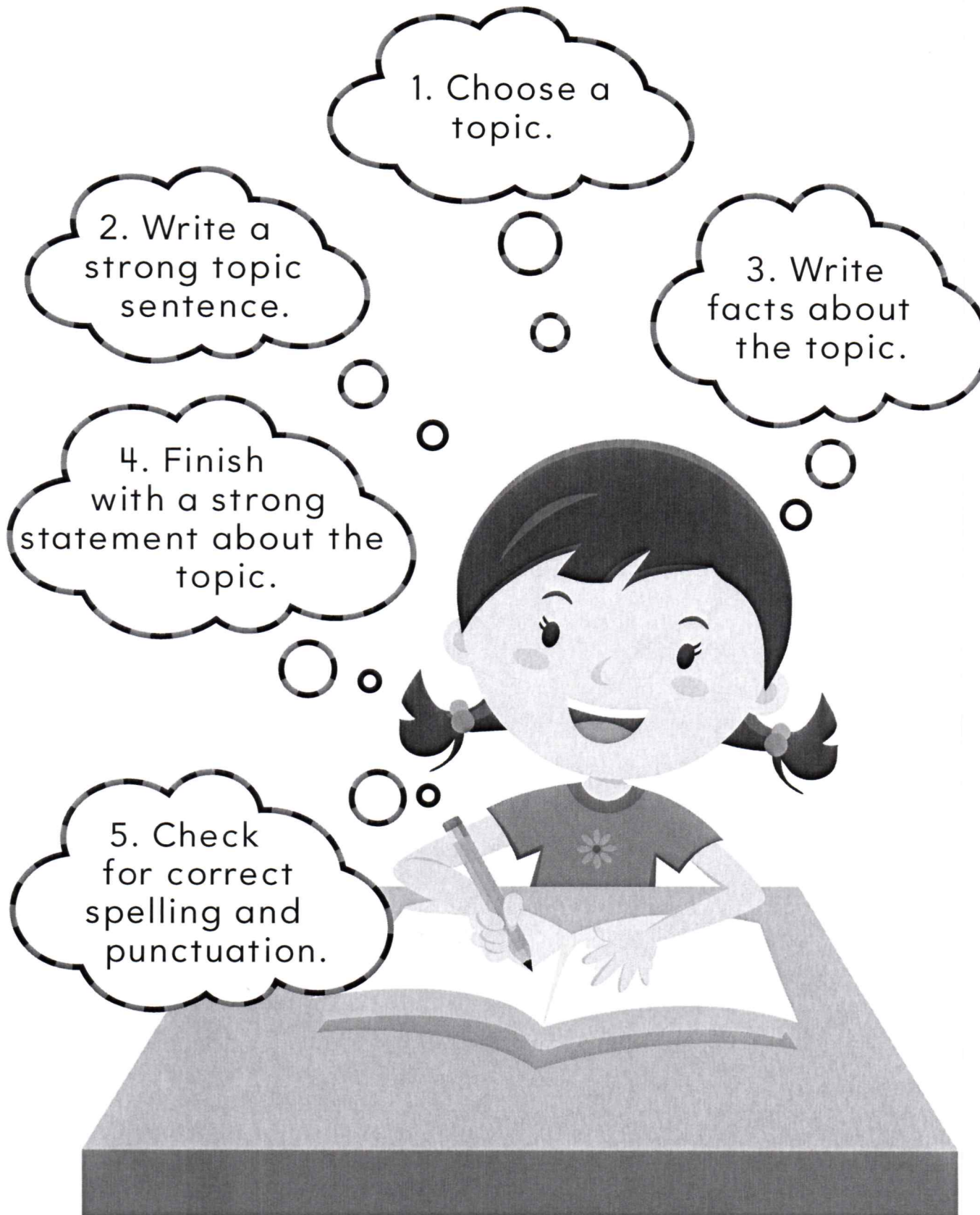
2. Write reasons to support your opinion.

3. Restate your opinion.

4. Check for correct spelling and punctuation.



INFORMATIVE/EXPLANATORY WRITING TIPS



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*.

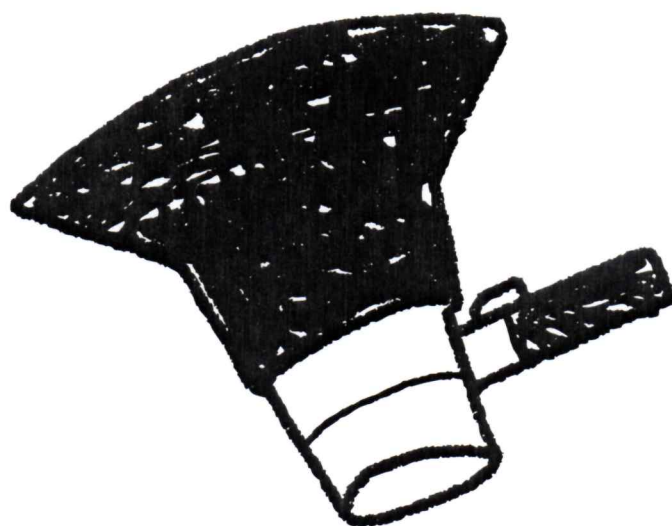
Use lots of details and sensory words.

Check for correct spelling and punctuation.



