

Quarter 2 Week 5 Assignment Sheet
Writing 8
Ms. Sandlin

Middle School Writing

1/2/23

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
- Complete the <i>parallelism</i> practice handout. Parent Initial: _____
Day Two/Wednesday:
- Complete the book review assignment. Parent Initial: _____
Day Three/Thursday:
- Complete "To Build a Fire" questions in complete sentences. (Consider setting a timer to limit responses to 1 hr, if necessary.) Parent Initial: _____
Day Four/Friday:
- Complete the parallelism and subject/verb agreement handouts. Parent Initial: _____
Day Five/Monday:
- Complete the quotations handout "Exercise B" (only). Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin

Integrate Language Skills

Vocabulary Development Lesson

Word Analysis: Greek Suffix *-logy*

The Greek suffix *-logy* means "the study, science, or theory of." The suffix appears in the word *ideology*, which means "the study of ideas" or "a set of ideas." Define each of the following words.

1. zoology
2. sociology
3. biology

Spelling Strategy

If a word ends in a single consonant preceded by a single vowel and the last syllable is accented, double the final consonant before adding most endings. For example, *confer* becomes *conferred*. However, do not double the final consonant before adding *-ence*, as in *conference*. (*Occurrence* is an exception to this rule.) For each item, add the suffix shown and write the new word. Then, use each new word in a sentence.

1. refer + *-ed*
2. infer + *-ence*
3. defer + *-ing*

Fluency: Sentence Completion

Identify the word from the vocabulary list on page 503 that correctly completes each sentence below.

1. The general will _____ a medal upon the heroic soldier.
2. In a free society, liberty and freedom are _____ rights for everyone.
3. A term to describe a destructive system of ideas is a _____.
4. Once you enter into a _____, you are not supposed to back out.
5. The _____ on the birds' wings were red with spots of white.
6. The scientist studied the _____ that had been scratched into the cave wall.
7. If you should go out walking after an earthquake, do not fall into any _____.

Grammar Lesson

Parallelism: Clauses

Parallelism is the repetition of grammatically similar words or groups of words. The parallelism may appear in the form of related clauses—groups of words with subjects and verbs—if a clause is presented for the first time, and then its pattern is repeated in subsequent clauses or sentences.

Parallelism gives the writing a sense of rhythm, evenness, and structure. Look at this example from "Gifts."

Example: My dream is the dream of a pond.
My joy is the joy of sunlight.
My grief is the grief of birds.

Practice Copy each pair of sentences below. Underline the words that are repeated in order to create parallelism.

1. Let there be justice. Let there be peace.
2. To be free is a gift. To be free is a treasure.
3. The time to heal has come. The time to build has come.
4. I shall sing to life. I shall dance to love.
5. Freedom is a privilege. Life is a privilege.

Writing Application Using the parallelism you have identified, add another sentence to each practice item.

Jack London "To Build a Fire"

BOOK REVIEW

Instructions: Go through the following evaluation, checking off the box that best represent your opinions on the writing quality in the short story "To Build a Fire."

1. Clarity

- The reading was very smooth and easily understood.
- The reading was somewhat smooth and somewhat understood.
- The reading was difficult to understand; seemed unclear.
- Not understood, lack of clarity

2. Word choice:

- Very effective in conveying what the author meant to convey; evocative and powerful. An example to follow in writing.
- Suitable for genre and author's purpose. Some aspects of this author's writing I would like to imitate.
- Did not help the author in their goals toward audience response. I would not imitate the word choice of this author. Somewhat lax in maintaining reader attention.
- Poor choice of words to engage the reader.

3. Pacing

- Steady or quick pacing, easy to follow; scenarios organized and developing the same end goal or direction.
- Somewhat steady pace; seemed to speed up, and slow down. Most scenarios developed toward the same end goal.
- Lax (slow) pace, some unreasonable rabbit trails, scenarios seemed to take on some of their own directions and perhaps collide un-smoothly with other scenarios.

Name: _____

- Very, very difficult to follow.

4. Characters

- Realistic, believable, well developed, and complex characters
- Somewhat well developed characters, some unrealistic qualities or portrayal, most of the time believable
- Cliché character qualities, painfully stilted and unrepresentative of real people. Unrealistic, or overly simplified character or characters.

5. Dialogue

- Dialogue was realistic and natural.
- Dialogue was somewhat natural, and at times realistic.
- Dialogue was often not realistic, and often came across as unnatural regardless of the text's time and place.
- Dialogue was ineffective; lacking significant development.
- No dialogue present.

