Directions: Look at the wild animals and the adjectives that describe them. Then, form two opinions below.

<table>
<thead>
<tr>
<th>Wild Animals</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>wolf</td>
<td>ferocious, aggressive, intimidating, sneaky, frightening</td>
</tr>
<tr>
<td>cheetah</td>
<td>swift predator, agile, fast, graceful, spotted</td>
</tr>
<tr>
<td>gorilla</td>
<td>social, strong, hairy, intelligent, herbivore</td>
</tr>
<tr>
<td>giraffe</td>
<td>graceful, tall, spotted, big eater, long tongues</td>
</tr>
<tr>
<td>elephant</td>
<td>gigantic, wise, big-eared, gentle, tusked</td>
</tr>
</tbody>
</table>

1. My favorite wild animal is

2. My least favorite wild animal is
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.
Using the Resources (cont.)

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

Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

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

Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate Writing Tips pages as they work through the weeks.
**WEEK 5  
DAY 1**

**Directions:** Look at the wild animals and the adjectives that describe them. Then, form two opinions below.

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</tbody>
</table>

1. **My favorite wild animal is a(n) ________________________ because**

   [Blank line]

   [Blank line]

   .

2. **My least favorite wild animal is a(n) ________________________ because**

   [Blank line]

   [Blank line]

   .
Directions: Think about earthquakes. Draft a paragraph about earthquakes. Include facts about how they begin and what destruction they can cause. Use the facts from page 69 to help draft your informative/explanatory paragraph.

Remember! 🍀
A strong informative/explanatory paragraph should include:
• a topic sentence
• details to support the main idea
• a concluding sentence

Printing Practice  📜
Directions: Use your best printing to write the words *earthquake* and *fault*.
Directions: Circle the correct adjective to make each sentence complete.

1. The air here is some of the (cleaner or cleanest) in the United States.
2. It is 4 miles (6 kilometers) wide at the (narrower or narrowest) point.
3. The Colca Canyon is (deeper or deepest) than the Grand Canyon.
4. The Grand Canyon is the (more or most) famous canyon in the world.
5. Its (wider or widest) point stretches 18 miles (29 kilometers) across.

Quick Practice

Directions: Draw a line between the subject and the predicate.

People take helicopter rides into the canyon.
Directions: Use the [ ] , the ^ , and the ~ symbols to edit the paragraph.

Hint: There are six mistakes.

Their are many unique facts about the pyramids. The Great Pyramid of giza points to the north. The pyramids of egypt were all built to the west of the nile River. The base of the pyramid was always a perfect square. The pyramids were built mostly of limestone. They’re were traps and curses put on the pyramids to try to keep the robbers out. Its unbelievable how advanced the culture was thousands of years ago.

Time to Improve! 🎉

Go back to the draft you wrote on page 100. Reread your writing to make sure that you spelled and capitalized the words correctly.