

Student _____

ENGLISH I

**FOLLOW THESE DIRECTIONS FOR READING AND WRITING ASSIGNMENTS.
READ AND HAVE A TEACHER SIGN YOU OFF.**

The first four writing assignments and speeches are done first.

With the exception of the imaginary story, the standard essay format is used.

All work is typed, and each line is double-spaced.

All written work is clear, complete, and well supported so the reader fully comprehends what you have to say and has no questions about what you say.

Correct spelling, punctuation, sentence construction, and writing conventions like transitions and subject-verb agreement are adhered to.

The upper left hand corner of the first page of written work is formatted with:

Your Name

The Date

Class and Quarter – like “Comm. I, Quarter 1”

The Assignment Name

The work submitted is proofread by you and is as close to a final draft as possible.

When writing about the literature you read, the terms in the “Understanding Literature” handout are used.

All literature read for an assignment is approved by a teacher.

All parts of major assignments are completed before moving on to the next assignment – like complete all of the story assignments before moving on to the next assignment.

Turn in each assignment or part of an assignment as soon as you finish it. Do not turn in one huge glop of assignments at one time.

You will keep the assignment sheets as check-off sheets to correspond with what is in your file.

Student _____ Teacher _____ Date _____

ESSAY WRITING FORMAT

Tell 'em what yr gonna tell 'em

Tell 'em

Tell 'em what you told 'em

The key to success to writing is organization. Organization sets up the writer's ideas in a certain way so the reader can follow and understand what is said. An essay is organized in three parts: introduction, body, and conclusion.

TELL 'EM WHAT YER GONNA TELL 'EM!

The Introductory Paragraph

The introductory paragraph states the topic of the essay – what the essay is about and only what the essay will deal with. The topic is stated in the first sentence, the thesis statement. The rest of the introductory paragraph announces what the rest of the essay will say about the topic.

TELL 'EM!

The Body Paragraphs

Each body paragraph gives information about a separate point about the topic that was introduced in the introductory paragraph. What's said in the body paragraphs must deal with the topic.

Note: Each body paragraph has its own introductory sentence, body, and conclusion.

TELL'EM WHAT YOU TOLD 'EM!

Concluding Paragraph

The concluding paragraph gives a summary of what was said in the essay. It's an echo of the introductory paragraph. It tells the reader that you are finished and leaves him something to remember.

EXAMPLE

INTRODUCTORY PARAGRAPH

A black Lab named Hope whom we took into our home improves our lives. She suffers from old age, but loves to go on walks, and is well trained.

BODY PARAGRAPHS

Hope is about eight and a half years old. As is common with older Labradors, she suffers from rheumatism in her back hips. This causes her pain when she stands up or climbs stairs. Old age is not fun for Hope. Even though she has aches and pains she is full of love.

Even though her rheumatism pains her, Hope loves to go on long walks. She runs ahead with her nose to the ground following some critter's scent. If she gets too far ahead, she stops, looks back, and dances around as if to say, "Hurry up you snails!" I enjoy the pleasure she exhibits when going on hikes.

Even though we know nothing about her background, someone trained her well. She does not mess in the house or chew furniture. Even when she is after some varmint or checking out another dog, she comes when called. If there are cars on the road, she's at my left side at once when I yell, "Heel!" I'm happy that I don't have to train her.

CONCLUDING PARAGRAPH

Hope is a wonderful addition to our lives. I hate to see old age get to her, but enjoy her love of long walks and being so well trained.

[Check out the Essay Outline. It works!]

**ESSAY FORMAT OUTLINE
FOR A FIVE PARAGRAPH ESSAY**

Specific Topic: _____

Introductory Paragraph

Thesis Statement: (Topic Sentence): _____

Point A: _____

Point B: _____

Point C: _____

Body Paragraph 1

Topic Sentence for Point A: _____

Generally what will be said about Point A:

Body Paragraph 2

Topic Sentence for Point B: _____

Generally what will be said about Point B:

Body Paragraph 3

Topic Sentence for Point C: _____

Generally what will be said about Point C:

Concluding Paragraph

Restatement, not a direct copy, of the Introductory Paragraph: _____

STUDENT _____

**ENGLISH I, QUARTER 1
PERSONAL NARRATIVE & SPEECH 1**

Write one personal narrative of at least five paragraphs in length that shares a personal experience that really happened, usually about an event of special importance **THE TOPIC IS THE LESSON LEARNED BY THE EVENT.** Use the standard essay format. Provide specific details so the reader may clearly see what you are relating. Be clear and complete. Use correct spelling, punctuation, and grammar.

Date _____ Grade _____ Teacher _____

USE ONE OF THE FOLLOWING PROMPTS OR, WITH THE TEACHER'S APPROVAL, CREATE YOUR OWN.

- 1. Some things do not turn out the way we anticipate. TELL A STORY about a situation or event in your life that turned out differently than you expected and why.**
- 2. Everyone feels successful at something in his/her life. Choose an experience that you had in which you felt extremely successful, and TELL THE STORY OF YOUR SUCCESS.**
- 3. Think of a time in which you faced a challenge like a difficult problem or issue, a competition, or task you had to face. Think about a challenging experience and how you met or failed the challenge. TELL THE STORY OF WHAT HAPPENED.**
- 4. You can probably remember at least one time you did something nice for someone else that made you feel proud of yourself. Think about what you did and how you felt about your action. TELL THE STORY OF WHAT HAPPENED.**
- 5. Think about a time in your life when you were involved in one of the following:
a) discovery, b) surprise, c) survival. TELL THE STORY OF WHAT HAPPENED.**

SPEECH 1

Present your personal narrative as a speech that you will share with an audience of at least three people including one teacher. You will be graded on how well you present yourself and your personal narrative. It is your job to set the time and place.

