**Reading/Writing Survey**

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

**Hour: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Please answer the following questions to the best of your ability.

1. Do you ever read for fun or just when you have to?
2. Have you read a novel in school before? If so, what was the title (If you can’t remember the title, please tell me for what class you read it.)
3. What type(s) of material do you like reading (ex.: comics, magazines, novels, short stories, etc.)?
4. Do you read the newspaper? If so, what newspaper do you read?
5. Do you have a favorite magazine? If so, what is it? (Make sure it is one you can share at school.)
6. Outside of school, how often do you read and for approximately how long?
7. Do you know what a constructed response paragraph is? If so, briefly explain.
8. Do you know how to write a constructed response paragraph? If so, when did you learn this?

Constructed Response Format:

1. **Topic Sentence**—Restate the question and give your answer.
2. **Reason**—Give a reason why you feel that way.
3. **Support**—Support your answer with specific details/examples.
4. **Concluding Sentence**—Don’t just restate the question. Answer the question “So what?”.
5. Have you ever written a paper that involved doing research? If so, when ***and*** for what class?
6. If you were asked to write in great detail or very descriptively, briefly explain how you would do it.

**DESCRIPTIVE WRITING** is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described.

Keep vague words and weak verbs to a minimum in descriptive writing.

This type of writing should appeal to the five senses.

1. If you were assigned to write a ***narrative***, from whose point of view would it be?

The point of view would be from the narrator’s perspective; first person p.o.v. would be used.

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.

Here are some guidelines for writing a narrative essay:

* **If written as a story, the essay should include all the parts of a story.**

This means that you must include an introduction, plot, characters, setting, climax, and conclusion.

* **The essay should have a purpose.**

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all?

* **The essay should be written from a clear point of view.**

It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

* **Use clear and concise language throughout the essay.**

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

* **The use of the first person pronoun ‘I’ is welcomed.**

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

* **As always, be organized!**

Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).

1. If you had to briefly tell someone what it means to predict as you read a story/passage, how would you do it?

Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions. Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make predictions before they begin to read.

The strategy of making predictions actively engages students and connects them to the text by asking them what they think might occur in the story. Using the text, students refine, revise, and verify their thinking and predictions.

1. If you were asked to tell someone what it means to summarize various events from a story/passage, how would you do it?

To summarize events from a story/passage, a writer needs to maintain the basic order of the original text. In the summary, the writer will present key points and main ideas. Some words will need to be changed to close synonyms. When summarizing, avoid cutting too much information that is vital to understanding the overall meaning of the part of text with which you are working.

**Example:**  Overall, the first two quarters of 2008 have been profitable to the company.  Nineteen of twenty departments report cutting costs at least twenty percent, and sales from fifteen departments have risen five percent, or about $5 million.  Despite these positive developments, most department heads believe that they will not be able to maintain these levels for the remainder of the year.

**Revision:**  The company has driven profits from January to June of 2008, but the rest of the year is not expected to be as good.

While reading the original work, take note of what or who is the focus and ask the usual questions that reporters use: Who? What? When? Where? Why? How?  Using these questions to examine what you are reading can help you to write the summary.

Sometimes, the central idea of the piece is stated in the introduction or first paragraph, and the supporting ideas of this central idea are presented one by one in the following paragraphs. Always read the introductory paragraph thoughtfully and look for a thesis statement.  Finding the thesis statement is like finding a key to a locked door.  Frequently, however, the thesis, or central idea, is implied or suggested.  Thus, you will have to work harder to figure out what the author wants readers to understand. Use any hints that may shed light on the meaning of the piece: pay attention to the title and any headings and to the opening and closing lines of paragraphs.

In writing the summary, let your reader know the piece that you are summarizing. Identify the title, author and source of the piece. You may want to use this formula:

In "Title of the Piece" (source and date of piece), author shows that: central idea of the piece.  The author supports the main idea by using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and showing that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Here is a sample summary:**

In the short story **"The Secret Life of Walter Mitty,"** author James Thurber humorously presents a character who fantasizes about himself as a hero enduring incredibly challenging circumstances. In his real life, Walter Mitty lives an ordinary, plain life; he is a husband under the control of an overbearing, critical wife.  Thurber uses lively dialogue to give readers an understanding of Mitty's character. The story takes place over a period of about twenty minutes; during this brief time, Mitty drives his wife to the hairdresser and runs errands that his wife has given him while he waits for her. In between his worrying that he is not doing what she wants him to do, he daydreams about himself as a great surgeon, brilliant repair technician, expert marksman, and brave military captain. This story shows that fantasy is often a good alternative to reality.

**Remember:**

* Do not rewrite the original piece.
* Keep your summary short.
* Use your own wording.
* Refer to the central and main ideas of the original piece.
* Read with who, what, when, where, why and how questions in mind.
* Do not put in your opinion of the issue or topic discussed in the original piece. Often, instructors ask students to put their opinions in a paragraph separate from the summary.