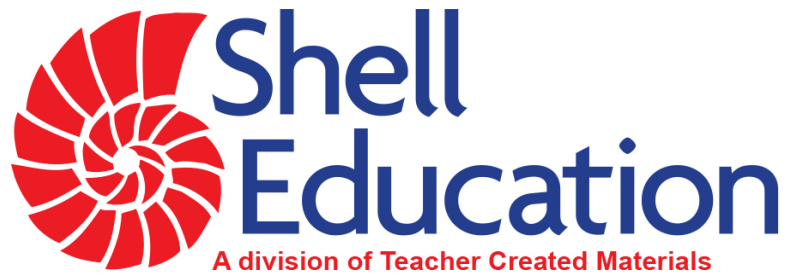


Sample Pages from



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180 Days of Writing for Kindergarten (Spanish)

This sample includes the following:

Cover (1 page)

Table of Contents (1 page)

How to Use This Book (9 pages)

Week 1 Practice Pages (5 pages)

Answer Key (1 page)

To Create a World ⁱⁿ which
Children Love to Learn!

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180 Days of WRITING

for Kindergarten

Spanish

SEMANA 17

DÍA

4

NOMBRE: _____

Instrucciones: Busca los signos de interrogación.
Encierra las oraciones correctas.

Ejemplo: ¿Vive un cangrejo en una caracola?
Vive un cangrejo en una caracola.

1. Qué tamaño tiene una ballena.
¿Qué tamaño tiene una ballena?

2. ¿Tiene ocho brazos un pulpo?
Tiene ocho brazos un pulpo.

3. ¿Duermen los peces detrás de rocas?
Duermen los peces detrás de rocas.

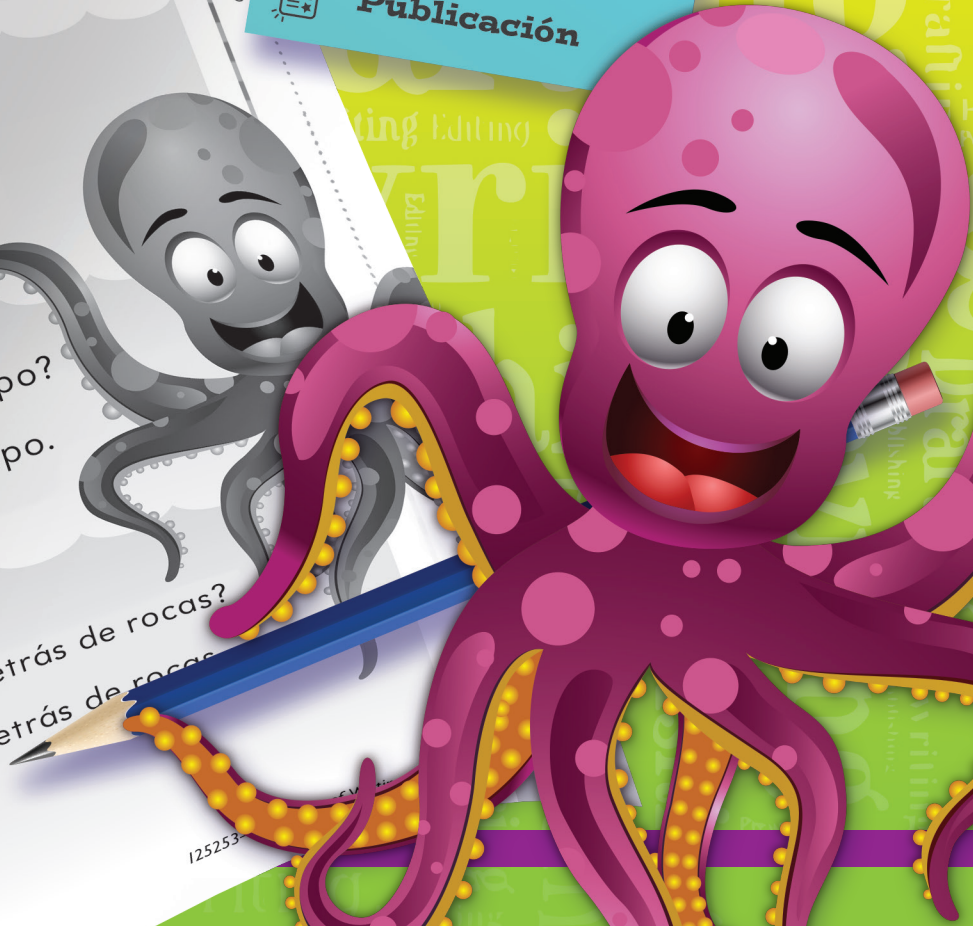
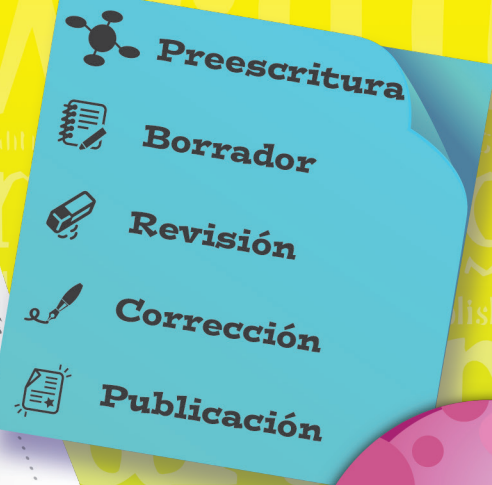


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INTRODUCTION

The Need for Practice

To be successful in today’s writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ writing skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

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

Easy to Use and Standards Based

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

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

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

College and Career Readiness Standards

Writing 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 resources (filename: GK_writingprompts_sp.pdf) and distribute them to students to keep throughout the school year.

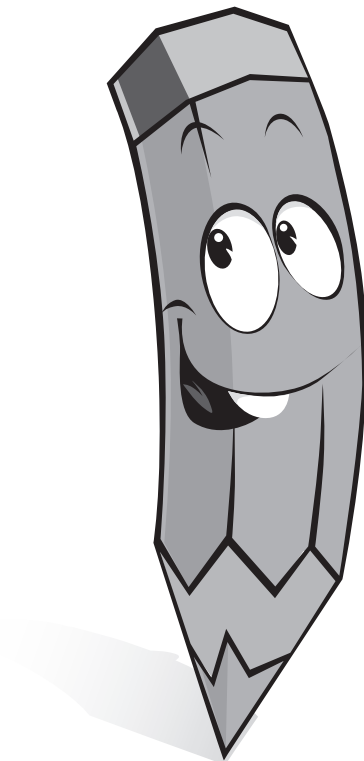
Semana	Tema
1	Escribe sobre una vez en que hayas jugado en el parque.
2	Escribe sobre una vez en que hayas ido a un día de campo.
3	Escribe sobre lo que haces en la escuela.
4	Escribe sobre una regla de la escuela que cumplas.
5	Escribe sobre la primavera o el otoño.
6	Escribe sobre el verano o el invierno.
7	Escribe sobre algo que veas o huelas.
8	Escribe sobre algo que saborees o toques.
9	Escribe sobre los bomberos. Cuenta qué hacen.
10	Escribe sobre los oficiales de policía. Cuenta qué hacen.

Semana	Tema
11	Escribe sobre <i>Humpty Dumpty</i> o <i>Jack y Jill</i> .
12	Escribe sobre <i>Witsi witsi araña</i> o <i>Pequeña Bo Pip</i> .
13	Escribe sobre el sol o la luna.
14	Escribe sobre la Tierra.
15	Escribe sobre la Navidad o el Día de San Patricio.
16	Escribe sobre el Día de San Valentín o Halloween.
17	Escribe sobre los animales del océano.
18	Escribe sobre los animales terrestres.
19	Escribe sobre visitar una granja.
20	Escribe sobre visitar un bosque.
21	Escribe sobre un partido de fútbol.

