**Developing Writing Assignments Based on Reading/Literature Selections**

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***A. Assignments Requiring Teacher Preparation***

1. Correct an inaccurate summary you give to them.
2. Synthesize sets of words into sentences, telling something accurate about the selection. (e.g., for

“Good Samaritan”: man, thieves, attacked // Levite, priest, side // Samaritan, oil, donkey, inn)

1. Find a word in the reading to match each synonym on a list you give them.
2. Write names of story characters beside the quote or description that matches each.
3. Complete a framed paragraph about the selection. (e.g., “One time a man was on his way from

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ when he fell among \_\_\_\_\_\_\_\_\_\_\_, who robbed him and

thought he was \_\_\_\_\_\_\_\_\_\_\_\_.)

1. Find and copy **exact** words from lesson to answer questions.
2. Find the paragraph (write 2 first words) that matches the main ideas on a list they are given.
3. Place a check in front of the thoughts in a given list that are expressed or explained in the reading.

***B. Assignments That Can Apply to Many Selections or topics—chapter, short story, or section***

1. Write a brief summary (perhaps 10 sentences) including names, actions, purposes, and outcome of actions.
2. List 10 events out of order, complete with numbered answer key.
3. Paraphrase parts of the selection.
4. Make an inaccurate list of “notes” based on the piece for a classmate to correct.
5. Show how the chapter serves to move the action forward, and will affect the future of the plot.
6. Describe the main character in detail.
7. Describe some specific actions of a character, explain his/her motive(s) and how you determined them.
8. Discuss the outstanding theme(s) and how they motivate the characters to act. (such as anger, revenge, greed, good will, fear).
9. Compare and/or contrast two characters.
10. Point out some interesting use of words, expressions or phrases and comment on them.
11. Write an “I think that…” journal entry or essay in response to the reading.
12. Explain how the story is acting as a commentary on or giving insight into its times.
13. Write some questions based on the story to which you know the answer.
14. List some unanswered things the selection makes you wonder about.
15. Write some questions you’d like to ask one of the characters.
16. Write what you think the character would say in answer to your questions (above).
17. Direct some thoughts (write a letter), advice, or reactions to the author or a person in the reading.
18. Be prepared to be interviewed orally as one of the characters in the selection. Answer as he would answer. Or be prepared to be general “answer man” for any information in the selection.
19. Make some illustrations with captions for scenes from the selection.
20. Revise the selection in a way that you think improves it.
21. Make a list from/based on the story of…
	1. colorful expressions
	2. understatements or overstatements
	3. metaphors, similes, or other figures of speech
	4. themes
	5. things you agree or disagree with
	6. insights into the human heart or behavior that are illustrated or revealed in the piece.
	7. ways in which one or more characters changed during the course of the story
	8. examples of *irony*
	9. examples of foreshadowing
22. Make a T/F or matching quiz based on the selection, complete with answer key.
23. Write what you would do if you were in the situation read about.
24. Have a list of questions ready to ask the teacher based on the reading.
25. Write an imaginary journal entry by one of the characters.
26. Choose an outstanding part of the story and use it as a model to produce your own short piece of writing.
27. Point out some passages that are especially well written and explain what is good about them.
28. Short, but thought-provoking assignments:
	1. Write another good title.
	2. Who is the protagonist and antagonist?
	3. What is the main conflict?
	4. What is one of the crises?
	5. What is the climax?
	6. Write the theme in one sentence.
	7. Write the plot in one sentence.