



Grade 8 Informational Writing Guide

Student Pages for Print or Projection

SECTION 6: Authentic Writing Tasks

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Name _____

A Golden Heart

How long had it been since I was at school? It felt like months, but it was really only a week. Still, I had tons of make-up work to do. Good.

“Stay busy,” I told myself. “That way, you won’t think about things.”

“Ella, over here.” India, one of my best friends, waved me over to her table. As always, the cafeteria was crowded but India had managed to save me a seat.

“We’ve missed you,” she said, as I set my tray on the table and sat down.

“Missed you too,” I said, taking a quick bite of my sandwich.

“Were you sick?” she asked

Instead of answering her question, I chewed and then Sophie and Holly squeezed in next to us. Holly was a good friend of mine from way back, but Sophie had just joined our class this year and I was still getting to know her.

“Hey,” Holly said. “Where’ve you been? I didn’t see you at all last week.”

I shrugged. “What’s been going on around here?”

“Same old dramas,” Holly said. “Dylan broke up with Katie and now I think he likes Sophie.”

“Stop!” Sophie said, giggling. “I am so not his type.”

“Sure you are,” I said. “I think Holly’s right.”

Sophie blushed. “In my dreams.”

Like just about every girl in our class, Sophie found Dylan, with his naughty-boy smirk and broad shoulders, irresistible. He had a new girlfriend every couple of weeks, so maybe now it was Sophie’s turn. Good for her.

“Mine too,” said India and we all laughed.

“Ooh. New necklace?” India asked, pointing at the golden heart hanging around Sophie’s neck.

“Yes,” said Sophie, proudly. “It was my grandmother’s. She gave it to me over the weekend.”

“It’s so pretty,” India said.

“Isn’t it?” Sophie said, taking the necklace off so that we could have a closer look. “My grandfather gave it to my grandma when they were both just a little bit older than us. I really love it.”

While India and Holly admired the necklace, I found myself wondering if Sophie had always been such a show-off. Her voice sounded as screechy as fingernails on a chalkboard as she went on and on about her stupid little necklace. It wasn’t anything special -- just a thin sliver of a gold heart hanging by a flimsy chain.

“I saw one just like it at the mall,” I said. “It was, like, \$5.99.”

Sophie looked stricken. “This is real gold.”

“Are you sure?” I smirked.

I jumped up suddenly and ran out of the cafeteria. As I was leaving, I heard Sophie ask, “What’s her problem?”

I made to the bathroom and closed myself in a stall just as the tears began to stream from my eyes for the millionth time in the past week.

I missed my grandma so much. It was hard to imagine that I’d never see her again, but it was true. She’d died just last week and I’d have given all the solid gold necklaces in the world for one more minute with her.

Name _____

Spring Break

Act 1, Scene 1

Establishing shot: A suburban middle school, midday.

Camera pans in to a group of 8th graders sitting at a picnic table finishing up their lunches in the outdoor courtyard area of their school. The group includes a tall and athletic boy named Peter, a cute girl with long blond hair named Melissa, a boy named Theo with a curly mop of dark hair and Theo's twin sister, Taylor who has the same thick, curly hair.

Peter

Only two more days until spring break. I can't wait.

Taylor

What are you doing that's so exciting?

Peter

(stands up and mimes skiing down a mountain)

Spring skiing! Nothing like it.

Theo

It'll be icy this late in the season.

Peter

Nothing I can't handle.

Theo

Are you sure about that?

[Dissolve into Theo's imagination as he pictures Peter careening down a mountain, totally out of control and terrified.]

Peter

(getting irritated)

Sure enough.

Theo

I hope so, because you wouldn't want to break a leg with baseball season right around the corner.

[Dissolve again into Theo's imagination as he pictures himself rounding the bases after hitting a home run. The crowd roars as the camera slowly zoom in to a close up shot of Peter, standing on the sidelines. His leg is in a cast and he is on crutches.]

Peter
(ignoring him)

Where are you going, Melissa?

Melissa

Following the sun to a tropical island, where I'll bask in the sun and drink fruity potions from a coconut shell.

Theo

Beware of sun poisoning.

[Dissolve again into Theo's imagination as he pictures Melissa at the beach, her skin bright red with sunburn. A fire engine pulls up, firefighters hop out and begin dousing her with a hose.]

Melissa
(rolling her eyes with annoyance)

What's with you today, Theo?

Theo

Nothing. I hope you have wonderful time, that's all. You too, Peter.

