

Character Based Literacy Program Write Ahead
The Afterlife, Day 1

Name: _____

Date: _____

Student Activity: After students have read pages 19-20, have the students answer the following questions.

1. How many main traits are there in the best essays, stories, and reports?

Match the following traits with the correct description. Place the letter of the correct description on the line next to the trait.

1. Stimulating Ideas _____	a. Good writing contains all the right words in all the right places. It includes vivid action verbs, specific nouns, and colorful modifiers.
2. Effective Sentence style _____	b. In the best writing, you can hear the writer's personal voice. Voice is the special way a writer expressed his or her ideas. Writing that has voice shows that a writer really cares about his or her topic.
3. Logical Organization _____	c. Good writing follows the rules for punctuation, mechanics, usage, and spelling. It is carefully edited to make sure that it is accurate and easy to follow.
4. Engaging Voice _____	d. Good writing has a clearly developed beginning, middle, and ending. The overall organization effectively holds the writing together and makes it easy to follow.
5. Original Word Choice _____	e. Effective writing presents plenty of interesting information. It holds a reader's attention from start to finish and shows that the writer knows a lot about his or her topic.
6. Correct, Accurate Copy _____	f. Effective writing flows from sentence to sentence, but it isn't predictable. Sentences vary in length and begin in different ways. Smooth-reading sentences give writing a pleasing rhythm.

Student Activity: After reviewing pages 83 and 84 in *Write Ahead*, have the students answer the following and then underline the part of the sentence discussed in the question in the example that precedes it.

1. The subject is the part of the sentence that _____ or is _____.

a. Angel was a good friend.

2. The predicate is the part of the sentence that _____ about the subject.

a. I think Chuy wanted to dance with Rachel.

3. There are two kinds of predicates: The _____ that includes the verb along with words that modify the verb; and the _____ that is the single word that says something about the subject – shows action or links it to the rest of the sentence.

a. Chuy went to dance at Club Estrella.

b. Chuy and Angel went to dance at Club Estrella.

4. The two main types of verbs are: _____ and _____ verbs.
When a sentence has more than one simple subject or predicate, it is said to have _____ and _____.

a. Chuy and Angel borrowed Uncle Richard's car.

b. Chuy's ghost drifted and flew out of the club above the parking lot.

Writing Technique and Terms: From *Write Ahead*

Narrative Writing p. 141

Character Based Literacy Program Write Ahead
The Afterlife, Day 2

Name: _____

Date: _____

Student Activity: Read the example given for *stimulating ideas* on page 21 with the class. Then, using today's reading selection from *The Afterlife*, have the students identify a paragraph that shows the trait stimulating ideas.

Student Activity: Using page 86 from *Write Ahead*, have the students answer the following:

1. A **sentence fragment** does not express a complete idea. It is missing one or more important parts. Correct the following:

a. Floated into Long's Drugs.

b. The place Chuy had died.

2. A **run-on sentence** is two sentences without punctuation or without a connecting word (*and*, *but*, *or*). Correct the following:

a. My mom would drop the phone and bite her fist my dad would turn his head.

3. A **comma splice** is an error made by joining two sentences with a comma instead of a conjunction, a period, or a semicolon. Correct the following:

a. Code fourteen came across the loud speaker, the whole store was being lifted.

4. A **rambling sentence** happens when you put too many little sentences together with the word *and*. Correct the following:

a. I floated to Long's Drugs and saw Angel and Uncle Richard and they were going to visit my parents and they were bringing flowers for my mom.

Writing Technique and Terms: From Write Ahead

Personal Narrative p. 142

Character Based Literacy Program Write Ahead
The Afterlife, Day 3

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 21 and 87.

Student Activity: Read the example given for *Logical Organization* on page 21 with the class. Then, using the reading selection for today from *The Afterlife*, have the students identify a paragraph that shows the trait logical organization.

Student Activity: Sentence Agreement. After reviewing page 87, sentence agreement, have the student correct the following sentences:

1. One Subject: in most basic sentences, a single subject is followed by the verb.

Correct the following:

- a. Chuy learn/learns he can penetrate solid objects.

- b. _____
 The lazy husband feel/feels a chill from Chuy.

2. Compound Subjects connected by AND: If a sentence contains a compound subject connected by *and*, it needs a plural verb.

- a. Chuy and the fat cop travel/travels to the apartment.

- b. _____
 The cop and husband sense/senses Chuy's presence.

Compound Subjects connected by OR: If a sentence is connected by *or*, the verb must agree in number with the subject nearer to it.

- c. Chuy or his friends intend/intends to trick or treat.