Opinion Writing

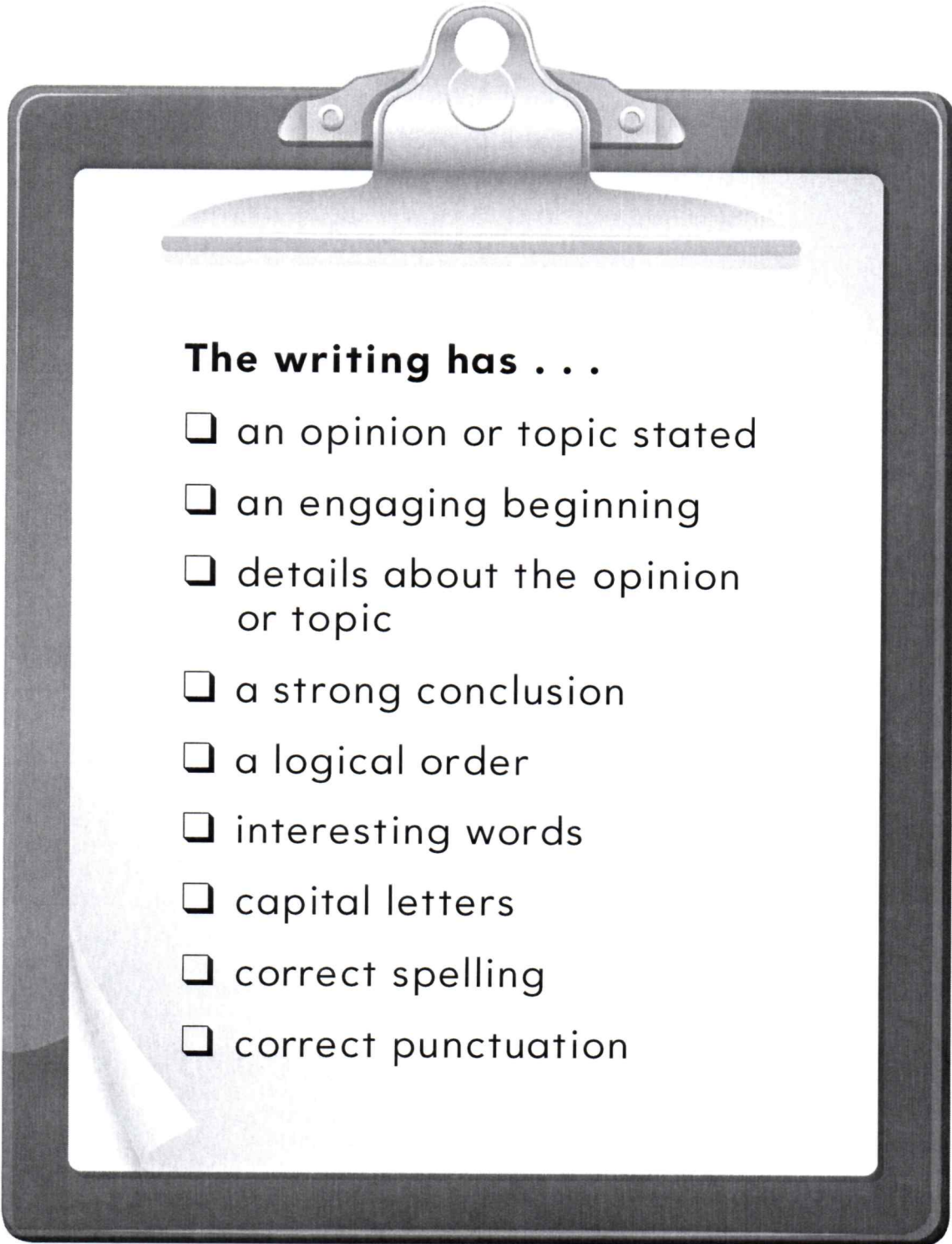
Informative/Explanatory Writing



Narrative Writing

PEER/SELF-EDITING CHECKLIST

Directions: Place a check mark in front of each item as you check it.



The writing has . . .

- ☐ an opinion or topic stated
- ☐ an engaging beginning
- ☐ details about the opinion or topic
- ☐ a strong conclusion
- ☐ a logical order
- ☐ interesting words
- ☐ capital letters
- ☐ correct spelling
- ☐ correct punctuation

CONTENTS OF THE DIGITAL RESOURCE CD

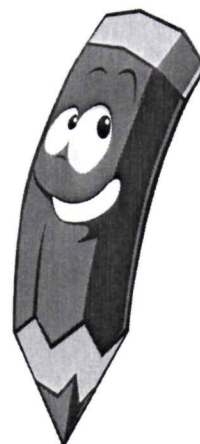
Teacher Resources

Resource	Filename
Writing Rubrics	writingrubrics.pdf
Opinion Writing Analysis	opinionpageitem.pdf opinionpageitem.doc opinionpageitem.xls
Informative/Explanatory Writing Analysis	informativepageitem.pdf informativepageitem.doc informativeanalysis.xls
Narrative Writing Analysis	narrativepageitem.pdf narrativepageitem.doc narrativepageitem.xls
Writing Signs	writingsigns.pdf
Standards Charts	standards.pdf

Student Resources

All of the 180 practice pages are contained in a single PDF. To print specific days, open the PDF and select the pages to print.

Resource	Filename
Practice Pages	practicepages.pdf
Writing Tips	writingtips.pdf
Writing Prompts	writingprompts.pdf
The Writing Process	writingprocess.pdf
Editing Marks	editingmarks.pdf
Peer/Self-Editing Checklist	editingchecklist.pdf



NOTES

NOTES

Provide quick and purposeful daily practice to build mastery with writing skills.

This easy-to-use resource provides students with writing practice in all genres, while also strengthening their grammar skills. Creative, theme-based units allow students opportunities to practice the five steps of the writing process. Students start by interacting with mentor texts and then apply their learning to their own written pieces. Students' confidence will thrive through these engaging standards-based writing activities!

This engaging resource includes:

- opinion practice
- informative/explanatory practice
- narrative practice
- prewriting activities
- drafting activities
- revising activities
- editing activities
- publishing activities
- writing rubrics, posters, and tips

Other books in the series:

