



Grade 6 Informational Writing Guide

Student Pages for Print or Projection

SECTION 1: Recognizing Genre/Organization

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OVERLY GENERAL “BLURBS” TO AVOID

NICE

FUN

GREAT

COOL

AWESOME

INTERESTING

GOOD

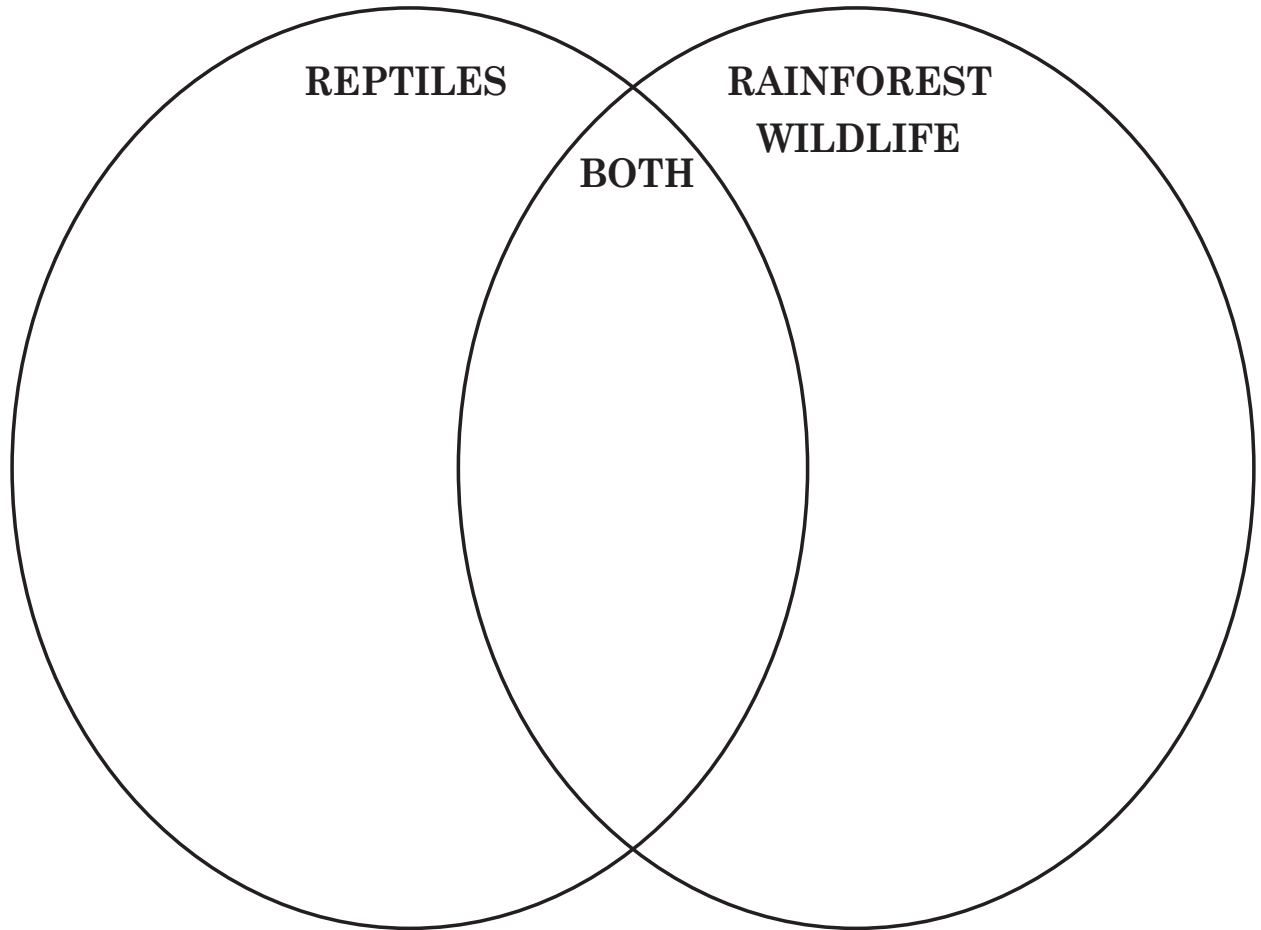
BAD

CUTE

Name _____

SORT & CATEGORIZE

Read the list of details below and decide which main ideas they apply to. Write the details in the circle. Any details that apply to both main ideas should be sorted into the area where the circles intersect.



Details:

- | | | |
|--------------------|-----------------------|-------------------------|
| Anaconda | Poison Dart Frog | Diamondback Rattlesnake |
| Asian Water Dragon | Gila Monster | Jaguar |
| Giant Tortoise | Loggerhead Sea Turtle | Toucan |
| Boa Constrictor | Caiman | Piranha |
| Spider Monkey | | |

Bonus: *Can you think of any other details that might fit into either or both of the main idea/reason categories? If so, write them into the appropriate place.*

Name _____

THE INDUSTRIAL REVOLUTION (1)

For most of us, it's hard enough to imagine living without a computer and a cell phone, but nearly impossible to picture ourselves going to work in a factory at the age of five. Starting in the late 1700's and lasting nearly 100 years, the Industrial Revolution made many of the conveniences we enjoy today possible, but it also exploited children, promoted slavery and created unsafe cities. Let's take a look at the dark, greedy side of the industrial revolution.

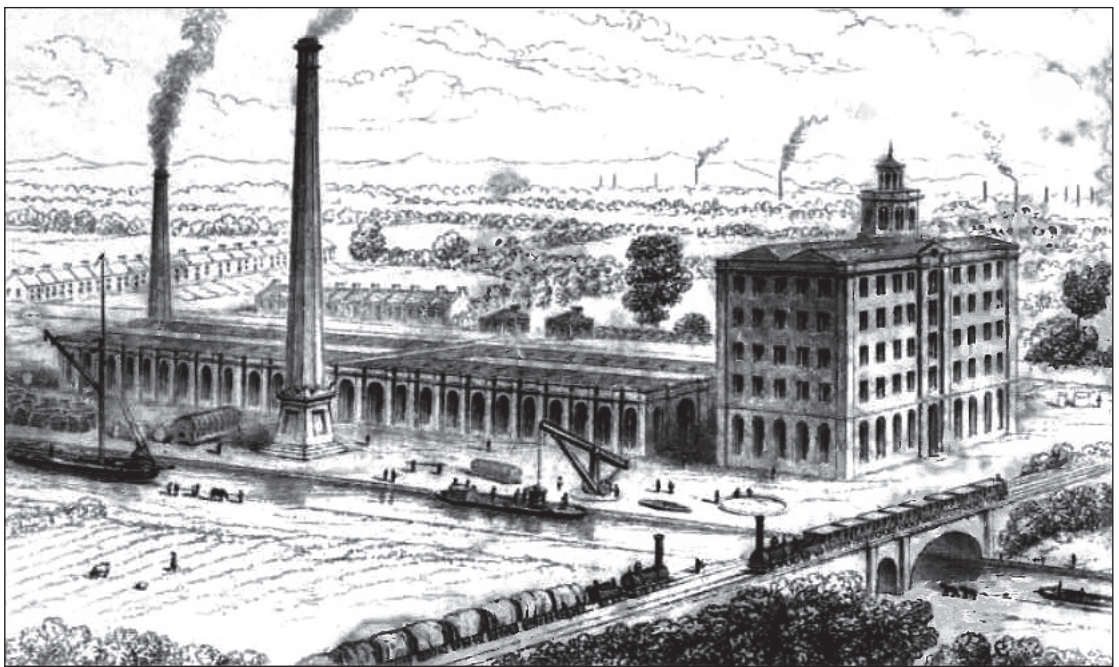
Invented in England in 1764, the spinning jenny made child labor commonplace for decades. One of the efficient machines that launched the Industrial Revolution, the spinning jenny allowed cotton, wool, and flax fibers to be spun into cloth eight times faster than the traditional spinning wheels. Before this invention, cloth was produced largely on the homestead and mostly by women, spinning threads one by one to make clothing for their husbands and children. Afterwards, huge textile mills opened across Great Britain and in the New England states of the U.S. As a result, even poor people had such luxuries as a change of clothes and curtains hanging in their windows. In many cases, however, children, some as young as five, worked the jennies for as many as 18 hours a day to make this possible. Children frequently lost fingers and arms as they worked the machinery in poorly ventilated, crowded conditions where germs flourished. Diseases like tuberculosis and bronchitis spread rapidly from one worker to another.

