Thanks for checking us out. Please call us at 877-777-3450 with questions or feedback, or to order this product. You can also order this product online at www.tcmpub.com/shell-education.

For correlations to State Standards, please visit:
www.tcmpub.com/teachers/correlations

Shell Professional and Strategy Resources:
www.tcmpub.com/teachers/professional-resources/correlations
Directions: Add the appropriate pronouns to the sentences below. Be sure to avoid inappropriate pronoun shifts in the sentences.

The dragon was exhausted as he looked back at the burning forest. He had no breath left and therefore no fire or smoke when suddenly saw the wizard and his entourage riding behind the one tree standing. How did he question? Then ran for the process, but the dragon had nothing left to do except...
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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 (cont.)

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. Note: Before implementing each week’s activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

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

Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (argument, informative/explanatory, and narrative) can be found on pages 206–208. 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.
Using the Resources (cont.)

The Writing Process can be found on page 212 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 213 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 220 and on the Digital Resource CD (filename: editingchecklist.pdf).

Writing Signs for each of the writing genres are on pages 217–219 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 214–216 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate Writing Tips pages as they work through the weeks.
Directions: Based on the topics in the chart, what are some ideas for narratives? Write your ideas in the right column.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Ideas for Narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonardo da Vinci developed the idea of the submarine.</td>
<td></td>
</tr>
<tr>
<td>Johannes Gutenberg invented the first printing press.</td>
<td></td>
</tr>
<tr>
<td>Galileo Galilei used the telescope to study the heavens.</td>
<td></td>
</tr>
<tr>
<td>Filippo Brunelleschi invented the mechanical clock.</td>
<td></td>
</tr>
<tr>
<td>Sir John Harrington created the first flush toilet for Queen Elizabeth.</td>
<td></td>
</tr>
</tbody>
</table>
Week 15

DAY 2

Drafting

Building Bridges

NAME: ___________________________ DATE: ___________________

Directions: Read the informative/explanatory paragraph. Label each sentence as exclamatory (E), interrogative (IN), imperative (IM), or declarative (D). The first one is done for you.

E What amazing structures bridges are! You may have noticed that bridges often look different from one another. Engineers build four main types of bridges: beam bridges, truss bridges, arch bridges, and suspension bridges. They have a few things to consider when deciding which type to build. What kinds of materials are available? How long does the bridge need to be? The answers to these questions help them decide on the shape, size, and type of bridge that they will build. The next time you cross a bridge, pause for a moment and think about what went into building it.

Boost Your Learning!

To make your writing more interesting, vary the types of sentences you use.

• Exclamatory sentences express strong emotion and end with exclamation points.
• Imperative sentences give commands and can end with periods or exclamation points.
• Interrogative sentences ask questions and end with question marks.
• Declarative sentences make statements and end with periods.

Cursive Practice

Directions: Use cursive to write a sentence explaining why bridges are important.

__________________________________________________________________________
__________________________________________________________________________
Directions: Read the sentences below and look for examples where two different words mean the same thing. Use the symbol to cross out the repeated information. Then, explain why it was deleted.

1. Super Woman’s potion forces people to be honest and tell the truth.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

2. Wonderman responds, thinks, and reacts at superhuman speed and also possesses sharp senses.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

3. Since possessing the skill and ability of web slinging, Insect Man can cling to buildings as he makes his way quickly to save people.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Boost Your Learning! Being too wordy might make readers lose interest. Think about each word you use in your writing and select the ones that make the most impact.
Directions: Revisit the paragraph. Make notes in the margins of how you could make this a better informative/explanatory paragraph. Then, rewrite the new and improved paragraph below.

Black holes are not empty spaces. Within a black hole, gravity is so strong that everything is pulled inside. For example, a black hole’s gravity can squeeze a star that is 10 times more massive than the sun into a space that is the size of a modern day city. A tiny black hole has the mass of a mountain even though it is as small as an atom. A very large black hole can have mass that is 20 times larger than the mass found in the sun. A supermassive black hole is larger than the mass of 1 million suns.

This week I learned:  
• to notice key vocabulary words 
• how to write concluding sentences 
• how to add commas to nonrestrictive information
# Argument Writing Tips

**Ask yourself . . .**

- Do I have a strong belief in my claim so that I can convince others to believe the same?
- Have I stated my opinion in a way that grabs the reader’s attention?
- Do I have at least three reasons based on facts for my claim?
- Do I have an example for each reason that strengthens my argument?
- Do I have a logical order to my writing?
- Am I using smooth transitions to connect my thoughts and help my writing flow?
- Does my conclusion restate my claim?
- Have I used correct spelling, grammar, and punctuation?

**Remember . . .**

- Make sure you can back up your claim with specific examples.
- Begin with a question or a bold statement that includes your claim.
- Include at least three solid reasons why the reader should agree with you.
- Each reason must be followed by one strong example.
- Don’t bounce around. Focus on a logical order to present each reason and example.
- Use transition words like *first, in addition to, another reason, and most important.*
- Do not forget to restate your claim in the final sentence.
- Revisit what you have written. Then, check for mistakes.