HOW TO USE THIS BOOK *(cont.)*

Semana	Tema
22	Escribe sobre un partido de béisbol.
23	Escribe sobre pasar un día con tu familia.
24	Escribe sobre pasar un día con un amigo.
25	Escribe sobre un hámster o un conejo.
26	Escribe sobre un perro o un gato.
27	Escribe sobre una fiesta de cumpleaños que hayas tenido.
28	Escribe sobre tu fiesta favorita de cumpleaños.
29	Escribe sobre las manzanas o las naranjas.
30	Escribe sobre el helado o las galletas.

Semana	Tema
31	Escribe sobre los pavorrales.
32	Escribe sobre los patos.
33	Escribe sobre el tiempo caluroso o el tiempo frío.
34	Escribe sobre el viento o la lluvia.
35	Escribe sobre hacer un sándwich de mantequilla de maní y mermelada.
36	Escribe sobre lavarte las manos.



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.

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.

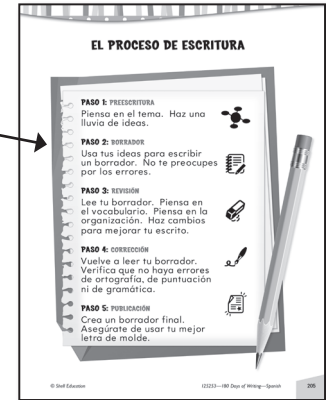
Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 199–201. Use the rubrics to assess students’ writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.

	NARRATIVE WRITING RUBRIC		
	Exceptional Writing	Quality Writing	Developing Writing
Form and Organization	States a clear introduction. Includes lists 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.
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 unclear vocabulary. Provides an inconsistent voice.
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 at all. Words have incorrect spacing between them.
Points	5	3	1
Total Points:	_____		

HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

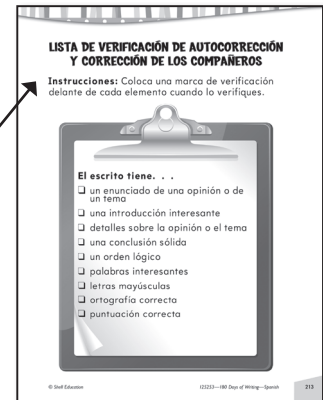
The Writing Process can be found on page 205 and in the digital resources (filename: GK_writing_process_sp.pdf). Students can reference each step of the writing process as they move through each week.



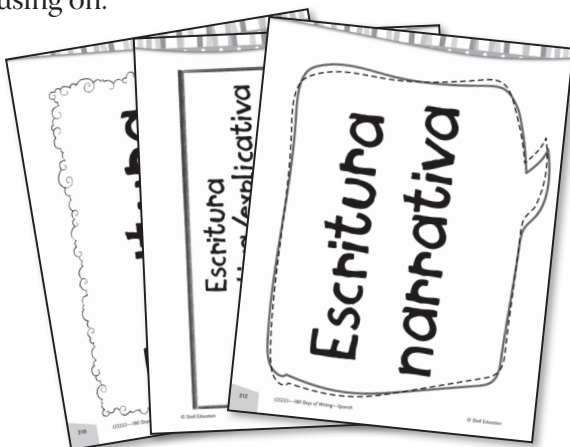
Marcas de corrección	Número de los símbolos	Ejemplo
≡	símbolo de mayúsculas	glavid comió uvas.
✓	símbolo de minúsculas	Mi mamá Me abrazó.
○	símbolo para insertar punto	Las nubes están en el cielo.
Ⓜ	símbolo para revisar la ortografía	La historia me ^{re} hisó reír.
~	símbolo para cambiar de posición	¿Cómo ^{te} estás?
^	símbolo para insertar	¿Me pasas ^{la} pizza?
∧	símbolo para insertar comas	Tengo gatos, perros y peces dorados.
∨	símbolo para insertar raya de diálogo	“Sorprendente” gritó ella.
ⓧ	símbolo de eliminación	¿Me llamarás llamarás ?
#	símbolo para agregar espacio	Yo corro hacia el árbol.

Editing Marks can be found on page 206 and in the digital resources (filename: GK_editing_marks_sp.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 in the digital resources (filename: peer_checklist_sp.pdf).