Did Eli Whitney's invention of the cotton gin in 1794 promote the rise of slavery? Many historians believe it certainly did. This simple but ingenious piece of machinery separated the cotton fibers from the seeds so that it could be processed into cloth quickly and efficiently. As a result, cotton production in the southern states of the U.S. increased dramatically, growing from a \$150,000 to an \$8 million per year industry within a decade. In turn, the need for slave labor skyrocketed. Farmers, who once struggled to earn a meager living growing tobacco, were suddenly growing rich from cotton and enjoying the fruits of slave labor. Ten years after the invention of the cotton gin, the number of slaves in the cotton-growing states had grown by a staggering 70%. Additionally, the need for slaves was so great that the kidnapping of free men of color was widespread in the northern states and in Canada throughout years of the Industrial Revolution. This practice caused outrage among northern abolitionists, but spurred southern slave owners to defend their ways.

(continued)

As the industrial revolution continued, people flocked to dangerous, overcrowded cities in search of lucrative manufacturing jobs. Prior to 1800, only 3% of the world's population lived in cities, but by 1860 that figure rose to nearly 50%. This rapid growth in urban areas created horrible living conditions. People left their small farming communities to live in cramped tenements where fire was a constant threat. There were regular outbreaks of such diseases as typhoid and cholera. Fresh water was often unavailable. The burning of wood and coal for fuel polluted the air. Social class consciousness emerged as a few entrepreneurs grew rich while others did without the basic necessities of life. In response, some turned to organized crime and street gangs. Over time, conditions did improve as cities built sewer systems and instituted building codes to make housing safer. Labor unions eventually made a difference in the quest for worker's rights, but not soon enough for many who lost their health and their lives to the deplorable conditions in cities at the time.

There is no doubt that the innovations of the industrial revolution paved the way for progress, but they also led to the rise of child labor and slavery. Additionally, the quick growth of urban areas made city life dangerous. All in all, it is clear that the industrial revolution was an exciting, but often brutal, time of change in the world.



Name _____

THE INDUSTRIAL REVOLUTION (2)

The Industrial Revolution is usually remembered as a great time of progress in the world. Machines were invented that made work easier and factories more productive. It wasn't all good news though. During the industrial revolution cities and factories were dangerous and there was an increase in slavery.

Cities were dangerous. People moved from their farms to the cities during the industrial revolution. The cities quickly became overcrowded and disease ran rampant through the cramped, dirty tenements where thousands lived. Many died of tuberculosis and even the flu was deadly. Street gangs were organized and there was a lot of crime.

Factories were dangerous too. Many children not only lived in dangerous cities, but worked in dangerous factories during the industrial revolution. Some were as young as five! Mostly, they worked the spinning jennies, which was one of the most important inventions of the time. Children lost fingers and arms as they worked long hours in the factories and they were also exposed to many diseases, some of them fatal such as tuberculosis. Orphaned children were homeless on the streets during the industrial revolution, too.

Life during the industrial revolution was hard. Factory workers and city dwellers faced many hardships during the years of the industrial revolution. The factories were dangerous and the cities were overcrowded. Both environments were crawling with germs, and serious diseases like bronchitis and tuberculosis were rampant. There were street gangs and lots of crime during the industrial revolution, too. Plus, new inventions increased the need for slaves, and life as a slave on a cotton plantation was endless agony.

Wouldn't you hate to live in a dirty, crowded city and work in a dangerous factory? Can you imagine the agony of life as a slave on a cotton plantation? All in all, the industrial revolution was clearly a time of despair for many people around the world.

Name _____

WHITEWATER SPORTS (1)

If you want to have an amazing adventure, you need to try whitewater rafting. This is a thrilling sport for everybody who loves the outdoors. Before you set off on your rafting trip, you need to know about the different grades of rapids and the dangers associated with shooting the rapids.

There are many different types of rapids and they are graded according to their difficulty. Grade I rapids are for anybody. They have rapidly moving water and some waves. These are beginner's rapids. Grades II and III are faster and more exciting. Most of the rapids within this classification have fast moving but predictable waters. Many have a combination of wide and narrow passages. Advanced paddlers are ready for Grade IV rapids, which are extremely fast and intense. Only experts should battle the violent and unpredictable Grade V rapids. The most difficult rapids have sudden, large waves capable of bouncing paddlers high into the air.

You need to wear safety gear when you go whitewater rafting. This is a risky sport and you could drown in the fast-moving waters. Always wear a helmet and a life preserver. If you fall off the raft, float feet-first until the water slows down and you can climb back onto the raft. Another danger of river rafting is hypothermia. You might need to wear a wetsuit when the water is cold because you will almost certainly be getting wet.

Whitewater rafting is not for everybody. Some people find it terrifying and it is definitely risky. You need to wear your helmet and a life preserver because it is always possible that you'll be tossed out of the raft. Without your helmet, you could hit your head on a boulder and drown. If you try to fight the current, you will become exhausted and drown, so the life preserver is essential, too. Know the dangers before you go river rafting, and don't take any unnecessary chances.

If you want to have an adventure and you're willing to take a risk, you might want to try whitewater rafting. If you choose the grade of rapids best suited to your abilities and wear protective gear, you will probably be safe. But remember, it is not for everybody.

Name _____

WHITEWATER SPORTS (2)

Are you always up for a new adventure? Do you enjoy pushing yourself to your limits? If so, you probably understand why the whitewater sports are growing in popularity around the world. As a whitewater paddler, you'll have your choice of river craft and you'll control the intensity of your experience. Most importantly, you'll stay safe by learning and following the simple rules of the river.

Choose a kayak to brave the rapids on your own, a raft if you'd rather work as part of a team. If you're the independent type, you might decide to paddle your own whitewater kayak. These small boats flip over easily but right themselves with equal ease. Most paddlers love the fact that they pick up speed at a breakneck pace. Rafting can be equally exhilarating but these bulkier river crafts usually charge down the river at a steadier speed and are not capable of making sudden turns. Usually, river rafts carry six to nine people who work as a team to navigate the rapids. Overall, kayakers are usually thought of as hard-core paddlers, while river rafting is seen as a social, recreational activity.

Shooting the rapids can be as thrilling or as relaxing as you decide. It is important to understand that river rapids are graded according to their difficulty. To assure that you'll never get in over your head, you must understand the grading system and choose the rapids most appropriate to your skill level. If it's your first time out on the river, you will probably want to choose Grade I rapids, which are gentle, playful waves of pure fun. As you gain more experience as a paddler, you'll likely want to bounce your way down the river on the faster, more exciting Grade II-III rapids. Advanced paddlers are ready to take on the foaming fury of class IV rapids. When shooting these powerful, intense rapids, a paddler may well encounter narrow passages, hidden obstructions and sudden, large waves that toss them high into the air. For experts only, Grade V rapids are extremely violent and unpredictable.

