

Sample Writing Assignments: Week 16 of Year 3

Level	Genre (from S & S Chart)	Suggested Assignments* ¹
1	<ul style="list-style-type: none"> More capitalization and punctuation Written dictation: simple sentences Draw & caption: Presidents Harrison and Tyler 	<p>This week, and for two weeks more, you'll have more practice at capitalizing and punctuating sentences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use your Word Bank to try to stump your teacher. <input type="checkbox"/> Do more in the "Pink" Book with your teacher. <input type="checkbox"/> Continue written dictation exercises. Your teacher will dictate simple sentences (watch out for fragments!) and you will write them down. Don't forget to capitalize and punctuate properly! <input type="checkbox"/> Add pages on William Henry Harrison and John Tyler to your Book of Presidents.
2	<p>Paragraphs: display boards</p> <ul style="list-style-type: none"> Research and write paragraphs 	<p>Continue work on your display board this week:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use clustering to plan the rest of your paragraphs this week. Use Writing Supplement 19 if desired. <input type="checkbox"/> Draft and polish the paragraphs, and then print out all paragraphs to get an idea of their size.
3	<p>Introduction to compare/contrast writing: (3 weeks)</p> <ul style="list-style-type: none"> Use Venn Diagrams to organize Choose a familiar subject for first practice in writing compare/contrast papers 	<p>Compare and contrast writing is difficult. ¹ This week will be just an introduction. In compare/contrast writing, your goal is to show your reader the similarities <i>and</i> the differences between two subjects. This week, we will begin a three-week introduction to this special genre:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read about using Venn diagrams to pre-write your compare/contrast piece in your handbook. <input type="checkbox"/> There are two formats for compare/contrast papers: comparing item-by-item, and comparing paragraph-by-paragraph. Please see Supplement 3: Compare/Contrast Worksheet before writing this week. <input type="checkbox"/> Discuss a suitable topic with your teacher. You might want to write about: <ul style="list-style-type: none"> <input type="checkbox"/> Two of your siblings, or two of your friends. <input type="checkbox"/> Two houses you've lived in (this is especially good if you've just moved). <input type="checkbox"/> Two different sports you enjoy watching. <input type="checkbox"/> Plan, draft, and polish your paper this week.
4	<p>Writing stories from history:</p> <ul style="list-style-type: none"> Research and begin drafting 	<ul style="list-style-type: none"> <input type="checkbox"/> When you made your story map, you probably thought of things you aren't quite sure of in your story, such as what people ate, or wore, or how they would have spoken. As you write your rough draft this week, stop to look up these things as needed. <input type="checkbox"/> Try to complete a ROUGH draft this week.
5	<p>Personal narrative:</p> <ul style="list-style-type: none"> Rough draft 	<ul style="list-style-type: none"> <input type="checkbox"/> Write your draft this week. <input type="checkbox"/> Be sure to use concrete nouns, verbs, and adjectives: the more specific words the better!
6	<p>Research Paper:</p> <ul style="list-style-type: none"> Finish rough draft Submit for teacher input 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete your rough draft this week. <input type="checkbox"/> Submit it for teacher input by week's end.
7	<p>Descriptive writing:</p> <ul style="list-style-type: none"> Practice on paragraphs Do at least two this week 	<p>This week, sharpen your descriptive writing skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review your handbook's information on descriptive writing. <input type="checkbox"/> Review the use of the describing wheel as a means to plumb your thoughts for as many sensory words as possible in planning your paragraphs. <input type="checkbox"/> Pre-write, draft, and polish two paragraphs this week. Possible topics: <ul style="list-style-type: none"> <input type="checkbox"/> Use lots of detail to describe the equipage of a pioneer family setting out for the West. <input type="checkbox"/> Describe a mother's anxious feelings as her husband decides that they will go west.
8	<p>Short story:</p> <ul style="list-style-type: none"> Proof rough draft Receive teacher input 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-proof your draft. Look for nouns, verbs, and adjectives that you can make more concrete and specific. Try to catch your grammar and punctuation mistakes. <input type="checkbox"/> Ask your teacher for input in the following areas: flow of story, characterization flaws, trouble with transitions, and errors in grammar and punctuation.
9	<p>Writing an interview report:</p> <ul style="list-style-type: none"> Learn about structure & focus Try one out! Imaginary or real interview—your choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Read in your handbook about interview reports. <input type="checkbox"/> Learn about their structure and focus. <input type="checkbox"/> You can interview either someone you've studied in history or (preferably) a living person: <ul style="list-style-type: none"> <input type="checkbox"/> Interview your grandparent. <input type="checkbox"/> Interview a local businessperson about how he/she came to have a business in your town. <input type="checkbox"/> "Interview" a pioneer about to set out on the Oregon Trail.
10	<p>Biography:</p> <ul style="list-style-type: none"> Teacher input Edit rough draft 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask your teacher to read your paper early this week. She should look for general, structural flaws and help you to see where you need to add information or details. <input type="checkbox"/> Discuss the corrections with her, gathering ideas as to how to improve your work. <input type="checkbox"/> Start to polish your paper, paying attention to transitions and choosing concrete nouns, verbs, and adjectives so that your writing is as interesting as possible.

¹ Charts are written to the student, but, for economy, print is small. Moms may need to read aloud to their students each week during planning time.

11	<p>Short story: (3 weeks)</p> <ul style="list-style-type: none"> • Plan the story: story map • Character sketches 	<p>Short stories have special advantages and constraints. Writing a good one is trickier than it might first appear. This week:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start by reading about short stories in your handbook. <input type="checkbox"/> Plan your short story this week with your teacher. Suggested topics include: <ul style="list-style-type: none"> <input type="checkbox"/> A story that grows out of your personal experience. <input type="checkbox"/> A story that grows out of a newspaper article, or story, you've read or heard. <input type="checkbox"/> A story set in one of the time periods we've studied this year. <input type="checkbox"/> Plan your story: use a story map and write remaining character sketches for your story.
12	<p>Classical Comparison paper:</p> <ul style="list-style-type: none"> • Work on polishing the total paper • Finalize and submit paper 	<ul style="list-style-type: none"> <input type="checkbox"/> Make final edits and polish up transitions, sentence structures, vivid word, etc. throughout your paper. <input type="checkbox"/> Make a cover. <input type="checkbox"/> Make a title page. <input type="checkbox"/> Make a citations page and endnotes page, if necessary. <input type="checkbox"/> Print and submit, or publish.