6. Plot

- A compelling thought drove this writing. It was an interesting topic to read about, analyze, and think deeply on.
- An interesting topic.
- A sometimes interesting topic. Parts were perhaps overemphasized to the detriment of the piece as a whole.
- Writing devoid of plot

7. Setting

- Clearly and subtly woven setting; I felt that I could picture it.

Name: _____

- An interesting setting, somewhat developed.
- An underdeveloped setting, somewhat obscure.
- An unclear or unexpressed setting.

8. Unique Perspective

- A unique approach to an issue, or perhaps a rare attempt to represent an issue.
- A somewhat unique approach to an issue.
- A common issue represented.

9. Something Gleaned...

- I felt that I gained valuable insights from reading this story. I have some new perspectives to weigh now.
- I found that I gained some insights and perspectives from reading this story.
- I didn't gain insights from reading this story.

10. Flaws in the writing or style:

- There were no or minor flaws in the author's writing
- There were some flaws in the author's writing
- There were several/many flaws in the author's writing

11. What was the theme of this short story?

Name: _____

12. Ideas for changes that Jack London might have made to improve his presentation of "To Build a Fire":

13. I wish we had read this story:

- Slower, with assigned reading at home
- I liked this pace

Name: _____

"To Build a Fire"

Questions

1. Compare the man and the dog. How do they differ?
2. The narrator says: "The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances." What does this mean? Is it a problem?
3. What is the significance of the fact that the man is not named?
4. Do you think that the man is responsible for what happens to him? Or is he just an unlucky victim of accident ("It happened")?

Name: _____

5. What moves the man to act as he does?
6. Trace the main character's changing attitude toward the *old-timer from Sulphur Creek*.
7. Why does the man resist the old man's advice?
8. Why does the main character acknowledge, as he lies dying, that the old man was right?
9. Given the opportunity to make this journey again, under similar circumstances, do you think the man would take it? Explain.

Name: _____

10. What can be learned from the main character's experience?

11. What do you think of the man? Summarize your opinion of the character.

12. Had the protagonist successfully made it back to camp, would your judgment of him differ?

13. What do you think London thinks of his own protagonist?

Name: _____

14. What does the story teach us about death? The man realizes that he wants to “meet death with dignity” (as opposed to “running around like a chicken with its head cut off”). What is meant by *meeting death with dignity*?

9.1 Subject and Verb Agreement

Compound Subjects

A singular subject after *or* takes a singular verb. A plural subject after *or* takes a plural verb. Compound subjects joined by *and* take a plural verb unless they are thought of as one thing or modified by *every* or *each*.

AGREEMENT WITH COMPOUND SUBJECTS	
Joined by or or nor	The manager or her assistant <i>is</i> usually in the store. Neither the library nor the courthouse <i>is</i> open on Sunday. An apple or grapes <i>make</i> a good snack. Grapes or an apple <i>makes</i> a good snack.
Joined by and	String beans, peas, and soy beans <i>are</i> legumes. The catcher and the pitcher <i>make</i> up the battery. Spaghetti and meatballs <i>is</i> my favorite dish. Every suitcase and parcel <i>was</i> inspected at the gate.

EXERCISE A: Compound Subjects Joined by Or or Nor. Write the verb form from parentheses that agrees with the subject in each sentence.

EXAMPLE: A rubber band or a big paper clip is what you need. (is, are)

1. A nurse or an aide usually _____ patients' temperatures. (takes, take)
2. Neither the players nor the coach _____ anything to regret. (has, have)
3. A wok or a frying pan _____ essential for cooking this dish. (is, are)
4. Coffee, tea, or milk _____ each meal. (accompanies, accompany)
5. Neither the directions nor the example _____ clear. (was, were)
6. Nicole, Chris, or Tom _____ let the dog back in. (has, have)
7. Soup or dessert _____ extra. (costs, cost)
8. Either a hamster or a gerbil _____ a good pet. (makes, make)
9. Neither Mrs. Kokoros nor her children _____ much Greek. (speaks, speak)
10. A pen or pencil in the glove compartment often _____ in handy. (comes, come)

EXERCISE B: Compound Subjects Joined by And. Write the verb form from parentheses that agrees with the subject in each sentence.