Melissa

Thank you. And what will you be doing over vacation?

Theo

Big plans. Top secret, right sis?

Taylor

Whatever you say, Theo.

[A bell rings and the four grab their backpacks and head back into the school. Once inside, Taylor pulls Theo to the side.]

Taylor
(whispering)

You know, we're not the only people in the world who can't afford a vacation this year.

END SCENE

STORY: THE GOLDEN HEART

Find textual evidence showing how the character communicates her feelings of envy.

ELLA

MOVIE SCRIPT: SPRING BREAK

Find evidence from the dialogue and visuals showing how the character communicates his feeling of envy.

THEO

SENTENCE STARTERS FOR A LITERARY ANALYSIS TASK - FOCUSING ON THEME

- When Ella says _____ we realize that _____ .
- At the end, we realize _____ .
- I could certainly understand _____ .
- In my experience _____ .
- I felt empathy for _____ .
- The theme of the story and the scene _____ .
- Another example is when _____ .
- If I were in Theo's situation, I might _____ .
- I admire _____ .
- In both the scene and the story, _____ .
- Understandably, _____ .
- Furthermore, _____ .
- When Taylor says _____, we see that _____ .
- In paragraph ____, the author shows us _____ .
- This is evidence by _____ .
- The reader can conclude _____ .
- At the beginning of the story _____ .
- As the story concludes, _____ .

Name _____

READ LIKE AN AUTHOR

In this excerpt from Bird with the Heart of a Mountain by Barbara Mariconda, 16-year-old Drina has just met father, a flamenco dancer, for the first time. The year is 1936; the Spanish Civil War is raging and Drina's mother has just died. Of mixed Spanish and Roma heritage, Drina is searching for her place in a chaotic, war-torn world where she doesn't quite know where she belongs. Her dearest desire is to be a flamenco dancer herself, but her mother never allowed her to pursue this dream.

My words come out of their own accord, like bullets from the machina. "My mother was a dancer?"

He blinks. Shakes his head. "What a thing to ask! Of course. Surely you knew that." There is an edge of accusation in his tone.

"Never. My mother never danced again."

His face and shoulders sag. A bill slips from his fingers and blows across the terrace like a fallen leaf.

"She called for you at the end. Said you were coming back for us."

"I am so sorry. I ..."

I take a deep breath. "And you are a dancer. I knew that."

"Yes..."

I pause, the words poised on my lips. "I ...dance..."

Something in his eyes and posture shifts. "You are your mother's daughter then."

"And my father's?"

He hesitates. Stuffs the money back into his pocket. Studies me in a new way.

It is easier, I suppose, to talk of dance than of betrayal. Abandonment. Yet, it is a hint of encouragement. Despite the ache I feel, I cannot deny the thrill of this small flicker of interest. Of hope. Of dancing. My father and I remain, many feet apart, staring at one another.

Nothing but more static.

*Taken from Bird with the Heart of a Mountain (p. 138) by Barbara Mariconda
Amazon Children's Publishing, Las Vegas, NV*

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Name _____

READ LIKE AN AUTHOR

You've read an excerpt from a young adult novel. Now read each framing question, below. On the lines beneath each question, turn the key words into a simple response, using evidence from the story.

Ex. Who is the main character (point of view character or protagonist) in the story?

The main character in this story, also known as the point of view character or protagonist, is 16-year-old Drina.

Or:

In this novel, 16-year-old Drina is the main character, also known as the point of view character or the protagonist.

1. Where is the story set? _____

2. What is the tone or mood of the story? _____

3. What is the main character's problem, challenge, or adventure? _____

4. What is the main character's motivation (what does the main character want)? _____

5. Who or what stands in the way of the main character's motivation? _____

6. Where does the author use suspense and/or foreshadowing? _____

7. How does the main character feel about the situation? _____

8. How does the main character show his/her feelings? _____

9. How did the main character grow and change in response to story events?

10. What figurative language did the author use and why? _____

11. What is the theme of the story and how is it demonstrated? _____

12. What would you do if faced with a similar challenge or adventure? _____

Name _____

Fearless Fred

If you asked him, he'd tell you that there was nothing Fred Palmer was afraid of. Spiders? No problem. A fast and twisty roller coaster? He loved them. Snakes? Don't waste his time. A scary ghost story told in the dark of night, a gory horror movie, a risky extreme sport -- none were any match for Fred's daring spirit.