Writing Signs for each of the writing genres are on pages 210-212 and in the digital resources (filename: GK_writing_signs_sp.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 in the digital resources (filename: GK_writing_tips_sp.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK *(cont.)*

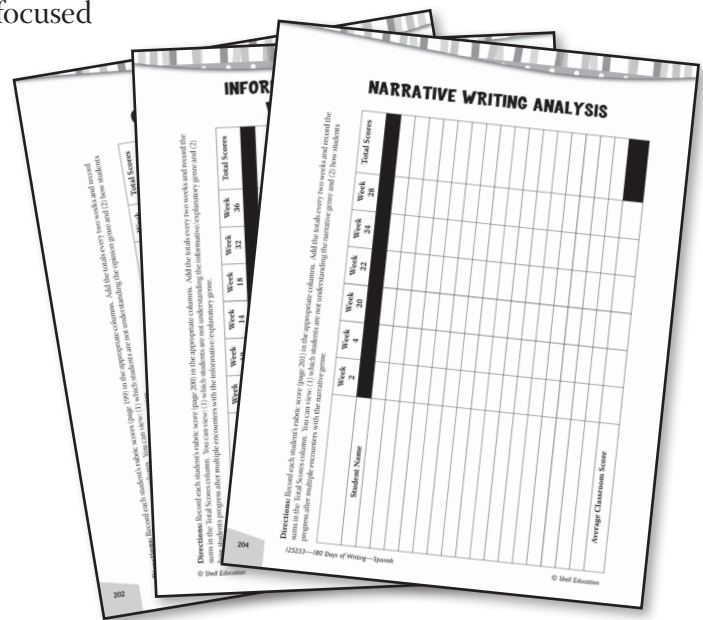
Diagnostic Assessment

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 in the digital resources (filenames: GK_opinion_analysis_sp.pdf, GK_inform_analysis_sp.pdf, GK_narrative_analysis_sp.pdf). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

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



HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

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

Whole-Class Support

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

Small-Group or Individual Support

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

Digital Resources

Reference page 214 for information about accessing the digital resources and an overview of the contents.

NOMBRE: _____

Instrucciones: Lee las notas sobre juegos en el parque. Elige y subraya una nota en cada casilla.

¿Quién?

mi(s) amigo(s) y yo

mi hermana y yo

¿Dónde?

afuera

cerca de mi casa

¿Cuándo?

el domingo

el lunes

Evento 1

Yo subí a un árbol.

Yo almorcé.

Evento 2

Yo fui a los columpios.

Yo jugué fútbol.



NOMBRE: _____

Instrucciones: Lee el texto. Luego, subraya cada oración con verde, rojo o azul.

Verde:
introducción

Rojo:
evento

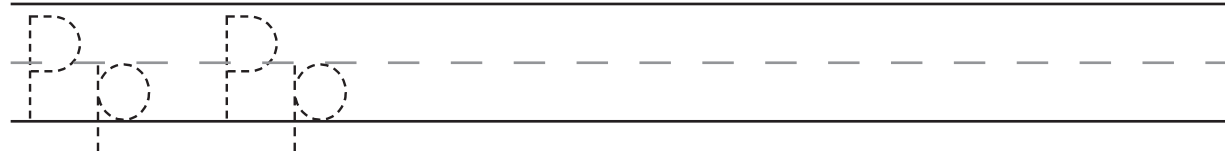
Azul:
cierre

Yo fui al parque
el domingo con mi
hermana. Primero,
jugamos en los
columpios. Luego,
bajamos por el tobogán.
Lo pasamos muy bien.



Práctica para la letra de molde abc

Instrucciones: Traza las letras Pp. Escríbelas por tu cuenta.



Borrador
Juegos en el parque

NOMBRE: _____

Instrucciones: Mira la imagen. Encierra los detalles.



Instrucciones: Dibuja tu detalle favorito de la imagen.



Revisión

Juegos en el parque

NOMBRE: _____

Instrucciones: Busca los puntos. Encierra las oraciones correctas.

