








Writing Review Packet Grades 6-8





Summary Writing

-  The purpose of writing a summary is to paraphrase in your own words the main idea(s) and significant details of a selection.
-  You must read the selection a few times for complete understanding of the written work.
-  It is often helpful to underline or highlight the major/main thoughts in preparation for writing your summary.
-  A well-written summary maintains the author's point of view and sticks to the same sequence of ideas, information, and events as presented in the reading selection.
-  It is important that the writer use his/her own words to summarize the article.
-  An introduction and a conclusion are essential for writing a summary.
-  The summary should only explain the author's point of view (Not the students).



Summary Outline Format

Paragraph I: Introduction to the general topic of the assigned selection. Include the author's name and title of article. A hook such as a question, quote, or interesting fact (from the article) opens a good introduction.

- 1.
- 2.
- 3.

Paragraph II: (III. and IV. For 4th- 8th grade) - Restatement (paraphrase) of the main points

- 1.
- 2.
- 3.
- 4.

Closing Paragraph: Conclusion - bring together the general and specific ideas.

- 1.
- 2.
- 3.

1. For Summary Writing Practice: Tap Dance



Tap dance is a form of dance characterized by using the sound of one's tap shoes hitting the floor as a percussive instrument. As such, it is also commonly considered to be a form of music. Two major variations on tap dance exist: rhythm (Jazz) tap and Broadway tap. Broadway tap focuses more on the dance. It is widely performed as a part of musical theater. Rhythm tap focuses more on musicality, and practitioners consider themselves to be a part of the Jazz tradition.

The sound is made by shoes with a metal "tap" on the heel and toe. Tap shoes can be bought at most dance shops. There are different brands of shoes which sometimes differ in the way they sound.

"Soft-Shoe" is a rhythm form of tap dancing that doesn't require special shoes, and while rhythm is generated by tapping of the feet, it also uses sliding of the feet (even sometimes using scattered sand on the stage to enhance the sound of the performer's sliding feet) more often than modern rhythm tap. It preceded what is currently considered to be modern tap, but has since declined in popularity.

Tap dancers make frequent use of syncopation. Choreography typically starts on the eighth or first beat/count. Another aspect of tap dancing is improvisation. This can either be done with music and follow the beats provided or without musical accompaniment, also known as a cappella dancing.

Common tap steps include the shuffle, shuffle ball change, flap, flap heel, cramproll, buffalo, Maxi Ford, single and double pullbacks, wings, Cincinnati, the shim sham shimmy (also called the Lindy), Irish, Waltz Clog, the paddle roll, the paradiddle, stomp, brushes, scuffs, riffs, and single and double toe punches, hot steps, heel clicks, single, double, triple, and double-triple time steps, over-the-tops, military time step, New Yorkers, and chugs. In advanced tap dancing, basic steps are often combined together to create new steps. Timesteps are widely used in tap and can vary in different areas. These consist of a rhythm that is changed to make new timesteps by adding or removing steps.

Tap dancing has the distinction of being a uniquely American art form, and its influence spreads far and wide across American performance art culture. From Fred Astaire to the Hooper Club in Harlem to the 39th Annual Grammy Awards, tap has enthralled audiences for most of the 20th century and continues to do so in the current one.

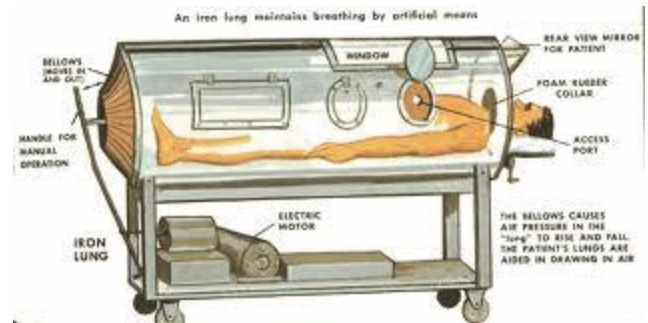
2. For Summary Writing Practice: Polio

Poliomyelitis (pron.: /poulioumaiɒlaɪtɪs/), often called **polio** or **infantile paralysis**, is an acute, viral, infectious disease spread from person to person. The term derives from the Greek *poliós* (πολιός), meaning "grey", *myelós* (μυελός "marrow"), referring to the grey matter of the spinal cord, and the suffix *-itis*, which denotes inflammation., i.e., inflammation of the spinal cord's grey matter. A severe infection can extend into the brainstem and even higher structures, resulting in *polioencephalitis*, producing the inability to expand the lungs which then requires mechanical assistance such as a device known as the "iron lung".

