

Quarter 4 Week 5 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

5/6/24

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

<b>Day One/Tuesday:</b>
<ul style="list-style-type: none"><li>- Catch up day. Any missed or behind work.</li></ul> Parent Initial: _____
<b>Day One/Wednesday:</b>
<ul style="list-style-type: none"><li>- Complete the handout provided, including a paraphrased definition (feel free to refer to the handout from class) of each pattern of organization.</li><li>- Complete the entry practice sample.</li></ul> Parent Initial: _____
<b>Day Two/Thursday:</b>
<ul style="list-style-type: none"><li>- Complete the prepositions handout.</li><li>- Complete the prepositions II handout.</li></ul> Parent Initial: _____
<b>Day Three/Friday:</b>
<ul style="list-style-type: none"><li>- Complete the patterns of organization practice handout.</li><li>- Complete the second patterns of organization entry.</li></ul> Parent Initial: _____
<b>Day Four/Monday:</b>
<ul style="list-style-type: none"><li>- Complete the <i>Two Poem Compare/Contrast</i> exercise.</li><li>- Locate two prepositions in your day's context: In a book, commercial, TV show or movie, visual advertisement, social media, etc. Quote both uses of the preposition on a sheet of paper to submit on Tuesday.</li></ul> 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  
[debra.ann.sandlin@gmail.com](mailto:debra.ann.sandlin@gmail.com)  
(509) 379-6846

Name: \_\_\_\_\_

**English Language Arts**

**8th**

**Methods of Development Practice**

18 pts (3 pts per question)

Instructions: **1)** Paraphrase a definition to each of the following methods of development.

**2)** Provide an example of a work or topic that would represent each type.

**1.** Narration:

**2.** Definition:

**3.** Description:

**4.** Cause/effect:

**5.** Problem/Solution:

**6.** Compare/contrast:

Entry:

5/6/23

1. Write the two sentences below in your entry task notebook.  
What method of development is represented in the example below? (chronological, definition, problem/solut.)

For centuries, mankind has tried to define poetry, but it is a task somewhat like the proverbial story of the blind men and the elephant wherein each man thought an elephant was something different based on the part of the animal he touched. One blind man felt the trunk, and thought the elephant must be like a rope while the second felt a leg and decided an elephant must be very much like a tree.

**Prepositions**

A preposition is a word that relates a noun or pronoun following it to another word in the sentence.

FREQUENTLY USED PREPOSITIONS				
above	before	for	near	through
across	below	from	of	to
among	between	in	on	under
at	by	into	over	with

A prepositional phrase begins with a preposition and ends with a noun or pronoun called the object of the preposition.

PREPOSITIONAL PHRASES	
Prepositions	Objects of Prepositions
<i>at</i>	the <i>station</i>
<i>near</i>	<i>them</i>
<i>in</i>	a long dark <i>corridor</i>

**EXERCISE A: Identifying Prepositions.** Underline each preposition in the sentences below. Some sentences have more than one.

**EXAMPLE:** Tommy crawled between the fence and the wall.

1. Fortunately, we left the motel at dawn.
2. Among his friends he numbers several prominent doctors.
3. She was deeply respected for her honesty.
4. The man with the briefcase is an undercover agent.
5. In certain instances we must simply hope for the best.
6. We found the map under a pile of library books.
7. Before daylight, the troops filed across the bridge.
8. About an hour later, they marched into a large town.
9. My sister received a letter from a chance acquaintance.
10. To me, there is no comparison between the two singers.

**EXERCISE B: Identifying Prepositional Phrases.** In each sentence place parentheses around each prepositional phrase. Some sentences have more than one.

**EXAMPLE:** She waited (for us) (in the restaurant).

1. He won three medals by the end of the tournament.
2. The speaker near the podium is the senator from Texas.
3. At the station she ran into her old boyfriend.
4. The treasure was buried under the red barn.
5. We learned about computers in our math class.
6. The girl with us at the party lives in Ohio.
7. Several rockets shot directly across the battlefield.
8. He was identified by a mole on his right shoulder.
9. A thunderous sound echoed through the corridor.
10. On balance, she is the best gymnast at the competition.

# Integrate Language Skills

## Vocabulary Development Lesson

### Levels of Diction

Diction is word choice. A writer's diction depends on his or her purpose, audience, and mood. For example, Dunbar uses elevated, or formal, diction when he refers to a song as a "carol," but Angelou uses the more down-to-earth "tune."

1. Find two more examples of old-fashioned or formal diction in "Sympathy."
2. What impression of the speaker is created?

### Spelling Strategy

When adding an ending to a word that ends in more than one consonant, never double the final consonant. For example, *warp* + *-ed* = *warped*. If the spelling of each word below is correct, write *Correct*. If the spelling is incorrect, write the correct spelling.