Ejemplo: Pat se subió a los columpios.
Pat se subió a los columpios

1. Aldo baja por el tobogán
Aldo baja por el tobogán.

2. Liz juega en la arena.
Liz juega en la arena

3. Ella corre hacia los columpios.
Ella corre hacia los columpios

4. Yo estoy en el balancín
Yo estoy en el balancín.



Corrección
Juegos en el parque

NOMBRE: _____

Instrucciones: Lee el texto. Haz un dibujo.
Completa la lista de verificación.

Yo fui al parque el domingo con mi hermana.
Primero, nosotros jugamos en los columpios.
Luego, bajamos por el tobogán. Lo pasamos
muy bien.

Lista de verificación

- Las oraciones tienen mayúscula inicial.
- Las oraciones tienen puntuación.
- Hay espacios entre las palabras.



Publicación
Juegos en el parque

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.

Semana 1: Juegos en el parque

Día 2 (page 15)

Introducción: Yo fui al parque el domingo con mi hermana.

Eventos: Primero, jugamos en los columpios. Luego, bajamos por el tobogán.

Cierre: La pasamos muy bien.

Día 3 (page 16)

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

Día 4 (page 17)

1. Aldo baja por el tobogán.
2. Liz juega en la arena.
3. Ella corre hacia los columpios.
4. Estoy en el balancín.

Semana 2: Día de campo en el parque

Día 3 (page 21)

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

Día 4 (page 22)

1. Nic se sienta sobre una manta.
2. Ella come un panecillo.
3. Yo miro dentro de la canasta.
4. El parque es divertido.

Día 5 (page 23)

See Narrative Writing Rubric on page 201.

Semana 3: Lo que hacemos en la escuela

Día 2 (page 25)

Introducción: Hoy, yo fui a la escuela.

Eventos: Primero, nosotros hicimos la tarea. Luego, fuimos al recreo.

Cierre: Me divertí mucho en la escuela.

Día 3 (page 26)

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

Día 4 (page 27)

1. Yo leo una historia.
2. Él almuerza.
3. Luz juega en el recreo.
4. Nosotros hacemos un rompecabezas.

Semana 4: Reglas de la escuela

Día 3 (page 31)

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

Día 4 (page 32)

1. Zan levanta **la mano**.
2. **Él sabe** escuchar.
3. Ella comparte **los juguetes**.

Día 5 (page 33)

See Narrative Writing Rubric on page 201.

Semana 5: ¿Primavera u otoño?

Día 2 (page 35)

Opinión: Me gusta más la primavera que el otoño.

Detalles: Me gusta porque hay muchas cosas divertidas que puedo hacer.

Cierre: La primavera es la mejor estación.

Día 3 (page 36)

1. A él le gusta la calabaza.

2. Yo planto flores.

3. Ella rebota una pelota.

4. El sol es brillante.

5. Yo veo una hoja.



Día 4 (page 37)

1. Hay lluvia.
2. Esta es una calabaza.
3. La flor es rosada.
4. Me gusta la lluvia.

Semana 6: ¿Verano o invierno?

Día 4 (page 42)

1. Me gusta nadar.
2. El oso duerme.
3. Ellos juegan en la nieve.
4. Yo voy a la playa.
5. Yo uso un abrigo.

Día 5 (page 43)

See Opinion Writing Rubric on page 199.

Semana 7: Vista y olfato

Día 1 (page 44)

Students may circle all of the items except the ear.

Día 2 (page 45)

Tema: Nosotros tenemos cinco sentidos.

Detalles: Usamos los ojos para ver. Usamos la nariz para oler.

Cierre: ¡Es estupendo tener sentidos!

Día 4 (page 47)

1. Ella huele una pizza.
2. Yo veo flores.
3. Ellos huelen pastelitos.

Semana 8: Gusto y tacto

Día 1 (page 49)

Students may trace all of the items.

Día 4 (page 52)

1. **Yo** saboreo la manzana.
2. **Él** toca el crayón.
3. **Ella** toca un caballo.
4. **Yo** como galletas.