Although approximately 90% of polio infections cause no symptoms at all, affected individuals can exhibit a range of symptoms if the virus enters the blood stream. In about 1% of cases, the virus enters the central nervous system, preferentially infecting and destroying motor neurons, leading to muscle weakness and acute flaccid paralysis. Different types of paralysis may occur, depending on the nerves involved. Spinal polio is the most common form, characterized by asymmetric paralysis that most often involves the legs. Bulbar polio leads to weakness of muscles innervated by cranial nerves. Bulbospinal polio is a combination of bulbar and spinal paralysis.

Poliomyelitis was first recognized as a distinct condition by Jakob Heine in 1840. Its causative agent, poliovirus, was identified in 1908 by Karl Landsteiner. Although major polio epidemics were unknown before the late 19th century, polio was one of the most dreaded childhood diseases of the 20th century. Polio epidemics have crippled thousands of people, mostly young children; the disease has caused paralysis and death for much of human history. Polio had existed for thousands of years quietly as an endemic pathogen until the 1880s, when major epidemics began to occur in Europe; soon after, widespread epidemics appeared in the United States.

By 1910, much of the world experienced a dramatic increase in polio cases and epidemics became regular events, primarily in cities during the summer months. These epidemics — which left thousands of children and adults paralyzed — provided the impetus for a "Great Race" towards the development of a vaccine. Developed in the 1950s, polio vaccines have reduced the global number of polio cases per year from many hundreds of thousands to under a thousand today. Enhanced vaccination efforts led by Rotary International, the World Health Organization, and UNICEF should eventually result in global eradication of the disease.



What is a Fictional Narrative?

Simply put: fictional narrative writing tells an invented story.

The most essential elements in a fictional narrative story are:

1. An established plot, believable characters and a vivid setting.
2. An organized sequence of important events and a conclusion (usually 3-5 paragraphs long in all).
3. One key event that occurs which include either a problem, crisis, action, or adventure.
4. Vivid, descriptive language and details (Can your reader visualize the event?). Upper grades should use such strategies as dialogue, suspense, movement, and expressions.



Some helpful hints:

- Remember, you are writing to entertain the reader.
- The first paragraph should grab the reader's attention, set the stage and introduce the characters. Does the reader want to read on?
- The middle paragraph(s) should include events leading up to (and including) the big event, action or climax .
- The last paragraph should be the conclusion or resolution. What happened in the end? Don't "drop the ball" here!
- Include a variety of sentence types and transitional words .
- Make sure you followed the writing prompt or assignment.
- Re-read it aloud at least once before it is graded. You will catch a few mistakes and maybe even think of some great vivid details or descriptions to add to your story.

Remember, writing is a process that begins with the organization of ideas, writing, editing, rewriting and finally a finished product.

Students will need your help at each step to create a great story!

What is a Non-Fiction Narrative?

Simply put, non-fiction narrative writing tells a story about a real experience.

The most essential elements in a non-fiction narrative story are:

1. Well-developed characters and setting
2. A real event that occurred which included either a problem, crisis, action, or adventure.
3. An organized sequence of important events and a conclusion (usually 3-5 paragraphs long in all)
4. Vivid, descriptive language and details

Remember:

A narrative essay tells a story and creates a picture in the reader's mind with

- details,
- plots, and
- characters.

A narrative essay:

- recreates a previously experienced event (personal narrative),
- describes the experience of another person (third person narrative), or
- tells an "invented" experience (fictional narrative).