- d. _____
 Chuy or his friend intend/intends to trick or treat.

Check for Understanding: Have the student write 6 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Descriptive Writing p. 140

Use p. 20, fifth paragraph in *The Afterlife* as an example.

Character Based Literacy Program Write Ahead
The Afterlife, Day 4

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 87

Student Activity: Read the example given for *Engaging Voice* on page 22 with the class. Then, using the reading selection from *The Afterlife*, have the students identify a paragraph that shows the trait engaging voice.

Student Activity: Sentence Agreement. After reviewing page 87, sentence agreement, have the students correct the following sentences:

1. Unusual Word Order: When the subject is separated from the verb by words or phrases, check carefully to see that the subject agrees with the verb.
 - a. Chuy, along with the cops, help/helps the lazy husband do the dishes.
 - b. A group of cops interview/interviews people at the club.
 - c. The shoplifters, who were caught, ran from the store.
 - d. From the restroom come/comes a loud cry.
 - e. From the restroom come/comes two loud screams.
 - f. Has/Have your parents returned from the hospital?
 - g. Has/Have your cousin returned from the hospital?
2. Indefinite Pronouns: Use a singular verb with the indefinite pronouns listed on page 88. Remember that some indefinite pronouns can be singular or plural. You must study the words that come between the subject and verb to decide.
 - a. Nobody like/likes to feel the cold chill of a ghost passing through them.
 - b. Everybody in the family was/were praying for my killer to be found.
 - c. Most of Chuy's friends live/lived in the same neighborhood.

Check for Understanding: Have the students write 4 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Focus p. 140

Determine the focus in the "Miracle in Tent City."

Character Based Literacy Program Write Ahead
The Afterlife, Day 5

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 89

Student Activity: Read the example given for *Original Word Choice* on page 22 with the class. Then, using the reading selection from *The Afterlife*, have the student identify a paragraph that shows the trait original word choice.

Student Activity: Sentence Problems. After reviewing page 89, sentence problems, have the students correct the following sentences:

1. Wordy Sentences: Check for words that repeat what the writer has said, and re-write the sentence using the rule regarding wordy sentences.
 - a. Chuy visited his friend Angel to say goodbye in his front yard to make his friend know he was okay after his death.

2. Pronoun-Antecedent Agreement: Make sure the pronouns in your sentences agree with their antecedents.
 - a. Fausto listened to Yellow Shoes in his house, and they/he decided not to pay him in advance.
 - b. Everyone wanted to open his or her/their present first.
 - c. Yellow Shoes noticed the cops coming towards him, and then he hurried away before they/he could catch him.

Check for Understanding: Have the students write 6 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Dialogue p. 140

Use the middle of page 42 in *The Afterlife* as an example.

Character Based Literacy Program Write Ahead
The Afterlife, Day 6

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 23 and 90.

Student Activity: Read the example given for *Effective Sentence Style* on page 23 with the class. Then, using the reading selection for today from *The Afterlife*, have the students identify a paragraph that shows the trait effective sentence style.

Student Activity: Sentence Problems. After reviewing page 90, sentence problems, have the students correct the following sentences:

1. Pronoun Shift: Make sure the pronouns in the sentences below agree in person (first, second, or third) with the noun they replace.
 - a. When Chuy's parents returned, he/they were very upset and both wanted his/their son to be at home.
 - b. When the family heard of the death, they/he were/was very upset and prayed for his/their cousin.
2. Double Negative: Cross out the one of the negatives to make the sentence correct.
 - a. Chuy was so disturbed he couldn't hardly believe his hands were disappearing.
 - b. The boutique girl reading *People in Espanol* didn't notice no one passing by the shop.
3. Confusing OF and HAVE: Circle the correct word in the sentences below.
 - a. Chuy should of/have asked his grandfather for the pennies and lighter.
 - b. If Chuy had given him the lighter, then Jonathan would have/of been happy.
4. Misplaced modifiers: Make sure your modifiers are close to the words they describe. Make corrections to the following sentences.
 - a. After waiting in his house all day, Chuy's mom and dad came home.
 - b. _____
 Trampita watched in the house with Torito, Ruben, and Rorra.

Check for Understanding: Have the student write 8 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Slang p. 138

Example: Rewrite the conversation between Fausto and Yellow Shoes on page 43 without using any slang.

Character Based Literacy Program Write Ahead
The Afterlife, Day 7

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 23 and 91.

Student Activity: Read the example given for *Correct, Accurate Copy* on page 23 with the class. Then, using any part of *The Afterlife*, have the students identify a paragraph that shows the trait correct, accurate copy.