DATE _____ GRADE _____ TEACHER _____

STUDENT _____

**ENGLISH I, QUARTER 1
EXPOSITORY ESSAY & SPEECH 2**

Write one expository essay of at least five paragraphs in which something is explained, made clear, or defined by using detail and facts. Usually facts are used to explain something so the reader learns from what you say. **USE THE STANDARD ESSAY FORMAT, CORRECT SPELLING, PUNCTUATION, AND GRAMMAR. BE CLEAR AND COMPLETE IN WHAT YOU HAVE TO SAY!**

Date _____ Grade _____ Teacher _____

Use one of the following prompts for your paper.

1. Leaders are necessary for any group: friends, families, teams, clubs, countries, and other groups. **EXPLAIN** what you feel it takes to be a leader.
2. In your possessions, there are usually one or two precious or very important objects. Chose one that means the most to you. Describe the object and, using as many details as possible, **EXPLAIN** why this object is so important to you.
3. **EXPLAIN** who the most important person in the world is to you and why you feel as you do.
4. Think of a successful person whom you know. Using specific examples, **EXPLAIN** the qualities, actions, characteristics, and so on, that make this person a success.
5. Everyone is an expert at something. Think of something that you do well – anything at all within the bounds of good taste. **EXPLAIN** how you do what you do so clearly and completely that the reader will understand what you do well and how you do it.

SPEECH 2

Present what you wrote as an expository essay as a speech to an audience of at least three people including one teacher. You will be graded on how well you present yourself and how well you present your essay. It is your responsibility to set the time and place for your speech.

DATE _____ GRADE _____ TEACHER _____

STUDENT _____

ENGLISH I, QUARTER 1
PERSUASIVE EXPRESSION & SPEECH 3

Write a persuasive essay of at least five paragraphs in which you convince the reader to think or to act as you would like him/her to. Persuasive writing is seen in advertising, political speeches, parents' arguments, editorials, lying **USE THE STANDARD ESSAY FORMAT, CORRECT SPELLING, SENTENCE CONSTRUCTION . . . BE CLEAR AND COMPLETE IN WHAT YOU HAVE TO SAY!**

Date _____ Grade _____ Teacher _____

CHOOSE ONE OF THE FOLLOWING PROMPTS FOR YOUR ESSAY:

1. Students usually have valuable ideas about how a school might be changed for the better. Think of one change that you feel would benefit Career Tech. Write an essay in which you **CONVINCE** the teachers of Career Tech that the change you suggest should be made.
2. Some feel that professional athletes and entertainers make too much money. Agree or disagree, and write a letter to the editor that **CONVINCES** the reader that your opinion is correct.
3. Each one of us lives in some place. **CONVINCE** readers that the place in which you live is the best place for anyone to live.
4. Everyone feels that there are correct ways for a person to behave in social situations. **CONVINCE** readers that they should behave in three ways and that these ways are the correct ways.
5. People have favorite things that they do in their spare time like hobbies. **CONVINCE** readers that what you do in your spare time is what everyone should do and enjoy. Be careful to describe what you do.

SPEECH 3

Using the persuasive essay you wrote, give a speech to an audience of at least three people, one of whom being a teacher. Persuade the audience about what you wrote. You will be graded on how well you sell your topic, how well you present yourself and your speech and the effective you are in convincing the audience. It's your job to set the time and place.

DATE _____ GRADE _____ TEACHER _____

STUDENT _____

ENGLISH I, QUARTER 1
IMAGINATIVE WRITING & SPEECH 4

Write an imaginative piece of at least five paragraphs containing all the conventions of a short story like plot, conflict, theme, characterization . . . Check the “Understanding Literature” handout for definitions to these terms. Write the story to entertain.

DETAILS SO THE READER SEES WHAT YOU ARE PRESENTING AND ENJOYS THE STORY.

Date ____ Grade ____ Teacher _____

CHOOSE ONE OF THE FOLLOWING PROMPTS FOR YOUR STORY:

1. WRITE AN IMAGINATIVE STORY that contains the following line: “If only I’d read this letter a day sooner . . . “
2. WRITE AN IMAGINATIVE STORY in which an animal does something brave, frightening, or unusual.
3. Imagine that you wake up in the morning and find a large, carefully wrapped box outside your door. The card on it says: “Open this box if you dare!” WRITE AN IMAGINATIVE STORY in which you deal with the box after you find it.
4. You see a cat on a shed roof, or a small child alone on the beach, or an elderly lady sitting on the steps of a house. WRITE AN IMAGINATIVE STORY about something that happens to only one of the characters listed above.
5. Imagine that a character in your tale finds something mysterious on the beach or in the forest. WRITE AN IMAGINATIVE STORY in which you describe what is found and what happens thereafter.

SPEECH 4

Give a speech to an audience of at least three people, one of whom is a teacher. Entertain the audience by telling the imaginative story you wrote. You will be graded on how well you tell the story, and how well you present yourself. It’s your job to set the time and place.

DATE ____ GRADE ____ TEACHER _____