Follow the rules of the river. Let's face it - the whitewater sports look dangerous. While there are surely risks associated with this and any adventure sport, the dangers are easily minimized by following the rules of the river. Before you set out on even the gentlest rapids, you need a life jacket and a sturdy, snug-fitting helmet in a bright color that is easy to spot if you ever need to be rescued from the water. If you are thrown from your kayak or raft, remember to hold onto your paddle and resist the urge to fight the current. Doing so will quickly exhaust you. Instead, float feet-first until the water slows and you can get back to your vessel. Understand that you will most certainly be splashed and wear a wet suit if it is chilly. Hypothermia can kick in quickly and very effectively ruin your day.

To enjoy the fast-paced, high-energy whitewater sports, you need plenty of courage and expertise. If you're interested in becoming a whitewater paddler, take the time to develop your skills and judgment carefully. Before you know it, you'll be paddling like a pro through the world's most thrilling and ferocious waters.

PLANNING AN INFORMATIONAL PIECE

1. **PICK** your *TOPIC*.
2. **LIST** what you know about your topic.
3. **CHOOSE** at least 3 *BROAD* yet *DISTINCT* ideas from your list. Be sure you can come up with at least 4 details to support the *MAIN IDEAS* you've chosen.

Name _____

PICK, LIST, CHOOSE, ASK, & FIND

1. **PICK** a topic _____

2. **LIST** what you already know about this topic (bullet points, not sentences):

3. **CHOOSE** main ideas (between 2 and 4):

Main Idea #1 _____

Main Idea #2 _____

Main Idea #3 _____

Main Idea #4 _____

4. **ASK:** What do you still need to know?

5. **FIND:** Where might you find answers to these questions?

Name _____

SUMMARY

Look at your PICK, LIST, CHOOSE, ASK, FIND worksheet to complete this summary of our upcoming unit.

Our class will be studying _____ .

We will read about _____

and discuss _____ .

We'll also study _____

and examine _____ .

Using books and computers, we'll learn about _____ .

_____, including

_____ .

Name _____

REVISED SUMMARY

Look over the summary you wrote when we were just beginning to study _____ . Now that we've completed the unit, re-write your summary to include what you have learned.

Our class just finished studying _____ .

We read about _____

and discussed _____ .

We found answers to our questions about _____

_____ and _____ .

I was surprised to learn that _____

_____ .

Now I understand why _____

_____ .

The only question I still have about this topic is _____

_____ .

INFORMATIONAL VERBS

Recognize	Understand
Learn about	Become aware of
Discover	Report upon
Uncover	Reveal
Study	Examine
Observe	Analyze
Investigate	Find out
Focus on	Emphasize
Research	Know
Delve into	Consider
Determine	Remember
Explore	Become familiar with
Chronicle	Become acquainted with
Discussed	Be on the lookout for
Debated	Heard about

Name _____

SEAHORSES

What creature would you be most excited about seeing in the wild? My answer to that question is the seahorse. These sea creatures have many unique characteristics. They are odd-looking but appealing. Their tails are really unusual and they live on coral reefs.

Seahorses are cute, but weird looking. They have long, slender snouts that allow them to poke into the nooks and crannies of a coral reef and find food. They are fish and they breathe through



The seahorse

gills, but they have no scales. Instead, they are covered with bony plates. Some have sharp spines. The biggest seahorse species can grow to more than a foot in length but the smallest is barely a half an inch long. Another thing that is weird about seahorses is that the males hatch the eggs. Baby seahorses are called “Fry” and they are tiny.

A seahorse has a long, strong tail that extends from its body and ends with a curl. This tail allows them to grip onto sea grasses. This is similar to the way some monkeys grasp onto the branches of trees with their tails to maintain their balance. Without this strong tail, the seahorse might get swept into the open ocean by strong currents and big waves. They’ve been known to hitch rides on floating seaweed with this tail, too. No other fish has a tail like this.

Seahorses are usually found in warm shallow waters. They are hard to spot because they blend in so well with their surroundings. Some can even change colors to camouflage themselves and evade predators. They live on coral reefs around the world. Other animals that live on coral reefs are sea stars, manta rays and moray eels.

With its long tail and strange snout, a seahorse is one of a kind. There is no other creature of the coral reef quite like it. Without a doubt, seahorses are unique!

Name _____

MAIN IDEAS – DON'T OVERLAP THEM! (1)

Read accompanying text Seahorses and related main idea sentences below. Then, write a one word “blurb” that sums up what the main idea sentence says. Next, see if you can figure out which detail sentence belongs to which main idea. Some may seem like they fit into more than one main idea. That means they overlap; they are not distinct enough. Remember, the main ideas should be different from each other. If your main ideas are distinct enough, it will be clear which paragraph the detail belongs in. Write the number of the paragraph the detail sentence belongs in.

TOPIC: Seahorses

MAIN IDEA SENTENCES:

MAIN IDEA #1:

Seahorses are cute, but weird looking.

MAIN IDEA #2:

A seahorse has a long, strong tail that extends from its body and ends with a curl.

MAIN IDEA #3:

Seahorses are usually found in warm shallow waters.

DETAIL SENTENCES:

1. Seahorses are the only fish that swim in an upright position.
2. In the shallow waters that both prefer, crabs are a major threat to seahorses.
3. Male seahorses have a pouch like a kangaroo.
4. Seahorses have big, bulging eyes.

BLURB:

MAIN IDEA(S):

Are the main ideas distinct enough? *(Check one)*

Yes. Choose yes if it was clear that each detail belonged with one of the main idea.

No. Choose no if the details could fit in more than one main idea.

Bonus: If you do not believe these main ideas are distinct enough, try to come up with some alternatives. On a separate sheet of paper, write three improved main idea sentences and accompanying blurbs. Do research on the internet or in the library if you need more information.



Name _____

MAIN IDEAS – DON'T OVERLAP THEM! (2)

Read the TOPIC and related main idea sentences below. Then, write a one word “Blurb” that sums up what the main idea sentence says. Next, use the internet or the library to find details that support each of these main ideas.

TOPIC: Mexico

MAIN IDEA SENTENCES:

BLURB:

MAIN IDEA #1:

Explore ancient Mayan ruins on the Yucatan Peninsula.

MAIN IDEA #2:

Discover some of the world’s most beautiful beaches on Mexico’s Pacific coast.

MAIN IDEA #3:

Take a tour through time in historic Mexico City.

Detail Sentence for Main Idea #1: _____

Detail Sentence for Main Idea #2: _____

Detail Sentence for Main Idea #3: _____

CHALLENGE: Continue to research Mexico via the internet or the library and see if you can come up with some additional main ideas for an informational piece about Mexico as well as details to support them. On another sheet of paper, write main idea and detail sentences based on your research.



Name _____

MAIN IDEAS - BROAD ENOUGH OR TOO NARROW? (1)

Read this group of main ideas for an informational piece about football. If any one of the three is too narrow to be properly elaborated or overlaps with another, cross it out and replace it with a broad yet distinct main idea. (Remember, they may be okay as is!) Then write a main idea sentence for each main idea. You may use the sentence starters on the bottom of the page to help you.

TOPIC: Football

MAIN IDEA #1: Rules of the game

MAIN IDEA #2: Equipment

MAIN IDEA #3: Speed

MAIN IDEA SENTENCE #1

MAIN IDEA SENTENCE #2

MAIN IDEA SENTENCE #3

SENTENCE STARTERS:

Football players are _____

To be a football champion, _____

As a spectator, you'll notice _____

For the sake of safety, _____

The game begins with _____

Name _____

MAIN IDEAS - BROAD ENOUGH OR TOO NARROW? (2)

Read this group of main ideas for an informational piece about spiders. If any one of the three is too narrow to be properly elaborated or overlaps with another, cross it out and replace it with a broad yet distinct main idea. (Remember, they may be okay as is!) Then write a main idea sentence for each main idea. You may use the sentence starters on the bottom of the page to help you. Refer to the background information sheet to help you compose your main idea sentences.