A narrative essay tells a story, but also provides a central idea or teaches a lesson.

Steps to write Narrative Essays:

- Determine the event that you have decided to describe in your essay
- Spend time thinking about the details of your experience & noting them down.
- Create a basic essay outline that lays out the parts of your narrative.
- **With the help of your outline, write about every part of your experience.**

Important Parts of a Narrative


BEGINNING: What happened first????? Who are your characters????????? What or where is the setting????? Now is the time to set the stage for your story.

MIDDLE: What happened then?????? What can you tell your reader that will help them picture your story?????? What happened that was especially interesting?????? Include descriptive adjectives and sensory word images.

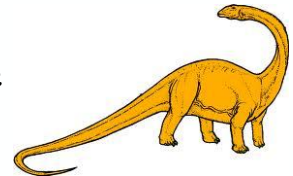
MIDDLE: What happened next that can bring a climax or a point of conflict to make your story interesting and keep your reader guessing as to where the story is going?????

CONCLUSION: As you bring your narrative to a conclusion, try to tie together something from your introduction.

Narrative Essay Writing Prompts:

1.  Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. Who would you give it to? What would you want them to do with it?

2. Imagine you woke up and saw a dinosaur in your backyard. Write a story telling what you see and do.



3. A change in the weather can be wonderful. Sometimes we are surprised at how a snowy, rainy, windy, or sunny day can change the way we feel. The weather can bring chances for fun, creativity, time alone, time with your family, or something out of the ordinary. Write a story about a day in which the weather made the day special for you. Give enough details to show the reader what happened on this day.



4. Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with. Write a narrative that tells the story of your movement toward understanding. Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.

5. Think about an event in your life that seemed bad but turned out to be good. Tell the story of the event that you experienced and help your readers understand how an event that seemed negative turned out to have valuable consequences.



Lesson Plans for Writing a Persuasive Essay

Day One:

Pick a topic or, if already assigned, read the prompt carefully. Make a rough outline of ideas.

- Add a clear topic sentence which states your position.
- Do you have at least 3 valid supporting reasons?
- Did you address the opposition?
- Do you have a conclusion?

Approximately 30 minutes

Day Two:

Write a rough draft.

- Make sure you look back at your outline to stay organized.

Approximately 20 minutes

Day Three:

Edit your rough draft with a parent.

- Add the hook, which is a catchy first sentence. (if you have not already done so)
- Fix errors in grammar, syntax, spelling and punctuation
- Add details and vivid, precise words

Approximately 30 minutes

Day Four:

Rewrite or type your essay, making sure you fixed errors.

- Is it neat and legible?

Approximately 20 minutes

Day Five:

Share your Essay.

- Publish it! Read it to someone! Mail it! Illustrate it!

Approximately 15 minutes

Give yourself a pat on the back.

You're on your way to becoming an excellent writer!

Persuasive Essay Building Blocks

-----INTRODUCTION-----

1. Start with an attention-grabber such as a question, a quote, or a humorous or emotional story that captures your reader's attention and compels him or her to continue reading.
2. State your thesis sentence. This is the sentence that summarizes the main Reason(s) for your opinion. This sentence can be placed anywhere in the introduction. It is often the last sentence of this paragraph.

-----~-----BODY-----~-----

1. Write 'one paragraph for each of your main ideas. If you have three main ideas, include three paragraphs in the body of your essay.
2. Each paragraph should have a topic sentence that supports the thesis and states the main idea of that paragraph.
3. The remaining sentences in the paragraph should include facts and examples that support your opinion. Your opinion is a personal judgment or belief that cannot be proven right or wrong. *However*, you can support your opinion with facts. Your purpose is to provide readers with information that will convince them that your opinions make sense.

-----CONCLUSION-----

- The conclusion is the final paragraph of a persuasive essay.
- Restate the thesis and emphasize the most important points.
- Urge readers to agree with your opinion and take action to support it.