On a sunny Saturday morning in May, Fred and his friends, Elliot and Oliver, were heading to the community center. Fred zoomed along the sidewalk on his skateboard, while Elliot and Oliver walked many paces behind him.

"Hurry up, you guys," Fred yelled to them over his shoulder.

"We'll meet you there," Elliot said. For Elliot, lagging behind Fred was typical. It didn't bother him much but, once in a while, he couldn't help feeling that he'd like to spend a day feeling as invincible as Fred. Oliver felt the same way.

Fred waved at them and kicked off, rounding a corner on his back wheels at top speed.

"I wish I was that good on a skateboard," Oliver said.

"Me too," Elliot said.

"I think the secret is not to be afraid to fall," Oliver said.

"That makes sense," said Elliot. "No wonder Fearless Fred is good at it."

"Look," Oliver said, pointing to Fred. "He's not even wearing knee pads."

"That's Fred," Elliot said with a sigh. He admired Fred, but he really didn't see the point in skateboarding without knee pads. Why skin a knee if you could avoid it? It just seemed reckless.

At the community center a celebration was underway. It was the grand opening of the new climbing wall that had been installed in the gym. Fred, Elliot and Oliver were eager to give it a try.

Mr. Ross, who managed the fitness programs at the community center, was standing by the new wall, spotting the climbers and helping them in and out of their safety harnesses.

"Hey guys," he said, when he saw the three boys approach. "Ready to give it a try?"

"Yeah!" Fred said. "Me first."

"Okay," said Mr. Ross, adjusting the ropes. "I belay you from the ground."

"Belay?" Elliot asked. He loved learning new words.

"That just means keeping the ropes tight," Mr. Ross explained. "So if you fall, and you will, you won't fall hard."

"I'm not going to fall at all," Fred said, impatiently. "Let's get going."

(continued)

“Okay,” Mr. Ross said, holding onto the ropes. “Take it one step at a time and don’t expect to get to the top on your first try.”

Of course, Fred made it to the top on his first try. At the last minute, Oliver almost chickened out, but both he and Elliot finally took their turns and did fine for beginners -- they both fell and neither made it all the way to the top.

“You’re awesome Fred,” Oliver said, as the three left the community center.

“Thanks, Ollie,” Fred said. “That was so cool. Let’s try it again next Saturday and afterwards we could go see that new horror movie.”

“Next Saturday’s the dance,” Elliot said.

The 8th grade dance was a big deal, the last social event their class would share before graduation. Everybody was excited about it.

“Oh, yeah,” said Fred.

“Leah and I are going,” said Elliot. “And there’s a pizza party at her house afterwards.”

“I heard,” Oliver said. “Tori and I will definitely be there. How about you, Fred?”

“I don’t know,” Fred said, carrying his skateboard. “It doesn’t sound like that much fun to me.”

This surprised Elliot and Oliver. Fred liked girls as much as the rest of them, and the girls certainly liked Fred. In fact, Tori had told Oliver that her friend Mandy was hoping to go with Fred.

“You can’t miss it,” Oliver said. “Just ask Mandy and get it over with.”

“When did you ask Tori?” Fred asked.

“I asked her last week,” Oliver said.

“How’d you do it? Did you call her? Send a text?”

“I called,” Oliver said. “You better make plans with Mandy before it’s too late.”

Fred sighed. “Would it be weird if I just went with you guys?”

“Why would you want to do that?” Elliot asked.

“I don’t know,” Fred said. “I’m not so sure about Mandy. She talks so much.”

“Stop making excuses,” Elliot said. “Mandy’s great and you know it.”

Fred blushed and he wore an anxious expression that neither Oliver or Elliot had ever seen before on his face.

“But what if she says no?” he asked, quietly.

Oliver and Elliot exchanged a confused glance. Could it be that their fearless friend was afraid to ask Mandy to the dance?

“That’s a chance you’ve got to take, Mr. Fearless.” Oliver said, clapping Fred on the back and feeling invincible. He bet Elliot was feeling the exact same way.

Name _____

Motor Mouth

“Why doesn’t he like me?” I wondered, looking at my reflection in the mirror. Sure, I wished I had Leah’s long blond hair and Tori’s lush, dark eyelashes but, with my shiny dark hair and bright, green eyes I wasn’t bad. More importantly, I was smart and nice. Why hadn’t Fred asked me to the dance?

At lunch, the dance was all we talked about. My two best friends, Leah and Tori, were going with Fred’s two best friends, Oliver and Elliot. It just made sense that I’d be going with Fred but here it was Tuesday. The dance was Friday night and Fred hadn’t asked me yet.