TOPIC: Spiders

MAIN IDEA #1: Venomous Spiders

MAIN IDEA #2: Arachnophobia

MAIN IDEA #3: Eight legs

MAIN IDEA SENTENCE #1

MAIN IDEA SENTENCE #2

MAIN IDEA SENTENCE #3

SENTENCE STARTERS:

One of the characteristics of _____

Some people fear _____

A few types of spiders _____

It is very rare for _____

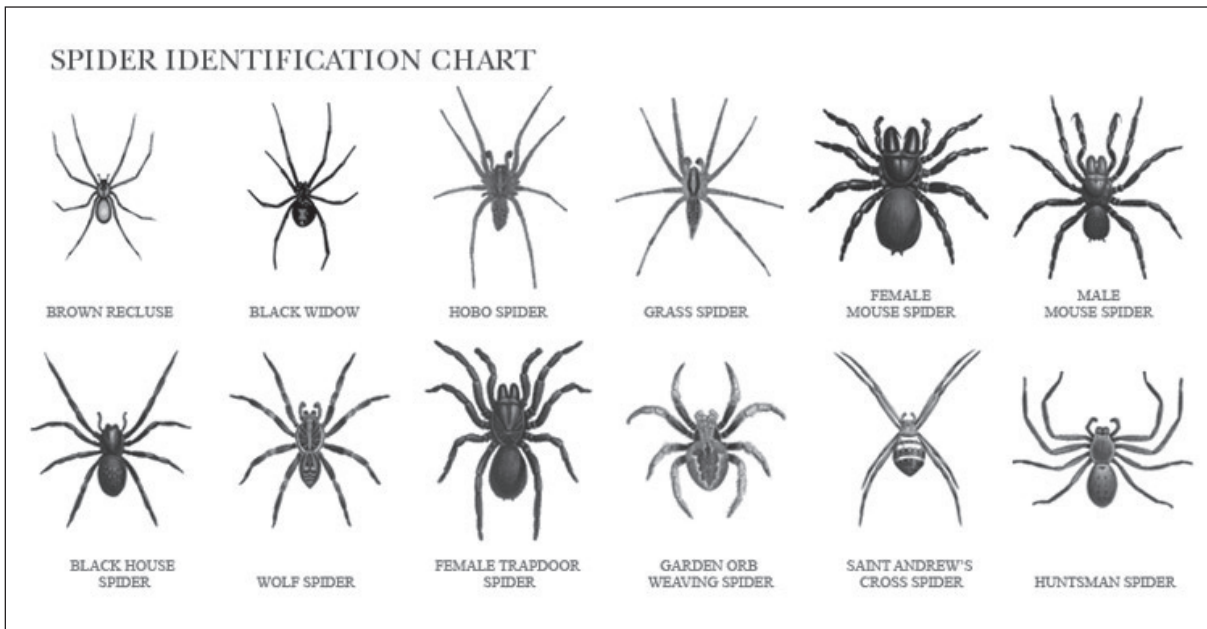
Don't panic if _____

BACKGROUND INFORMATION

MAIN IDEAS - BROAD ENOUGH OR TOO NARROW? (2)

Spiders

- Spiders are arachnids, not insects.
- Spiders have 8 legs; insects have six.
- Spiders lack antennae; insects always have antennae.
- Tarantulas are large, hairy spiders with a venomous bite.
- Black Widow Spiders and Brown Recluse Spiders are poisonous too.
- Very rarely is a spider bite fatal to humans.
- Arachnophobia is the fear of spiders.
- It is estimated that 3-7% of all people are afraid of spiders. Only snakes are more feared.
- Spiders live in many different habitats on every continent except Antarctica.



Name _____

IDENTIFYING MAIN IDEAS WITHIN A PROMPT

Read this prompt/assignment. Circle the topic. Underline the given main ideas.

Write a research paper describing a U.S. state or Canadian province that you'd like to visit someday. Make sure your paper focuses on the geography and history of that state or province.

Use the internet, the library or your textbook to gather the information you need to write main idea sentences for the two given main ideas in the above prompt as well as the third variable main idea which you need to come up with on your own. If you come up with more than one variable main idea, please write the main idea sentence(s) on a separate sheet of paper.

YOUR TOPIC:

MAIN IDEA #1:

MAIN IDEA #2:

MAIN IDEA #3:

Name _____

NAMING GIVENS AND VARIABLES

Before writing to an assignment or prompt, an author must determine not only the genre, but the given and variable parts of that assignment. Read each assignment below, and answer the questions about genre, givens, and variables.

You've read two articles about the Ring of Fire, an area known for its frequent volcanic and seismic activity. In response to these texts write an essay explaining why this area is so prone to explosive geothermal activity and detailing at least one recent incident. Be sure to cite evidence from the texts to support your response.

- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____

You've read two pieces titled Commercial Fishing in Alaska and Life of a Merchant Marine. Base on information in both texts, write an essay describing two ways people can make a living from the sea.

- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____

You've read two stories that take place in the future. Spaceman City takes place 100 years from now as earthlings build the first city on Mars while the story of The New Normal unfolds in a village that has been leveled by a meteorite. Based on these texts, imagine being you in either setting. Write a story about a challenge you might encounter in this unfamiliar setting.

- In what genre should the author respond? _____
- What is the GIVEN in this assignment? (What every writer needs to include.)

- What are the VARIABLES in this assignment? (What each individual writer must decide.) _____

Name _____

GENERATING BROAD YET DISTINCT MAIN IDEAS (1)

Think about the TOPIC listed below the example. Ask yourself what you know about this topic. Then, write distinct main idea “blurbs” about the topic on the lines below. Be sure that each main idea is distinct from the others. Use the example as a guide.

Example:

TOPIC: Transportation

MAIN IDEA #1: Transportation in the ancient world

MAIN IDEA #2: Today’s transportation

MAIN IDEA #3: Possibilities for the future

MAIN IDEA SENTENCE #1: The people of ancient cities traveled by land and sea to find trading partners.

TOPIC: Extracurricular Activities

MAIN IDEA #1:

MAIN IDEA #2:

MAIN IDEA #3:

Select one of your main idea “blurbs” and develop it into a main idea sentence. Use the sentence starters at the bottom of the page if needed.

SENTENCE STARTERS:

You might decide to join _____ .

Develop leadership skills by _____ .

You will learn _____ .

Being part of a team _____ .

Be careful not to _____ .

If you’re not sure _____ .

Name _____

GENERATING BROAD YET DISTINCT MAIN IDEAS (2)

Peer Pressure is the topic of this informational piece. Think about you know about this topic. Then, write 2 distinct main idea “blurbs” and main idea sentences about the topic on the lines below. Be sure that each main idea is distinct from the others. Use the sentence starters at the bottom of the page if needed.

TOPIC: Peer Pressure

MAIN IDEA #1: Positive peer pressure

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA SENTENCE #1:

Promoting positive peer pressure is a powerful tool in the battle against bullying.

MAIN IDEA SENTENCE #2:

MAIN IDEA SENTENCE #3:

SENTENCE STARTERS:

Most of the time, peer pressure is _____ .

Peer pressure can result in _____ .

Find somebody to talk to if _____ .

A trusted friend will _____ .

Stand up for _____ .

During the middle school years, _____ .

BONUS: Using your summarizing framework and informational verbs, construct a simple summarizing paragraph explaining what you intend to explain to your readers.

