

# AVID Summer Homework:

## Writing an Argumentative Summary

AVID students will write an argumentative paragraph based on what *message* the author of their summer reading book was trying to convey to their audience. After students have finished reading their [assigned book](#) for next year's English class, this assignment should take between one and two hours. Any questions should be directed to your AVID teacher!

**Make a copy of this document** and start writing once you have finished your summer reading assignment.

**An example paragraph:** Notice the underlined sentence stems that you can use, and how it is color coded to match what is in your outline!

In her essay "Don't Take Valuable Space in My School," Jenny While, a senior at El Cajon Valley High School, argues that students who are unmotivated and misbehaved take away from the learning environment and cause teachers to slow down and lower expectations. According to While, these "space-takers take away valuable instructional time," leaving little for those who want to learn. She supports this claim by first describing the types of students who "take up space" in her school. Then, she makes a connection between her school's poor performance on state and local exams and the "space-takers" who have done very little to prepare themselves for these high stakes tests. Toward the end of the essay, While challenges the effectiveness of No Child Left Behind (NCLB) and outlines its limitations. While's purpose is to call attention to the flaws in educating all students—especially those who outwardly reject the opportunity—in order to prompt schools and districts to formulate practical solutions for low-performing students while taking care of those who want to learn. She establishes a formal tone for educators, politicians, and other concerned parents who have children in high school. Although she is writing to an adult audience, her message extends to her peers—high school students. This work is significant because it challenges those in education to rethink classroom dynamics. Specifically, she addresses how the various skill levels and attitudes in one classroom can affect the quality of learning.

Template / Outline	My Writing
<p>Introduce the writer or speaker, the text, and the central claim. (2-3 sentences)</p> <ul style="list-style-type: none"> <li>In the ... (type of text) ... (title of text), ... (author's first and last name), _____ (author's credentials or background), _____ (verb e.g. claims, argues, asserts, etc) that _____ (paraphrase or quote the central claim and include other essential sub-claims).</li> <li>According to _____ (author's last name), _____ (continue to explain the claim).</li> </ul>	
<p>Explain how the author develops or advances the argument. (3-5 sentences)</p> <ul style="list-style-type: none"> <li>He / she supports / develops this claim by first _____ (explain what the author is doing: verb).</li> <li>Then, _____ (explain what the author does next).</li> <li>_____, (use a prepositional phrase like</li> </ul>	

<p>"Toward the end of the text," "in the section," or some other phrase in order to add variety to your writing).</p>	
<p>State the author's purpose in writing the text. (1-3 sentences)</p> <ul style="list-style-type: none"> <li>_____ 's (author's last name) purpose is to _____ in order to _____ (what does the author want the audience to do or feel as a result of this work?).</li> </ul>	
<p>Describe the intended audience and the author's relationship to the audience. (2-3 sentences)</p> <ul style="list-style-type: none"> <li>He/she establishes _____ (describe the tone of the author - use the table at the end of this document if you need help) for _____ (what is the relationship between the author and his/her audience?).</li> </ul>	
<p>Explain the significance of the work. (1-3 sentences)</p> <ul style="list-style-type: none"> <li>This work is significant because _____.</li> </ul>	

**Put it all together! Copy your writing from each box above and put it together into a cohesive paragraph below:**

**Submit this document on Canvas once school starts.**

**List of Words to Describe an Author's Tone:** This is a list of words that could be used while examining an author's tone. Students can use this list when completing the paragraph or while doing similar work.

<b>Tone</b>	<b>Meaning</b>	<b>Tone</b>	<b>Meaning</b>
apologetic	sorry	ironic	Different from what was expected or the opposite of what was meant
appreciative	Grateful, thankful	judgemental	Judging others, critical
concerned	Worried or interested	lighthearted	Happy, carefree
critical	Finding fault	mocking	Scornful; ridiculing; making fun of someone
curious	Wanting to find out more	negative	Unhappy; pessimistic
defensive	defending	neutral	Neither good nor bad, neither for or against
direct	Straightforward, honest	nostalgic	Thinking about the past; wishing for something from the past
disappointed	Discouraged, unhappy something went wrong	objective	Without prejudice; without discrimination; fair
encouraging	optimistic	optimistic	Hopeful; cheerful
enthusiastic	Excited, energetic	pessimistic	Seeing the bad side of things
formal	Respectful, appropriate behavior	sarcastic	Scornful; mocking, ridiculing
frustrated	Angry because of not being able to do something	satirical	Making fun of something to show its weakness or teach a lesson
hopeful	Looking forward to something; optimistic	sentimental	Thinking about feelings, especially when remembering the past
humorous	funny	sincere	Honest; truthful; earnest
informal	Not formal; relaxed	sympathetic	Compassionate; understanding of how someone feels
inspirational	Encouraging, reassuring	urgent	Insistent; saying something must be done soon