“What is wrong with me?” I asked my friends.

“Nothing,” Leah said. “He’ll ask. Maybe he’s just a little bit nervous.”

“Remember who we’re talking about,” I said. “Fearless Fred can’t possibly be afraid to ask me to a dance.”

“That’s true,” Leah admitted.

“Maybe you should ask him,” Tori said.

“Maybe,” I said. “I’d do it in a minute if I was sure he’d say yes.”

“I think he’ll say yes,” Leah said.

“Mandy, let me tell you something,” Tori said. “And I really don’t want you to get your feelings hurt, but sometimes when you get around guys, you just talk too much. You chatter on and on and on, and it gets really annoying.”

Oh no. My sister said the same thing about me and called me Motor Mouth Mandy. When I got nervous, I talked way, way too much -- and I was always nervous around boys!

I felt myself blushing. “That’s a bad habit of mine,” I admitted.

I remembered my vow when the six of us, Leah, Tori and me, Oliver, Elliot and Fred, clustered together on six seats in the back of the bus as we always did. Everybody was talking about our homework assignments, about the dance and about the new climbing wall at the community center, but I kept my mouth shut. I smiled at Fred and he smiled back, but I didn’t say a single word. I thought for sure he was going to call and ask me to the dance that night.

He didn't, and by Wednesday afternoon I was in a panic. I could bear missing my 8th grade dance. "Maybe he thinks you don't like him," Tori suggested. "After all, you didn't say a word to him on the bus yesterday.

Okay, first I talk too much; then I don't talk enough. From now on, I decided, I would talk exactly as much as I wanted to. If he thought that was too much, he wasn't the guy for me.

That night I called him.

"Uh, hi," he said, sounding not at all like his usual fearless self.

"Fred, will you go to the dance with me on Friday night." I blurted the words out before I had a chance to second-guess myself.

There was a pause. Oh, no. He was going to say no.

"Yes, Mandy. I really want to go to the dance with you," he said. "I've been wanting to ask you all week, but I don't know. You didn't have anything to say to me on the bus yesterday, and I was afraid you'd say no."

"Afraid? Did you actually just admit to being afraid?"

He laughed. "I'm afraid I did. Let's keep that between you and me, Mandy. After all, I've got my reputation to protect."

"Sure," I said. "I know how to keep my mouth shut."

Student Template

Name _____

**HOW DOES THE NARRATOR PORTRAY THE CHARACTERS IN THE
FEARLESS FRED?
HOW MIGHT THESE CHARACTERS SEE THEMSELVES DIFFERENTLY?**

OLIVER

ELLIOT

FRED

WHAT IS MANDY HOPING FOR?

**EVIDENCE OF HER
FEELINGS:**

**HOW WOULD THIS STORY BE
DIFFERENT IF TOLD BY A
NARRATOR?**

SENTENCE STARTERS FOR A LITERARY ANALYSIS TASK - FOCUSING ON POINT OF VIEW

- Another possibility is that _____.
- The narrator's feelings are illustrated though _____.
- In paragraph # _____ , _____.
- It is interesting to note that _____.
- In contrast _____.
- We know how (character's name) feels when _____.
- At the end, we discover that _____.
- It is easy to imagine how _____.
- It is clear that _____.
- (Character's name) attitude changes when _____.
- We can speculate that _____.
- These details suggest _____.
- When (character's name) says " _____," we realize _____.
- At the end, the reader discovers _____.
- Most readers will understand why _____.
- Both characters seem to _____.
- It would make sense if _____.
- Consider the possibility that _____.

Name _____

In the Exclusion Zone, 2055

Yaroslav looked out into the thick forest behind his grandparents' farm and felt a sharp pang of longing for his home in the Ukrainian capital city of Kiev. The last thing he wanted to do was complain, but his eyes actually ached for the familiar sights of his city — the churches with their domes in the shape of chocolate candies from America called kisses, the grand cathedrals and, of course, the towering Motherland Monument, standing proud and strong with sword and shield.

Here, well, it was hard to believe he was only a two hour drive from Kiev. The farm was like another world, a peaceful, but dull and lonely one. Every morning he helped his grandfather milk the goats and collect eggs from the chicken coop. Then he tended to the lush wheat fields and the garden where the sugar beets grew.

Yaro knew he was doing the right thing, spending time with his grandparents and helping them with the farm, and he wanted to make his elders proud, but he was quietly counting the days until he could leave. He appreciated the countryside. He really did. It was just so dull. Never in his fifteen years had he been so thoroughly bored.