THESAURUS OF GENERAL ADJECTIVES

interesting

appealing
fascinating
enthraling
intriguing
curious

nice

charming
delightful
enchancing
captivating
pleasant

pretty

(as in a person)

beautiful
lovely
attractive
handsome
elegant
adorable
gorgeous
regal

great

terrific
incredible
fantastic
awesome
grand
magnificent
splendid
marvelous
excellent

big

enormous
gigantic
huge
immense
colossal
giant
massive

fun

enjoyable
entertaining
amusing
delightful
pleasant
satisfying

strange

bewildering
bizarre
curious
extraordinary
mysterious
odd
peculiar
unusual
weird

exciting

exhilarating
thrilling
sensational
electrifying
rousing
stimulating
death-defying
daring

dangerous

harmful
hazardous
perilous
risky
challenging

smart

clever
skillful
bright
intelligent
shrewd
brilliant

beautiful

(as in a place)
charming
captivating
lovely
lush
majestic
splendid
breathtaking

scary

frightening
terrifying
alarming
shocking
horrifying
spooky
eerie

small

tiny
petite
puny
microscopic
miniature
little

hot

blazing
burning
flaming
scalding
scorching
searing
sweltering

cold

arctic
chilly
cool
freezing

difficult

grueling
hard
challenging
complex
demanding
perplexing
troublesome

easy

effortless
simple
uncomplicated
comfortable
a cinch

special

unique
exceptional
distinctive
extraordinary
meaningful

(animal - although a noun, students often benefit by having word referents to use: creature, beast, monster, critter, feathered/furry/four-legged friend, varmint, carnivore, herbivore, predator, hunter.)

Name _____

BORING! REVISE! (1)

Read this author’s prewriting plan and main idea sentences. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: Dangerous Weather

MAIN IDEA #1: Hurricanes Hurricanes are an example of dangerous weather.

MAIN IDEA #2: Tornados Tornados are another example of dangerous weather.

MAIN IDEA #3: Heat Waves Heat Waves are a third example of dangerous weather.

This kind of writing does not spark the reader’s interest or make them want to read on. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

HURRICANES

TORNADOS

HEAT WAVES

SENTENCE STARTERS:

Imagine how _____ .

Prepare for _____ .

How can we predict _____ .

Scientists are trying _____ .

The damage caused by _____ .

Name _____

BORING! REVISE! (2)

Read this author's prewriting plan and main idea sentences. Notice the boring, redundant sentences and lack of variety. Each sentence begins the same way.

TOPIC: Crustaceans

MAIN IDEA #1: Lobster The most widely trapped crustacean of all is the lobster.

MAIN IDEA #2: Crab The largest crustacean of all is the Japanese Spider Crab.

MAIN IDEA #3: Krill The tiniest crustacean of all is krill.

This kind of writing does not spark the reader's interest or make them want to read on. Using the sentence starters below, see if you can rewrite these sentences to make them more interesting.

LOBSTER

CRAB

KRILL

SENTENCE STARTERS:

Many marine mammals _____ .

At low tide _____ .

All around the world _____ .

Our oceans teem with _____ .

Seafood lovers adore _____ .

Ouch! Watch out for _____ .

STANDARD EDITING/PROOFREADING MARKS

Mark	Meaning	Example
¶	Start a new paragraph	It took a long time, but we finally finished. ¶ At that point, we moved onto...
# ^	Add a space	What ^{# ^} do you think happened next?
≡	Capitalize	During the month of <u>may</u> , we have one three-day weekend.
/lc	Lower case	That Boy ^{lc} certainly plays to win.
Ⓢ	Spelling mistake	Let's travel to the <u>Caribbean</u> ^{sp} and enjoy the weather.
^	Add a word or punctuation	Amazingly, our ^{determined} ^ team evened the score in the second half.
⌋	Close space	Cheerleading ⌋ tryouts take place after school on Tuesday.
~	Transpose	The carnival is to ^{tr} town coming.
⦿	Add a period	The end is near⦿
X	Delete	Do not overlap any many of your main ideas.

The carnival is coming to town! This exciting event has familys^{sp} from all over the region flocking to the fairgrounds to enjoy the thrilling rides and exciting games of chance. There is so much to do as this annual celebration gets underway. Get a bird's eye view of the whole tonw^{sp} from the top of the ~~Ferris~~^{lc} ~~Wheel~~^{lc}. Win yourself a big, bright ~~Stuffed~~^{lc} ~~Animal~~^{lc}! Of course for the younger children, there's an enchanting carousel with intricately carved horses to ride.

Name _____

EDITING & REVISING (1)

Read the paragraph below. Revise the text by using the thesaurus feature on your computer to replace redundant words. Use the standard Editing/Proofreading Marks to indicate where the replacement words should be inserted as well as any typographical errors you may spot.

The Winter of Terror

Can you imagine enduring a “winter of terror?” The phrase might sound like the title to a horror movie, but it refers to a **terrifying** three-month period during the winter of 1950-51 in the snow-capped Alps of Europe. What was so terrifying about that particular **winter**? The answer to that question is sure to **terrify** even the boldest of us. During this winter, 650 **terrifying** avalanches **hurled** down the **steep** Alpine peaks, **ruining** whole forests, ruining the ski season and causing villages to be evacuated. Sadly, untold numbers of wild animals and more than 256 people died during this **terrifying** winter. While there is no foolproof system for predicting when an Avalanche will occur, they often happen when a heavy snowfall is followed by rain and milder temperatures. Those very weather conditions caused the **notorious** Winter of Terror.

Name _____

EDITING & REVISING (2)

Read the paragraph below. Revise the text by using the thesaurus feature on your computer to replace redundant words. Use the standard Editing/Proofreading Marks to indicate where the replacement words should be inserted as well as any typographical errors you may spot.

The Clone Age

Clearly, you are one of a kind. So why would you ever need a clone, an exact genetic replica of yourself with exactly the same DNA. Would there be any advantages of having a clone? Well, just imagine you needed an Kidney Transplant. Your clone would be the perfect donor. Your clone would be the perfect donor if you needed a liver transplant to. That is a very significant advantage. Today many people who desperately need organ transplants die while awaiting their saving-life surgery. Having a clone would be an advantage in other life-saving ways too. If you lost a limb, a replacement could be generated through cloning. If you had a serious spinal cord injury, the proces of cloning nerve cells could make it possible for you to walk again. For animals, cloning has many advantages to. Scientists believe it could be very helpful in reestablishing populations of emdangered species. No doubt about it, There are lots of advantages to cloning, but many believe it is not ethical to create living things in this manner. This viewpoint deserves our respect and careful consideration.

Name _____

MAIN IDEA BLURBS INTO SENTENCES

Look at the Informational Pillar Framework below. Translate each of the main idea blurbs into a complete MAIN IDEA sentence.

TOPIC:
Foods of All Nations
Introduction: Lead/Topic Sentence

MAIN IDEA #1:
Italian favorites

Detail	Detail
Detail	Detail

MAIN IDEA #2:
Mexican specialties

Detail	Detail
Detail	Detail

MAIN IDEA #3:
Asian flavors

Detail	Detail
Detail	Detail

CONCLUSION

(#1) _____

(#2) _____

(#3) _____

SENTENCE STARTERS:

- If you like spicy food, _____ . Your friends and family will enjoy _____ .
- Why not try _____ . Full of flavor, _____ .
- On a special occasion _____ . A unique choice for lunch or dinner, _____ .

BONUS: Using the internet or the library, research one of the three main ideas. Identify at least two appropriate supporting details and compose complete sentences focusing on each. Write your answer on the back of this page.

Name _____

TURNING QUESTIONS INTO RESPONSES (1)

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question, use this key phrase in your **TOPIC SENTENCE**.

REMEMBER: When writing a response to text, you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*. Keep in mind also that you can revise this topic sentence later in the writing process.