EXAMPLE: Chicken and dumplings is the Blue Plate Special. (is, are)

1. Tornadoes and thunderstorms _____ rare at this time of the year. (is, are)
2. Pears and cheese _____ well together. (goes, go)
3. Each soldier and sailor _____ given a free pass. (was, were)
4. Both management and the union _____ that the contract is fair. (agrees, agree)
5. The post office and banks _____ on Columbus Day. (closes, close)
6. The hotel and that office tower _____ recent additions. (is, are)
7. Ham and eggs _____ my favorite breakfast. (is, are)
8. Pliers and a screwdriver _____ needed to assemble the bike. (is, are)
9. Every teacher and student in the school _____ contributed. (has, have)
10. Both Lisa and her mother _____ tennis. (enjoys, enjoy)

Conventions and Style: Parallel Structure

Good writers use **parallel structure**, or similar grammatical forms, to express similar ideas. Parallel structure gives your writing rhythm and emphasizes key ideas. To create parallel structure, use nouns with nouns, phrases with phrases, and clauses with clauses.

Look at the examples below. Notice that coordinating conjunctions (*and*, *or*) join items of equal importance.

Nonparallel: Look past the room with its rugs, with its bookcases, and the night creatures that were dancing around.	Parallel: Look past the room with its rugs, with its bookcases, and with its dancing night creatures.
Nonparallel: It was a fact that Isabella was rich, and she took risks to collect objects.	Parallel: It was a fact that Isabella was rich and that she took risks to collect objects.
Nonparallel: Isabella went into the garden because of its flowers rather than because she wanted quiet.	Parallel: Isabella went into the garden because of its flowers rather than because of its quiet.

As you edit your writing, check for parallel structure.

Writing and Speaking Conventions

A. **Writing** Use the following items to write sentences with parallel structure:

1. feet, tails, beaks
2. of affection, of jealousy, of parting
3. marble-topped table, long grass path, the sunflowers
4. raising, looking, thinking

Example: feet, tails, beaks

Sentence: The birds lifted their feet, spread their tails, and tapped their beaks.

B. **Speaking** Consider the letters mentioned in "The Lady in the Looking Glass." Compose and present to the class a letter that might be written by the narrator who is imagining the contents of the drawers. Use at least three examples of parallel structure.

Practice Rewrite each item to correct the non-parallel structure.

1. Lights and shadows moved across the room, curtains blew, and there were petals that fell.
2. Rage, envy, and sorrowing seemed to fill the room.
3. Isabella went from the house, down the grass path, and she walked into the garden.
4. Isabella would choose a trailing plant rather than it was an upright, sturdy flower.
5. Because it was hot, the windows and doors were open, letting in sounds of life and to contrast with the scene in the mirror.
6. Isabella bought the house, traveled to far off places, and choosing furnishings.
7. The envelopes lay on the marble table, seeming to be out of order and not focusing.
8. Letters can reveal a person's past—appointments, dates not kept, and breaking promises.
9. She was seen in the looking glass, pausing, straightening a rose, and to lift a bloom to smell it.
10. Was her expression scornful or sensitive, shining or in a dull way?

16.4 Quotation Marks with Direct Quotations

7. My aunt told me I was the only one who remembered her birthday.
8. Longfellow often expressed the philosophy that people should act in the living present.
9. I rode this bicycle, Felipe gasped, at least two miles up the hill.
10. Maybe I can go shopping with you at the mall this afternoon, Carolyn said.

EXERCISE B: Indicating and Capitalizing Quotations.

Copy the following sentences, making the necessary corrections in punctuation and capitalization. Quoted phrases are underlined.

EXAMPLE: as for looking back, I do it reluctantly wrote Joyce Maynard sentimentality or bitterness—it breeds one or the other almost inevitably.

“As for looking back, I do it reluctantly,” wrote Joyce Maynard. “Sentimentality or bitterness—it breeds one or the other almost inevitably.”

1. it is better to wear out than rust out.—Bishop Cumberland
2. Marya Mannes says that in judging a work of art, you must apply standards timeless as the universe itself.
3. tell the truth Sir Henry Wotton advised and so puzzle and confound your adversaries.
4. honest differences of views and honest debate are not disunity. they are the vital process of policy-making among free men wrote Herbert Hoover.
5. in one of her poems, Mary Lamb referred to a child as a young climber-up of knees.
6. sympathy was once described by Charles Parkhurst as two hearts tugging at one load.
7. if you pick up a starving dog and make him prosperous, he will not bite you Mark Twain remarked this is the principal difference between a dog and a man.
8. the greatest powers of the mind are displayed in novels Jane Austen wrote.
9. better late than never has become a favorite proverb for those who never get anything done on time.
10. in 1957, Theodore Reid wrote these words work and love—these are the basics. without them there is neurosis.