Persuasive Essay Prompts

General Directions:

In your persuasive essay, chose a position on any of the statements listed below. Attempt to convince your reader to "see it your way" by presenting good arguments in support of your position. Remember to address something that you know the opposing opinion would use in their argument, showing that it should not be a concern to the reader. Introduce your top well and write a strong closing paragraph.

1. Kids should get paid for good grades.
2. I am old enough to babysit.
3. Recycling should be mandatory for everyone.
4. Gun ownership should be tightly controlled.
5. Children should be required to read more.
6. We should not have to pay for internet access.
7. We should all grow our own vegetables.
8. MP3 music should be free.

Response to Literature

Response to Literature Essays involve all varieties of reading and literature including:

- Novel (Example: The Hobbit- Who was your favorite character and why? How was evil portrayed?)
- Biography (Example: Davy Crocket-What was his contribution to early America? What are the characteristics you admire in this man? Why?)
- Tall Tale (Example: Paul Bunyan-What are the exaggerations the author uses in his story?)
- Poetry (Example: How does that poem makes you feel? What is the author trying to communicate.)
- Short Story (Example: Compare a character from the story with someone you know.)
- Fable (Example: The Ant and the Grasshopper-Change the ending of the story)
- Mythology (Example: How the Camel Got His Hump-Take this and spin off into your own animal and how that animal got his skin, teeth, roar, etc)

As you can see, this type of writing has no limits. When writing this type of paper, consider the following:

1. Read and re-read the literature or text
2. Get your overall" Gut feeling" as to what you have read
3. Read the prompt and *think through* what is being asked
4. Create an interesting thesis about the text. Make sure you are addressing the prompt or the question asked.
5. Engage the reader's attention in your introduction
6. Provide textual evidence to support your thesis
7. Use interesting details to support your ideas
8. Correctly use the conventions of the English language

Remember, this is *your thoughts and opinion*.

Anything is good as long as you support your thesis with great details.

Response Outline

First Paragraph

- Think of a HOOK to engage your reader;
- State your thesis after studying the prompt;
- Include the title and author if available;
- A short summary of the text can be used here or included in a paragraph of its own (second paragraph if needed.)

Second/Third/Fourth Paragraph (depending on age and ability of your child)

- Topic sentence that supports the thesis above
- Include supporting details from the text
- Be creative and descriptive (remember this is not a summary so you don't have to stick to the text)
- This style of writing is often your opinion “so go for it” but include your reasons.

Closing Paragraph

- Summarize what you have already stated
- Look back to your opening paragraph and either answer the question you asked or reword your thesis thought or statement.
- End the writing with something catchy.

Response to Literature Prompt:

Alcott, Louisa May. *Little Women*. New York: Penguin, 1989. (1868)

From Chapter 2: "A Merry Christmas"

"Merry Christmas, little daughters! I'm glad you began at once, and hope you will keep on. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?"

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed impetuously, "I'm so glad you came before we began!"

"May I go and help carry the things to the poor little children?" asked Beth eagerly.

"I shall take the cream and the muffins," added Amy, heroically giving up the article she most liked. Meg was already covering the buckwheats, and piling the bread into one big plate.

"I thought you'd do it," said Mrs. March, smiling as if satisfied. "You shall all go and help me, and when we come back we will have bread and milk for breakfast, and make it up at dinnertime."

They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets, so few people saw them, and no one laughed at the queer party.

A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm. How the big eyes stared and the blue lips smiled as the girls went in.

"Ach, mein Gott! It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, and set them to laughing. In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire, and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

"Das ist gut!" "Die Engel-kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable blaze. The girls had never been called angel children before, and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. That was a very happy breakfast, though they didn't get any of it. And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.

"That's loving our neighbor better than ourselves, and I like it," said Meg, as they set out their presents while their mother was upstairs collecting clothes for the poor Hummels.

Response to Literature Prompt:

- 1) The four March daughters response to their mother's observation and request was immediate and willing. What does their action say about the relationship of the girls to their mother?
- 2) The March daughters gave up something they had expected and wanted in order to serve someone else and please their mother. How do you think you might respond to a similar request?
- 3) Explain what the author means when she says: "And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning."