

Sample Pages from



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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

3

180 Days of WRITING for Third Grade

WEEK 5
DAY
1

Wild Animals

NAME: _____

DATE: _____

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

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

Prewriting
Drafting
Revising
Editing
Publishing

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

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

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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.)

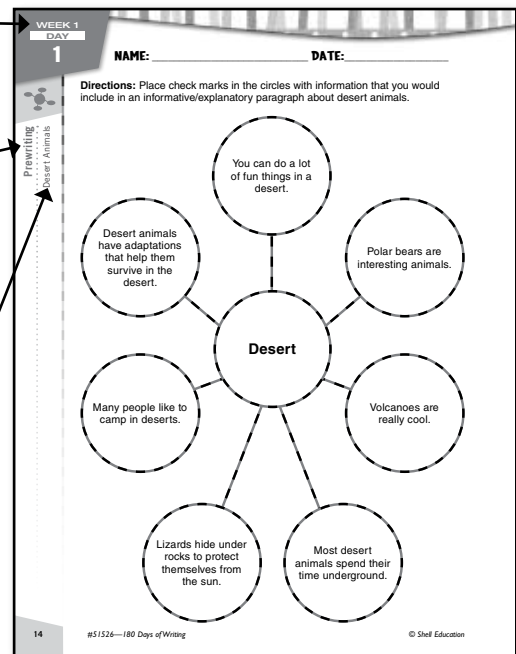
Using the Practice Pages

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 (opinion, informative/explanatory, and narrative) can be found on pages 202–204. 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.

HOW TO USE THIS BOOK (cont.)

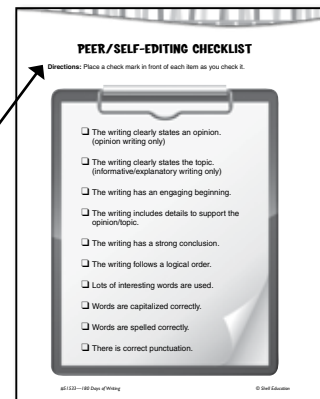
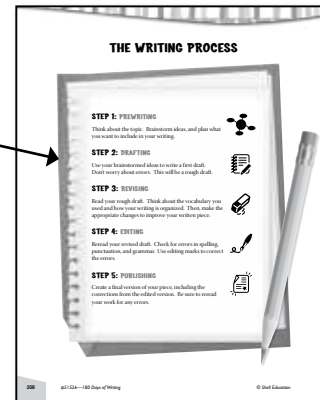
Using the Resources (cont.)

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		
Editing Marks	Symbol Names	Example
≡	capitalization symbol	great published up the grapes.
—	American symbol	My mother begged for when I came home.
⊖	insert point symbol	The clouds danced in the sky.
⊕	check spelling symbol	It felt as the story.
⊗	compare symbol	How (right)?
⊙	insert symbol	Would you give the piece?
⊘	insert comma symbol	I have two cats, two dogs, and a golden.
⊚	insert question symbol	That's amazing! She thought.
⊛	delete symbol	Will you call me on the phone tonight?
⊜	new paragraph symbol	...in the room, then back, I spent the day.
⊝	add space symbol	I can tell you.

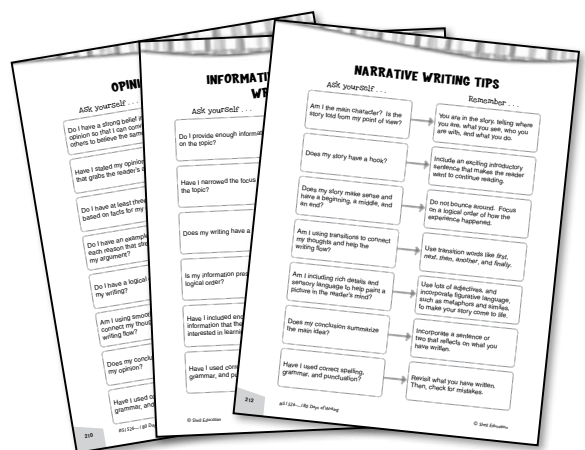
Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

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).