1. Using evidence from the text, describe the importance of protecting wilderness areas.

2. Write an essay explaining the benefits and limitations of programs such as DARE (Drug Abuse Resistance Education) Be sure to cite examples from the text.

3. Based on examples in the story, explain how Katniss takes responsibility for her family.

4. Write an essay explaining how images the poet created contribute to the gloomy tone of the poem.

Name _____

TURNING QUESTIONS INTO RESPONSES (2)

DIRECTIONS: Read each question/prompt below and underline the key phrase. Then, on the lines beneath the question, use this key phrase in your **TOPIC SENTENCE**.

REMEMBER: When writing a response to text, you will be given a question or prompt to consider. Within the question or prompt you'll find a *key phrase* that you'll need to address. One effective way of getting started is to use this key phrase in the first line of your response. This key phrase becomes your *TOPIC SENTENCE*. Keep in mind also that you can revise this topic sentence later in the writing process.

1. You read two articles about the Victorian Age. Write about the similarities and differences between life then and now. Be sure to include evidence from both texts in your response.

2. The article on the construction of the Panama Canal included charts and timelines. Using this information, write an essay that highlights two difficulties encountered when constructing this waterway.

3. You read two stories based on the theme of "forgiveness." Using examples from each story, describe what the characters, Scott and Ava, learn about the value of forgiveness.

4. Compare the biographical articles on Theodore Roosevelt and John J. Audobon. Write an essay outlining the contributions of each to wildlife conservation around the world. Be sure to cite examples from the texts.

Name _____

THE MISSING MAIN IDEA (1)

Read each paragraph. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a main idea sentence on the lines provided that tells you what the entire paragraph is about.

The only bear native to Africa, the unfortunate Atlas bear was hunted extensively for sport. These 1,000-pound animals were also captured and used for the execution of criminals when the Roman Empire expanded into Northern Africa. Named after the Atlas mountain range, the shaggy haired mammal hasn't been sighted in the wild since the late 1800s.

Main Idea: _____

Often compared to a penguin, the great auk had black and white feathers and stood three feet tall. This flightless bird was helpless on land, but a terrific swimmer who was able to dive to great depths. Native to the isolated islands of the Northern Atlantic, it was hunted for its meat and feathers by early explorers. By the 1500s, the great auk was rarely sighted and the last known breeding pair was killed in 1844.

Main Idea: _____

Much like the California sea lion of today, but larger, the Japanese sea lion was declared extinct in the 1970s. Native to the coastal areas of Japan and the Korean peninsula, this aquatic mammal was hunted to near extinction by commercial fishermen. Submarine warfare during WWII destroyed the habitat of the small remaining population of the large-eyed, whiskered creatures.

Main Idea: _____

What is the topic of this piece? _____

Summarize the main ideas into blurbs to complete the organizational framework for this informational piece:

TOPIC: _____

MAIN IDEA #1 _____

MAIN IDEA #2 _____

MAIN IDEA #3 _____

Name _____

THE MISSING MAIN IDEA (2)

Read each paragraph. Think about the specific details in each sentence. Ask yourself what the paragraph is all about and write a main idea sentence on the lines provided that tells you what the entire paragraph is about.

These tribal people trace their history back to prehistoric times. Native Berber people have survived Roman, French and Arab invaders and preserved their own heritage as well as their distinct language. Today most of the Berbers live in mountain settlements where they grow crops such as barley, wheat and olives. Some remain nomadic and move frequently to find grazing lands for their herds of goats and sheep. The indigenous Berber people comprise about 40% of Morocco's total population.

Main Idea: _____

Bordered by the Atlantic Ocean and the Mediterranean Sea, Morocco has 1,200 miles of coastline with uncrowded beaches and fishing villages. With the Atlas Mountains to the south and the Rif Mountains to the north, the inland regions become rugged and rocky. The vast Sahara Desert, with its famous sand dunes and arid weather, dominates the southeastern part of the country. Only nine miles wide, the Strait of Gibraltar separates Spain from Morocco.

Main Idea: _____

Not as large or as well known as the Casablanca, the capital city was first built as a fortress to fight against Spain in the 12th century. Today the ocean front urban center is home to the Royal Palace, where the king of Morocco resides with his family. Rabat is a hub of diplomatic activity with embassies representing 88 countries around the world. Additionally, the city of 1.7 million is the headquarters of the UCLG-Africa, an organization dedicated to empowering the small cities and local governments throughout Africa.

Main Idea: _____

What is the topic of this piece? _____

Summarize the main ideas into blurbs to complete the organizational framework for this informational piece:

TOPIC: _____

MAIN IDEA #1 _____

MAIN IDEA #2 _____

MAIN IDEA #3 _____

Name _____

SENTENCE VARIETY AND WORD CHOICE (1)

Read the dull main idea sentences below. Revise each by varying the sentence structure and replacing overly general adjectives with specific, vivid descriptive words to create more exciting main idea sentences for your readers. Also, try to create word referents to replace the underlined topic word in each sentence.

Ex: Cities are loud and crowded.

Revision:

A major metropolis bustles with activity and echoes with the blasting clatter of stop and go traffic.

1. Farmers raise many different types of crops.

Revision:

2. Looking at a globe is fun.

Revision:

3. Summer jobs can be hard to find.

Revision:

Name _____

SENTENCE VARIETY AND WORD CHOICE (2)

Read the dull main idea sentences below. Revise each by varying the sentence structure and replacing overly general adjectives with specific, vivid descriptive words to create more exciting main idea sentences for your readers. Also, try to create word referents to replace the underlined topic word in each sentence.

Ex: The beaches of Italy are lovely.

Revision:

With rugged rocky cliffs and calm, clear waters, the beaches of Italy are irresistible.

1. **Hiking** is a great way to enjoy the outdoors.

Revision:

2. **Extreme sports** can be risky.

Revision:

3. **Malls** are convenient..

Revision:

Name _____

REVISING PARAGRAPHS WITH WORD REFERENTS (1)

Read the paragraph below. Notice the redundant use of the topic word. Create a list of word referents for the topic word. Then, REVISE this passage, replacing the underlined topic words with effective, informational word referents. If you don't know much about sea turtles you'll need to do a little research to learn about their appearance, habitat, and behavior. You might also want to use a thesaurus to help generate appropriate adjectives and nouns.

If you think **butterflies** are beautiful, promise yourself that you'll someday take a trip to Mexico to watch their dramatic migration. Every fall, thousands of butterflies flock to their winter homes in the mountains of Mexico. Traveling in colonies of about 20 million insects, the butterflies complete an amazing 3,000 mile journey from the U.S. and Canada. How do delicate butterflies manage such a long and strenuous expedition? One reason is that they travel only by day and rest overnight along the way. But more importantly, the butterflies take advantage of air currents and glide along as much as possible. Since it requires that the butterfly rarely flap its wings, this technique uses energy very efficiently.

Butterfly/Butterflies

Adjectives

Nouns

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Your Revision:

If you think **butterflies** are beautiful, promise yourself that you'll someday take a trip to Mexico to watch their dramatic migration. Every fall, thousands of _____ flock to their winter homes in the mountains of Mexico. Traveling in colonies of about 20 million insects, the _____ complete an amazing 3,000 mile journey from the U.S. and Canada. How do delicate _____ manage such a long and strenuous expedition? One reason is that they travel only by day and rest overnight along the way. But more importantly, the _____ take advantage of air currents and glide along as much as possible. Since it requires that the _____ rarely flap its wings, this technique uses energy efficiently.

Name _____

REVISING PARAGRAPHS WITH WORD REFERENTS (2)

Read this paragraph about rainbows. Find and underline each redundant use of the topic word. Then, REVISE this passage, and using carets (^), revise the underlined topic words by inserting effective, informational word referents.

