

Write for Delight
Just the Facts
Week of March 6, 2017

We're on the homeward stretch as we start this final unit. March is National Peanut Month—who knew? Certainly I didn't when I started planning for this unit, and then one day, as I was searching for materials, there it was!

We're starting out this week with the man who many say is responsible for the development of the peanut as an agricultural crop in the United States: **George Washington Carver**. We did some biographical writing early in the year, so instead of repeating that, we'll read the biographical information, and then continue with the compare/contrast writing of last week, and take a look at some of the character traits that shaped this special man.

Typing Club: 15 minutes at least 3 days a week, total of 30 minutes. GOAL is to consistently type 30 words per minute.

Writing Warmups: have you finished them yet—all the way to the end? We'll be collecting them next week, so now is your chance to finish any that you haven't done yet.

Email: Each week we'll be doing a brief email in class. These serve as a "quick write" that give students a chance to compose a brief piece of writing and submit electronically. Topic will be announced in class each week, and must be a minimum of five complete sentences.

Homework:

1. **Listen** to the read-alouds in class; examine the provided library books; do further investigations at home as you are able, using the internet, library, or books you may have at home.
2. **READ** the booklet handed out in class: "George Washington Carver."
3. **Complete** the attached planner and use it to prepare a rough and final draft that compares and contrasts your life to that of young George Washington Carver. Reflect on how he "made a difference", thinking of how you might someday be able to make a difference too. As you write, apply key points you've learned this year:
 - Review story beginnings (start with question, fact, quote, etc.)
 - No two sentences in a paragraph should start with the same word.
 - Paragraphs start with a topic sentence that defines what the content of the paragraph will be.
 - Use transition words appropriately. Refer to the list posted on our Write for Delight webpage.
4. **Submit** your work via Google Classroom using the document available there. If you are unable to use Google Classroom, submit handwritten or printed work—BOTH a rough and final draft attached to the complete rubric. Rough draft should show evidence of revision and editing.
5. **Fill in** the attached rubric (planner is printed on the other side) to turn in on March 13.



Carver Comparison Writing Outline/Brainstorming

I. Introduction: _____

II. Main Point #1: I am DIFFERENT than George Washington Carver

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

III. Main Point #2: I am the SAME as George Washington Carver

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

IV. Main Point #3: How could I be like George and make a difference someday?

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

V. Conclusion (restate opinion and reasons) _____



OPINION WRITING SAMPLE RUBRIC

Name _____ Date _____

Assignment/Title _____

I think....

Parent/Teacher thinks...

☺ 4 3 2 1 ☹

Is it interesting to read?

☺ 4 3 2 1 ☹

Writing is easy to understand and follow. (*organization, idea*)

Detail is appropriate. (*word choice*)

Reader's attention is captured. (*idea, voice*)

Sentences show variety in length, beginning words, type and structure. (*fluency*)

An appropriate amount of information is given. (*idea*)

The text sounds good when read aloud. (*fluency*)

☺ 4 3 2 1 ☹

Is it easy to read and understand?

☺ 4 3 2 1 ☹

The writing clearly has a beginning, middle and end. (*organization*)

A reader can easily identify the opinion of the writer.

The opinion is supported with 3 or more clear reasons.

Each reason is supported with details: facts or other appropriate information.

Appropriate **transitional words and phrases** enhance the paper's flow. (*organization*)

Sentences are grammatically and structurally correct: **no run-ons or fragments**. (*fluency, conventions*)

Paragraphs are structured: topic sentence, details, closing or bridge sentence. (*organization*)

Spelling, capitalization and punctuation are correct. (*conventions*)

☺ 4 3 2 1 ☹

Is the assignment complete?

☺ 4 3 2 1 ☹

The writing is about an opinion.

A graphic organizer or plan has been used and is attached.

A rough draft (handwritten or via Google Classroom revision history) shows evidence of change.

The final draft is visually attractive and appropriate for the purpose of the assignment.

In complete sentences, use the vocabulary of this rubric to tell what you like about this piece of writing.

Tell what you will seek to improve in your next piece of writing.