Student Activity: Combining Sentences. After reviewing page 91, combining sentences, have the students combine the following sentences:

1. Combine the following:

- a. Chuy wants to visit the cemetery.
- b. He wants to confess to his grandfather.
- c. He wants to confess stealing dimes and a lighter.

2. Combine the following;

- a. Chuy loves Eddie
- b. He also loves Angel.
- c. He also loves his mom and dad.

Check for Understanding: Have the student write three short sentences that can be combined into one.

Writing Technique and Terms: From *Write Ahead*

Beginning p. 139

Closing p. 140

Identify both ideas in today's reading.

Character Based Literacy Program Write Ahead
The Afterlife, Day 8

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 24 and 92

Student Activity: Read the example given for *Evaluating your Writing* on page 23 with the class. Then, using today's reading selection from *The Afterlife*, have the student assess the short story using the assessment rubric.

Student Activity: After reviewing page 92, Use a Key Word and Use a Series of Words, have the student complete the following:

1. You can combine, or put together, ideas from _____ sentences by moving a _____ from one sentence to the other. The key word may be an _____ or _____.
2. Ideas from _____ can be combined into one sentence using a _____ of _____ or _____.

Check for Understanding: Have the student write 8 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Modifiers p. 141

Example from *The Afterlife* "She didn't like the neighborhood, with its junky cars and houses leaning crookedly on their foundations."

Character Based Literacy Program Write Ahead
The Afterlife, Day 9

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* page 24.

Student Activity:

Check for Understanding: Have the student use the rubric from page 24 to evaluate one of their writing pieces from the last seven days.

Writing Technique and Terms: From *Write Ahead*

Revision p. 142

After using the rubric on p. 24, make the necessary changes to improve the piece of writing used.

Character Based Literacy Program Write Ahead
The Afterlife, Day 10

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* page 24

Student Activity:

Check for Understanding: Have the student use the rubric from page 24 to evaluate another one of their writing pieces from the last seven days.

Writing Technique and Terms: From *Write Ahead*

Summary p. 142

Write a one-paragraph summary of *The Afterlife* by Gary Soto to this point in the reading.

Character Based Literacy Program Write Ahead
The Afterlife, Day 11

Name: _____

Date: _____

This week teachers will lead students in a review of the techniques introduced over the last two weeks. Teachers may want to design a different plan to check for understanding, but the following suggestions take the original lesson and repeat it for student review and skill mastery.

Student Activity: After students have read pages 19-20, have the students answer the following questions.

1. How many main traits are there in the best essays, stories, and reports?

Match the following traits with the correct description. Place the letter of the correct description on the line next to the trait.

1. Stimulating Ideas _____	a. Good writing contains all the right words in all the right places. It includes vivid action verbs, specific nouns, and colorful modifiers.
2. Effective Sentence style _____	b. In the best writing, you can hear the writer's personal voice. Voice is the special way a writer expressed his or her ideas. Writing that has voice shows that a writer really cares about his or her topic.
3. Logical Organization _____	c. Good writing follows the rules for punctuation, mechanics, usage, and spelling. It is carefully edited to make sure that it is accurate and easy to follow.
4. Engaging Voice _____	d. Good writing has a clearly developed beginning, middle, and ending. The overall organization effectively holds the writing together and makes it easy to follow.
5. Original Word Choice _____	e. Effective writing presents plenty of interesting information. It holds a reader's attention from start to finish and shows that the writer knows a lot about his or her topic.
6. Correct, Accurate Copy _____	f. Effective writing flows from sentence to sentence, but it isn't predictable. Sentences vary in length and begin in different ways. Smooth-reading sentences give writing a pleasing rhythm.

Student Activity: After reviewing pages 83 and 84 in *Write Ahead*, have the students answer the following and then underline the part of the sentence discussed in the question in the example that proceed it.

1. The subject is the part of the sentence that _____ or is _____.

a. Angel was a good friend.

2. The predicate is the part of the sentence that _____ about the subject.

a. I think Chuy wanted to dance with Rachel.

3. There are two kinds of predicates: The _____ that includes the verb along with words that modify the verb; and the _____ that is the single word that says something about the subject – shows action or links it to the rest of the sentence.

a. Chuy went to dance at Club Estrella.

b. Chuy and Angel went to dance at Club Estrella.

4. The two main types of verbs are: _____ and _____ verbs.
When a sentence has more than one simple subject or predicate, it is said to have _____ and _____.

a. Chuy and Angel borrowed Uncle Richard's car.

b. Chuy's ghost drifted and flew out of the club above the parking lot.