How are Rainbows Formed?

Have you ever seen a gorgeous rainbow in the sky and wondered why rainbows don't occur more often? The answer to that question is that rainbows are formed only when sunlight and raindrops combine in a very specific way. Droplets of water must first be reflected by light. Then, the light is refracted, which means curved or bent, at just the right angle. Only when both reflection and refraction occur will a rainbow appear in the sky. Formed not only by raindrops, but by heavy fogs and mists, rainbows are an entirely earthly phenomena They do not occur on other planets or on the moon. You'll see rainbows most frequently in tropical locations and near waterfalls.

Name _____

PREPARING TO WRITE A RESPONSE TO TEXT

You've read the text titled The Mayan Empire, pp. 41-42. In response to this text, write an essay explaining the probable cause of the downfall of this ancient civilization and describing two contributions of the Mayan people. Be sure to use evidence from the text to support your response.

1. Underline the **given elements** in this writing assignment.
2. What are the **variable elements** in this writing assignment - in other words, what decision do you need to make as the author?
3. Skim and scan the text and **write a summarizing framework** for this piece.
TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____
4. In your summarizing framework, **circle the Main Ideas** that will be most helpful in crafting your response. Locate and **circle those paragraphs in the text.**
5. What **annotation markings** can help guide your response?
6. Select two of the Mayan people's contributions and highlight the descriptive text that you will refer to when composing your essay.
7. Write a **topic sentence** using the given elements that you underlined as your "topic."
8. Write a **main idea sentence** for each of your paragraphs.
9. Use **citing sentence starters** to reference evidence in the text:
 - In the text titled The Mayan Empire we learn that _____ .
 - In paragraph ____ the author states that, _____ .
 - The author describes the way that _____ .
 - Another fact the author notes is _____ .
 - In the information provided about _____ we learn that _____ .
 - The author also discusses _____ .
 - Additionally, the text includes the fact that _____ .
 - This informational text also explains _____ .

Name _____

EXEMPLAR RESPONSE**Ex. Summarizing Framework:****TOPIC:** The Mayan People**MAIN IDEA #1:** Downfall**MAIN IDEA #2:** ContributionsThe Mayan Empire

The text, The Mayan Empire, focuses on the ancient people of Mexico and Central America known as the Mayans. What caused the downfall of the once thriving civilization built by these resourceful native people? What contributions did they leave behind? Let's find out.

There are many theories detailing exactly why the Mayan empire began its slow decline. However, the author explains that the most probable cause is that the Mayan people cleared rainforest trees but did not replant them. So, when drought struck, the soil was quickly depleted of nutrients and crops would not grow. In order to survive, the people of left their vast settlements and set out on their own to small villages. Another fact the author notes is that when Spanish conquistadors arrived in the area, they took many Mayan people as slaves.

The Mayans made many lasting contributions to the world. These inventive people were especially good at math and developed the concept of zero. The author explains that this accomplishment allowed them to work with huge sums and create a means of measuring time. This informational text also includes the fascinating fact that the Mayans were the first to cultivate the cocoa bean and made their own version of hot chocolate. So, if you're a chocolate lover, take a minute to thank the Mayan people for this rich, delicious treat.

Name _____

PREPARING TO WRITE A RESPONSE TO TEXT

You've read the text titled Hawaiian History, pp. 81-82. In response to this text, choose two of the three islands referred to in the text and describe at least two of the historical landmarks found there. Be sure to use evidence from the text to support your response.

1. Underline the **given elements** in this writing assignment.
2. What are the **variable elements** in this writing assignment - in other words, what decision do you need to make as the author?
3. Skim and scan the text and **write a summarizing framework** for this piece:
TOPIC: _____
MAIN IDEA #1: _____
MAIN IDEA #2: _____
MAIN IDEA #3: _____
4. In your summarizing framework, **circle the Main Ideas** that will be most helpful in crafting your response. Locate and **circle those paragraphs in the text**.
5. What **text conventions** can help guide your response?
6. After you've located the paragraphs that describe the historical sites on the islands you've chosen, **highlight the descriptive details that you'll want to include in your response in the text**. For your first body paragraph, use a yellow highlighter. Then, highlight the details for your second body paragraph in pink.
7. Write a **topic sentence** using the given elements that you underlined as your "topic."
8. Write a **main idea sentence** for both of the islands that you selected.
9. Use **citing sentence starters** to reference evidence in the text:
 - In the text titled Hawaiian History we learn that _____ .
 - In the third paragraph the author describes _____ .
 - It is interesting to note that _____ .
 - The author claims that _____ .
 - It's clear that _____ .
 - The text also explores _____ .

Name _____

EXEMPLAR TEXT**Ex. Summarizing Framework:****TOPIC:** Hawaiian historical landmarks**MAIN IDEA #1:** Oahu**MAIN IDEA #2:** MauiHawaiian History

Every island of Hawaii has its own rich history. The text Hawaiian History explores the landmarks of three of those islands, including Oahu and Maui.

Attacked by the Japanese in 1941, Pearl Harbor is located on the island of Oahu. In the second paragraph of the text, the author takes us to this historic island to revisit a dark day in history. The text describes the World War II Valor in the Pacific National Monument, which gives visitors the opportunity to “hear the voices of survivors who share their accounts of that horrifying day in recorded oral histories.” The article goes on to explain that you can also go aboard the U.S. Missouri, the battleship upon which the Japanese surrendered to General Douglas McArthur in 1945 or visit the Pacific Aviation Museum.

Maui was a major whaling port from 1825–1860. As the text continues, the author describes the whaling village of Lahaina on this small island. From the text, we learn that this was a bustling port during the Golden Age of Whaling. One landmark described in the text is a tiny jail built back in the early 1800s where misbehaving whalers were shackled to the walls. Another historic site is the Seaman’s Hospital where sick and injured sailors were treated. The author goes on to explore the collections at the Whaler’s Village Museum, including the scale model of a whaling ship, and explain that “scrimshaw” is a picture carved onto a piece of whale bone or tooth.

Name _____

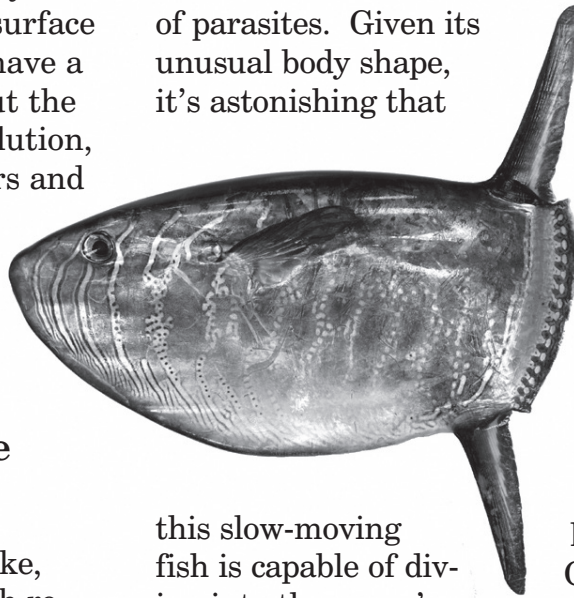
The Ocean Sunfish

Where's the other half of it? That might be the first thought to cross your mind if you ever spot an ocean sunfish peacefully basking on the surface of the sea. We have a lot to learn about the appearance, evolution, feeding behaviors and conservation of this oversized oddball!

Ocean Sunfish Are Strange Looking!