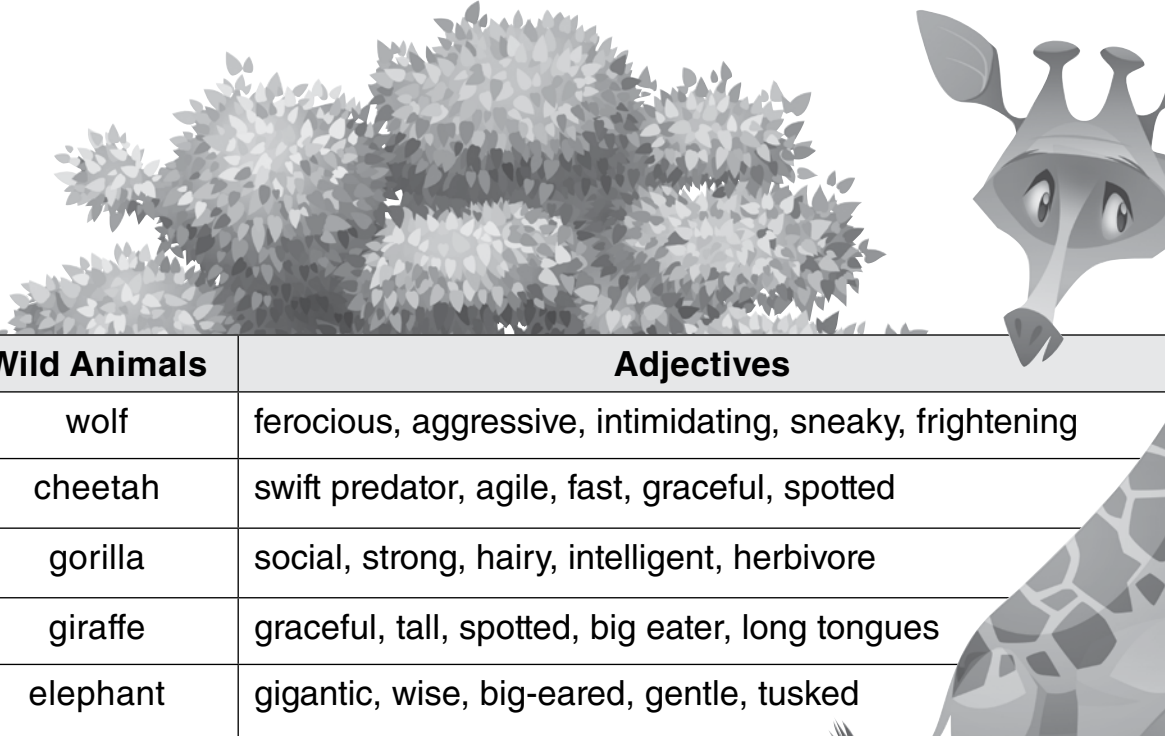
Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

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.



NAME: _____ DATE: _____

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



Wild Animals	Adjectives
wolf	ferocious, aggressive, intimidating, sneaky, frightening
cheetah	swift predator, agile, fast, graceful, spotted
gorilla	social, strong, hairy, intelligent, herbivore
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1. My favorite wild animal is a(n) _____ because


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

NAME: _____ DATE: _____



Drafting

A worksheet template for writing a paragraph. The page is divided into two main sections. The left section consists of ten horizontal lines for writing. The right section is a grey box with rounded corners containing instructional text.

Remember! 

A strong informative/explanatory paragraph should include:

- a topic sentence
- details to support the main idea

Remember!

A strong informative/explanatory paragraph should include:

- a topic sentence
- details to support the main idea
- a concluding sentence

Printing Practice abc

Directions: Use your best printing to write the words *earthquake* and *fault*.

NAME: _____ DATE: _____

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.



Revising

Grand Canyon

NAME: _____ DATE: _____

Directions: Use the , the ^, and the symbols to edit the paragraph.
Hint: There are six mistakes.

There 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. There were traps and curses put on the pyramids to try to keep the robbers out. It's 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.

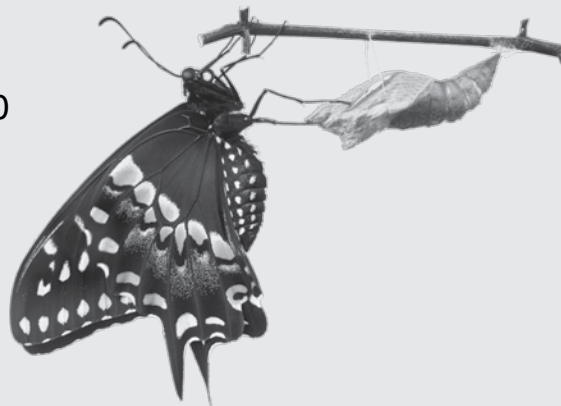


NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the questions.

Butterflies are the most amazing insects in the world.

They have six legs. Butterflies are peaceful to watch. There are about 15,000 to 20,000 species of butterflies in the world. The four stages of metamorphosis are interesting and complex. Butterflies have three body parts.



1. Is this a strong opinion paragraph? Why or why not?

2. What advice can you give the author to improve this paragraph?

This week I learned:

- how to identify statements and opinions
- how to use adjectives to make my writing more interesting
- how to add adverbs to sentences

NARRATIVE WRITING TIPS

Ask yourself . . .

Am I the main character? Is the story told from my point of view?

Does my story have a hook?

Does my story make sense and have a beginning, a middle, and an end?

Am I using transitions to connect my thoughts and help the writing flow?

Am I including rich details and sensory language to help paint a picture in the reader's mind?

Does my conclusion summarize the main idea?

Have I used correct spelling, grammar, and punctuation?

Remember . . .

You are in the story, telling where you are, what you see, who you are with, and what you do.

Include an exciting introductory sentence that makes the reader want to continue reading.

Do not bounce around. Focus on a logical order of how the experience happened.

Use transition words like *first*, *next*, *then*, *another*, and *finally*.

Use lots of adjectives, and incorporate figurative language, such as metaphors and similes, to make your story come to life.

Incorporate a sentence or two that reflects on what you have written.

Revisit what you have written. Then, check for mistakes.

Opinion Writing