“Promise me, Yaro,” his grandfather had implored him on the morning he arrived at the farm. “Promise me you’ll never venture into the woods.”

He made the same promise to his grandmother. “It’s a poisoned land out there,” she told him, her eyes brimming with tears.

Of course, he never meant to break the promise but weeks later he got restless enough to take one step into the dark thicket, then another and another until he was hopelessly lost in the tangled wilderness. He walked until his legs throbbed with exhaustion and darkness fell.

When Yaro woke up, a bright sun was beaming high in the sky, illuminating a path that the lonesome wanderer was sure would led him back to the farm. He was wrong. Instead, the path took him to a clearing in the forest where abandoned buildings — one looked like a home, another like a barn and yet another, like a large warehouse — stood lost in time and slowly crumbling into dust. The silence of the forest was broken by the scurrying of animals in the brush, the chirps of birds. In the distance, a large elk stood, regarding him with bulging yellow eyes as pale and bright as sunshine.

“I never knew elk grew that tall,” Yaro thought, admiring the majestic mammal. As a city boy, he’d never had much contact with wildlife but he was sure he’d spotted a truly massive specimen of an elk. He guessed that it was at least 18 feet tall!

Suddenly, he saw a family of rabbits playing in a distant field, rabbits the size of coyotes with bright pink eyes that cast a glow like a glorious sunset across the landscape. He peered into the window of the crumbling barn and saw a family of foxes cuddled in a corner, all of them oversized and with the same pale, bulging eyes as the elk. A flock of geese flew overhead, their necks stretched to a length of at least five feet. A gigantic crow landed on his shoulder, let out an musical caw and pecked softly at his collar.

“Where am I?” Yaro wondered, pinching himself to make sure he wasn’t dreaming.

A huge raccoon sniffed at his boot as its soft, trusting silver eyes looked up into Yaro’s face.

The boy reached out to stroke the raccoon’s coarse, dark fur and the animal made a squeaky sound of delight. Yaro considered the possibility of taking it home, making a pet of this unique critter.

But only for a minute. For Yaro knew that the raccoon belonged here in this bustling city of large, gentle animals. He felt their warm, wondering eyes on his back as he turned and walked away.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (1)

There are many different forms of government. Write an informational report about the key characteristics of a monarchy, a democracy, and a dictatorship.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (2)

Many young people dream of someday working with animals. Research and write about what it takes to become a veterinarian, a pet groomer, and a wildlife biologist.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
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- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (3)

Bullying can make a middle school students' lives miserable. Write an informational report on the ways in which bullying can have a lasting impact on young people.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____ *etc., as needed*

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (4)

The future of many wildlife populations is uncertain! Research and write about three strategies for saving endangered species.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (5)

The Sahara is the largest non-polar desert on earth. Research and write an informational piece about the many forms of life you will find in this subtropical environment.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____ *etc., as needed*

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (6)

Research the history of a sport of your choice and write an essay tracing its history from its earliest day to the present.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____ *etc., as needed*

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (7)

Wetlands are a critical part of our environment. Write an informational text focusing on their role in the natural world. Make sure your essay touches upon the valuable plant life supported by this ecosystem.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____ *etc., as needed*

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (8)

If you love the movies, perhaps your future lies in the entertainment business. Write a report describing the types of jobs available in this glamorous industry. One of your paragraphs should explain the responsibilities of a film director.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

MAIN IDEA #4: _____ *etc., as needed*

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENES AND VARIABLES (9)

Select one of the countries in Africa and write an informational essay about its geographical features, natural resources, and government.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENES and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.

Name _____

ANALYZING PROMPTS FOR GIVENs AND VARIABLES (10)

Write an informational text tracing the life of your favorite artist or musician.

PREWRITING FRAMEWORK

TOPIC: _____

MAIN IDEA #1: _____

MAIN IDEA #2: _____

MAIN IDEA #3: _____

REMEMBER

- Use the prewriting framework to plan your piece.
- Refer to the INFORMATIONAL PILLAR to help in writing a well-organized, fully elaborated piece.
- Analyze for GIVENs and VARIABLES.
- Engage in research. Take clear notes.
- Be sure your main idea sentences are broad yet distinct.
- Use the detail-generating questions to generate vivid, specific details.
- Include anecdotes, quotes, statistics, amazing facts and/or descriptive segments.
- Creatively restate your main ideas in your conclusion.