Flat as a pancake, these strange fish resemble a huge, floating head. The average sunfish is about 10 feet long and weighs 2,000 pounds, but these sun-loving swimmers are capable of growing to twice that size. With no tail, but dorsal fins on its back that soar up to 6 feet in height and an even longer ventral fin jutting from its stomach, they are as tall as they are wide.

Known for their large eyes and cartoonishly puckered lips, these marine eccentrics have no scales, but pale, rubbery skin that attracts a host of parasites. Given its unusual body shape, it's astonishing that



this slow-moving fish is capable of diving into the ocean's depths, migrating for long distances and actually leaping acrobatically from the water.

A Mysterious Evolutionary Journey?

The ocean sunfish is one of the youngest species in the ocean. It is believed to have emerged a mere 40 million years ago as a small coral reef fish,

like the puffer and the porcupine fish. While officially classified as a bony fish, its bones have no calcium, a fact that confounds marine biologists. Some

are convinced that the unusual marine creature has more in common with sharks and rays, who have an internal skeleton made of cartilage, than they do with bony fish. Also like sharks and rays, the ocean sunfish lacks the swim bladder that other fish rely on to help it stay submerged. Could it be that the ocean sunfish started its evolutionary journey as a bony fish, but is continuing on as a cartilaginous species? It's definitely possible.

Jellyfish, Big and Small: A Mainstay Of The Ocean Sunfish Diet.

With lush lips made for exactly that purpose, ocean sunfish spend

much of their time slurping up jellyfish. They are, in fact, one of the very few ocean creatures who feed on these tentacled terrors. A thick lining in their digestive tract allows them to do so without getting stung. This protective anatomical feature also allows it to snack on brittle starfish and chow down on crabs, shell and all. One more amazing fact about this gentle giant is that it has the unlikely ability to zero in on the most nutrient rich parts of the jellyfish and avoid the less nutritious components!

Conservation Status Of The Ocean Sunfish

A stable and sustainable population of ocean sunfish swim in seas from Australia to North America today, however, there are some concerns about the future of this quirky fish. When they float on the surface of the ocean, they are vulnerable to injury from motorboats. While not commercially fished, these captivating curiosities become entangled in gill nets and killed.

Alarmingly, in the waters off the southern California coast, the leviathans are the most common “bycatch,” which means fish caught in nets intended to capture other species. Plastic debris, which looks a lot like jellyfish when floating in the open sea, poses another danger to the weird and wonderful creatures.

Wouldn't you love to see an ocean sunfish? Do you think they're evolving into a cartiligious species? Can you believe they're able to eat jellyfish?



Aren't you relieved that a healthy number of these immense animals live in our oceans today? For sure, the ocean sunfish is one-of-a-kind.

Name _____

The Legend of the Mola Mola

Matt and I had been on the island for two or three days. Or was it a week? It's easy to lose track of time when you're stranded on a deserted tropical island.

Our adventure started off as a luxurious trip with mom and dad to a gorgeous South Pacific island. For the first couple of days of our vacation, we were content to bask in the sun and swim in the clear, calm waters. But, after a few such relaxing days, Matt and I were up for a little something more.

"Hey, let's go sailing," I suggested.

"Great idea, Tyler!" said Matt.

"Be careful out there," our Mom called after us as we caught a gentle breeze and sailed away in our small rented vessel. We waved at her, feeling impatient with her concerns. After all, we'd both been sailing since we were little kids and now Matt was 16 and I was 13.

Long story short, we got caught in freakish sudden gale. The rain fell in big stinging drops onto our bare skin while a lashing wind propelled us at breakneck speed further and further from shore until we lost sight of land. When the storm finally passed, we were hopelessly lost at sea, wearing just our surfer shorts and without even a water bottle or a tube of sunscreen. We were in trouble. Major trouble.

I felt a rush of relief when Matt first spotted the small island and we set sail for its sandy shore. I figured we'd surely be rescued in a day or two, and until then, Matt would know what to do.

But hopes began to fade after long, sweaty days and hot, still nights on the island. Luckily, we'd found a waterfall flowing with clear, cool water in the thicket of palm trees and rocky outcroppings near the beach and built ourselves a shelter out of big tropical fronds. Our big problem was food.

We'd tried digging for clams or crabs, standing in the shallow water and poking at the sand with sticks but came up with nothing.

"What are we going to do?" Matt asked, defeat etched into his sunburned face and a single tear running down his flushed, burning cheeks.

“Make fishing poles,” I said, sounding much more confident than I felt. Seeing my brother cry sent a tingle of terror down my spine. He’d always been the brave one.

“How?” Matt asked. “And what’ll we use for bait?”

I shrugged. “We’ve got to try.”

Hoping I’d come up with an idea while I worked, I fashioned a clunky fishing pole out of a stick and unraveled the drawstring from my shorts to create line. Still, I had no idea what to do about a hook or bait.

As the moon rose in the sky, Matt managed to sleep, but hunger kept me wide awake. I paced along the beach, trying to come up with an idea to save us from starvation, but my mind kept wandering off to torment me with a vision of a vat of spaghetti and meatballs sprinkled with grated cheese.

Suddenly, I saw a large, pale form floating in the water. I waded out for a closer look and thought I’d probably gone delirious from hunger. Were my eyes playing tricks on me, or was it really the huge, floating face of a gigantic fish who must have tangled with a shark and gotten its tail bitten off? No kidding. That’s what it looked like.

I was wondering if it was edible when a bright light filled the sky. The silence of the night was filled with the sound of a helicopter whirring. It came closer and closer.

“Matt! Matt!” I shouted, filled with an indescribable joy. “Matt, we’re saved!”

Back at the resort, I asked Alomaha, an island native who worked at the hotel, about the odd fish face I’d seen floating in the sea on the night of our rescue.

Alomaha’s eyes lit up as I described it. “Mola Mola,” he said, excitedly. “You saw a Mola Mola!”

“Mola Mola?”

“Yes, also known as an ocean sunfish,” Alomaha said, proudly. “Legend around these islands is that Mola Mola always bring good luck.”

“You can say that again!”

“Mola Mola always bring good luck,” Alomaha said, with a bright smile.

As I look back on my adventure at sea, my clearest memory is of a Mola Mola glowing pale and huge in the moonlight. I wish I’d had the chance to say “thank you.”

Name _____

PREPARING TO WRITE A RESPONSE TO TEXT

You've read two very different texts about a weird and wonderful fish, The Ocean Sunfish and The Legend of the Mola Mola. Write an essay comparing these two texts. Be sure to address the differences in genre, organization, and author's purpose. Also, describe at least one key characteristic in each text that is unique to the genre.

1. Underline the **given elements** in this writing assignment.
2. What are the **variable elements** in this writing assignment - in other words, what decision do you need to make as the author?
3. **Annotate and Analyze** The Ocean Sunfish and **write a summarizing framework** for this piece.

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____

What is the genre of this piece? _____

What is the author's purpose? _____

How do you know? _____

What prewriting tool did the author use to shape this text? _____

4. Fill in the summarizing framework below for The Legend of the Mola Mola.

- This story is about _____

- The problem was that _____

- His problem was solved when _____

- What is the genre of this piece? _____

- What is the author's purpose? _____

- How do you know? _____

- What prewriting tool did the author use to shape this text? _____

5. Name one characteristic you'll describe in the narrative story. Highlight this in yellow.

6. Name one characteristic you'll describe in the informational text. Highlight this in pink.

7. Write a **topic sentence** based on what the prompt is asking.

8. Write **two main idea sentences**, one for your description of the key characteristics in the informational text and another for the narrative text.

9. Use **citing sentence starters** to reference evidence in the text:

- In the first text the author used _____ .
- Another major difference is that _____ .
- You can recognize a narrative piece by _____ .
- In the second text it's clear that _____ .
- The organizational strategy _____ .
- The author's purpose was _____ .