

Sample Pages from



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SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

6

180 Days of WRITING

for Sixth Grade

WEEK 28

DAY

4

Fantasy Quests

NAME: _____

DATE: _____

Directions: Add the appropriate pronouns to the sentences below. Be sure to avoid inappropriate pronoun shifts in the sentences.

The dragon was exhausted as _____
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 hiding behind the one tree standing.
How did _____ escape my fury? he
questioned. Then, _____ ran for the
mountain expecting to be _____ the process, but
the dragon had nothing left to the _____
except _____ large body.

When a sentence shifts between first
person (he, she, they). Be sure to



Prewriting



Drafting



Revising



Editing



Publishing



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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

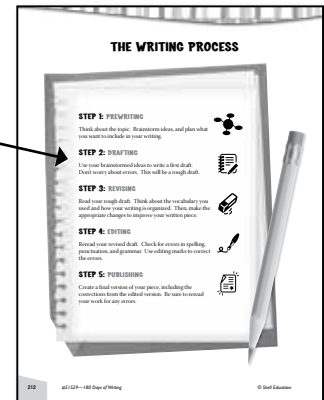
The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

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.

HOW TO USE THIS BOOK (cont.)

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		
Editing Mark	Symbol/Notation	Example
capitalization symbol	Cap	Grand published up the grapes.
homophone symbol	Ho	My mother begged for when I gave them.
insert symbol	Ins	The clouds danced in the sky.
check spelling symbol	Sp	I felt as the story.
homophone symbol	Ho	How I felt?
insert symbol	Ins	Would you give the piece?
insert comma symbol	Com	I have two cats, two dogs, and a golden.
insert quotation symbol	Quo	That's amazing she thought.
delete symbol	Del	Will you call me on the phone tonight?
new paragraph symbol	NP	...to the room. Then I went back to the day.
add space symbol	AS	I can tell you too.

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).

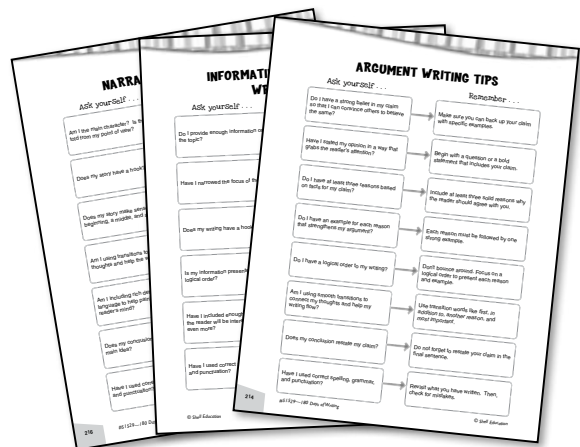
If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 220 and on the Digital Resource CD (filename: editingchecklist.pdf).

- ☐ The writing clearly states an opinion. (opinion writing only)
- ☐ The writing clearly states the topic. (information/explanatory writing only)
- ☐ The writing has an engaging beginning.
- ☐ The writing includes details to support the opinion/topic.
- ☐ The writing has a strong conclusion.
- ☐ The writing follows a logical order.
- ☐ Lots of interesting words are used.
- ☐ Words are capitalized correctly.
- ☐ Words are spelled correctly.
- ☐ There is correct punctuation.

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.





NAME: _____ **DATE:** _____

Directions: Based on the topics in the chart, what are some ideas for narratives? Write your ideas in the right column.

Topics	Ideas for Narratives
Leonardo da Vinci developed the idea of the submarine.	
Johannes Gutenberg invented the first printing press.	
Galileo Galilei used the telescope to study the heavens.	
Filippo Brunelleschi invented the mechanical clock.	
Sir John Harrington created the first flush toilet for Queen Elizabeth.	

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.



NAME: _____ DATE: _____



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.

[illegible]

- 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.

Narrative Writing