1. protectted
2. wanting
3. deterring

## Grammar Lesson

### Preposition or Adverb?

Many words that act as prepositions can also act as adverbs, depending on their usage. A preposition must have an object and be part of a prepositional phrase. Adverbs modify verbs, adjectives, and adverbs but do not have objects.

**Preposition:** She had to pass *through* an angry mob. (the object is *mob*)

**Adverb:** She walked right *through*. (no object following *through*; modifies *walked*)

**Practice** Identify each underlined word as a preposition or an adverb.

1. Charlayne was not accepted from the moment she arrived.

### Concept Development: Synonyms


For each item below, identify the letter of the word whose meaning is closest to that of the first word. If necessary, review the vocabulary words listed on page 291.

1. warp: (a) hit, (b) distort, (c) build
2. disperse: (a) scatter, (b) steal, (c) scold
3. perpetuated: (a) generated, (b) prolonged, (c) honored
4. effigies: (a) speeches, (b) insults, (c) dummies
5. keener: (a) sharper, (b) sweeter, (c) smarter
6. imbued: (a) painted, (b) placed, (c) inspired
7. epithets: (a) books, (b) slurs, (c) legends

2. The school had never admitted a black student before.
3. I'm sure she didn't even feel safe inside.
4. She received word that she was suspended for her own safety.
5. After the news, she decided she would continue to fight for equality.

**Writing Application** Use each of the following words in a sentence. Then, determine whether the word functions as a preposition or as an adverb.

1. throughout
2. outside
3. at
4. around
5. along
6. since

 **Prattice Hall Writing and Grammar Connection: Chapter 19, Section 1**

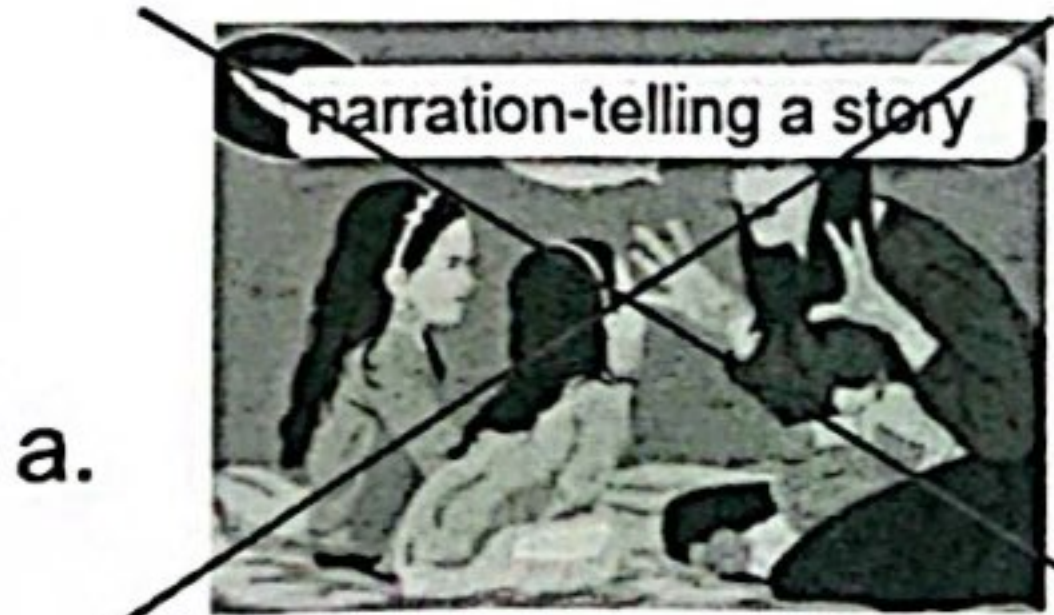
8th Language and Composition  
Unit Three  
Patterns of Organization

**Instructions:** Formulate one to two paragraphs below on one of the following topics: 1.) elder care 2.) distracted driving 3.) science 4.) leadership 5.) a student selected topic, organized as a *definition* pattern of organization.

**“DEFINITION:** Writers use this pattern to explain the meaning of a term or concept. This pattern answers the questions ‘What is it?’ and ‘What does it mean?’ ”

Instructions: Use the word banks to describe what each method of development is. Then match the picture examples.

Word bank: ~~story~~ different same is look wrong answer happen



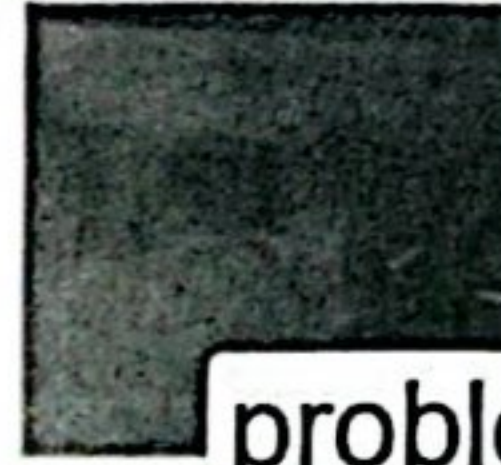
c.



e.

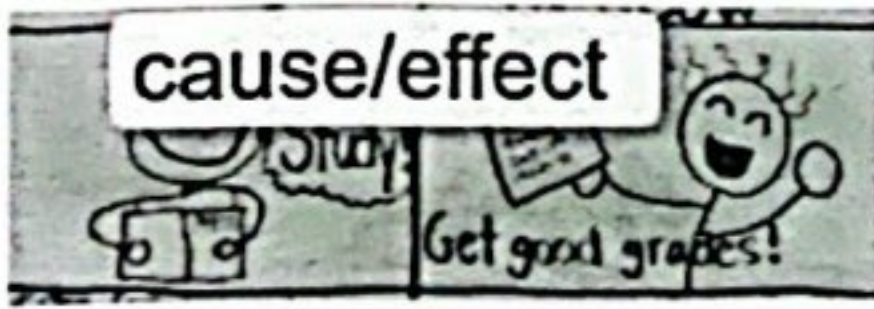
Too much pollution from gas-powered cars

Make electric cars



problem/solution

b.



d.



f.



1. Narration: Telling a story\_\_\_\_\_.

Example: a

1. Definition: Saying what something i\_\_\_\_\_.

Example: \_\_\_\_\_

1. Description: When you talk about what something would l\_\_\_\_\_like.

Example: \_\_\_\_\_

1. Cause/effect: Discussing what would happen\_\_\_\_\_if you did something

Example: \_\_\_\_\_

1. Problem/solution: After discussing something that is wrong\_\_\_\_\_, providing a solution, or an answer\_\_\_\_\_.

Example: \_\_\_\_\_

1. Compare/contrast: Seeing how two things are the same\_\_\_\_\_and different\_\_\_\_\_.

Example: \_\_\_\_\_



**Entry:**

5/6/24

**Instructions:** Label the following sentences with which pattern of organization you think that they follow. The options are: *chronological, cause/effect, narration, problem/solution.*

1. A cooking show demonstrating how to make fried chicken.
2. A film/documentary about a 17th century author's life.
3. Proposals for laws to fight unemployment during a national disaster.

Name: \_\_\_\_\_

Two Poem Comparison/Contrast

**Instructions:** Read the following two poems. Then write a comparison/contrast paragraph analyzing similarities and differences between them.

**Acquainted with the Night**

BY ROBERT FROST

I have been one acquainted with the night.  
I have walked out in rain—and back in rain.  
I have outwalked the furthest city light.

I have looked down the saddest city lane.  
I have passed by the watchman on his beat  
And dropped my eyes, unwilling to explain.

I have stood still and stopped the sound of feet  
When far away an interrupted cry  
Came over houses from another street,

But not to call me back or say good-bye;  
And further still at an unearthly height,  
One luminary clock against the sky

Proclaimed the time was neither wrong nor right.  
I have been one acquainted with the night.

Robert Frost, "Acquainted with the Night" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. Copyright © 1964, 1970 by Leslie Frost Ballantine. Copyright 1936, 1942 © 1956 by Robert Frost. Copyright 1923, 1928, © 1969 by Henry Holt and Co. Reprinted with the permission of Henry Holt & Company, LLC.  
Source: *Twentieth-Century American Poetry* (2004)

**SONNET 27**

BY WILLIAM SHAKESPEARE

Weary with toil, I haste me to my bed,  
The dear repose for limbs with travel tired;  
But then begins a journey in my head,  
To work my mind, when body's work's expired:  
For then my thoughts (from far where I abide)  
Intend a zealous pilgrimage to thee,  
And keep my drooping eyelids open wide,  
Looking on darkness which the blind do see:  
Save that my soul's imaginary sight  
Presents thy shadow to my sightless view,  
Which, like a jewel hung in ghastly night,

Name: \_\_\_\_\_

Makes black night beautiful and her old face new.

Lo, thus, by day my limbs, by night my mind,  
For thee, and for myself, no quiet find.

Comparison/Contrast Paragraph:

**Some ideas to help guide your writing:**

- specifying the common subject and (possibly different) theme
- noting the similarities or differences in sound (rhyme, meter, etc.),
- voice (including persona, style of language, and tone/attitude)
- imagery (including metaphors, similes, personification, symbols, and so on) as appropriate for the poem