Writing Technique and Terms: From *Write Ahead*

Narrative Writing p. 141

Character Based Literacy Program Write Ahead
The Afterlife, Day 12

Name: _____

Date: _____

Student Activity: Read the example given for *stimulating ideas* on page 21 with the class. Then, using today's reading selection from *The Afterlife*, have the students identify a paragraph that shows the trait stimulating ideas.

Student Activity: Using page 86 from *Write Ahead*, have the students answer the following:

1. A **sentence fragment** does not express a complete idea. It is missing one or more important parts. Correct the following:

a. Floated into Long's Drugs.

b. The place Chuy had died.

2. A **run-on sentence** is two sentences without punctuation or without a connecting word (*and, but, or*). Correct the following:

a. My mom would drop the phone and bite her fist my dad would turn his head.

3. A **comma splice** is an error made by joining two sentences with a comma instead of a conjunction, a period, or a semicolon. Correct the following:

a. Code fourteen came across the loud speaker, the whole store was being lifted.

4. A **rambling sentence** happens when you put too many little sentences together with the word *and*. Correct the following:

a. I floated to Long's Drugs and saw Angel and Uncle Richard and they were going to visit my parents and they were bringing flowers for my mom.

Writing Technique and Terms: From *Write Ahead*
 Personal Narrative p. 142

Character Based Literacy Program Write Ahead
The Afterlife, Day 13

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 21 and 87.

Student Activity: Read the example given for *Logical Organization* on page 21 with the class. Then, using the reading selection for today from *The Afterlife*, have the students identify a paragraph that shows the trait logical organization.

Student Activity: Sentence Agreement. After reviewing page 87, sentence agreement, have the student correct the following sentences:

3. One Subject: in most basic sentences, a single subject is followed by the verb.
 Correct the following:
 - a. Chuy learn/learns he can penetrate solid objects.

 - b. The lazy husband feel/feels a chill from Chuy.

4. Compound Subjects connected by AND: If a sentence contains a compound subject connected by *and*, it needs a plural verb.
 - a. Chuy and the fat cop travel/travels to the apartment.

 - b. The cop and husband sense/senses Chuy's presence.

5. Compound Subjects connected by OR: If a sentence has a connected by *or*, the verb must agree in number with the subject nearer to it.
 - a. Chuy or his friends intend/intends to trick or treat.

 - b. Chuy or his friend intend/intends to trick or treat.

Check for Understanding: Have the students write 6 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Descriptive Writing p. 140

Use p. 20, fifth paragraph in *The Afterlife* as an example.

Character Based Literacy Program Write Ahead
The Afterlife, Day 14

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 88.

Student Activity: Read the example given for *Engaging Voice* on page 22 with the class. Then, using the reading selection from *The Afterlife*, have the student identify a paragraph that shows the trait engaging voice.

Student Activity: Sentence Agreement. After reviewing page 88, sentence agreement, have the student correct the following sentences:

1. Unusual Word Order: When the subject is separated from the verb by words or phrases, check carefully to see that the subject agrees with the verb.
 - a. Chuy, along with the cops, help/helps the lazy husband do the dishes.
 - b. A group of cops interview/interviews people at the club.
 - c. The shoplifters, who were caught, ran from the store.
 - d. From the restroom come/comes a loud cry.
 - e. From the restroom come/comes two loud screams.
 - f. Has/Have your parents returned from the hospital?
 - g. Has/Have your brother returned from the hospital?
2. Indefinite Pronouns: Use a singular verb with the indefinite pronouns listed on page 88. Remember that some indefinite pronouns can be singular or plural. You must study the words that come between the subject and verb to decide.
 - a. Nobody like/likes to work in the fields when it is a 100 degrees.
 - b. Everybody in the family was/were praying for Jesus' killer to get put in jail.
 - c. Most of Eddie's friends live/lived in the same neighborhood.

Check for Understanding: Have the student write 4 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Focus p. 140

Determine the focus in "Miracle in Tent City."

Character Based Literacy Program Write Ahead
The Afterlife, Day 15

Name: _____

Date: _____

Teach a Mini Lesson using *Write Ahead* pages 22 and 89.

Student Activity: Read the example given for *Original Word Choice* on page 22 with the class. Then, using the reading selection from *The Afterlife*, have the student identify a paragraph that shows the trait original word choice.

Student Activity: Sentence Problems. After reviewing page 89, sentence problems, have the student correct the following sentences:

3. Wordy Sentences: Check for words that repeat what the writer has said, and re-write the sentence using the rule regarding wordy sentences.

- a. Chuy visited his friend Angel to say goodbye in his front yard to make his friend know he was okay after his death.

4. Pronoun-Antecedent Agreement: Make sure the pronouns in your sentences agree with their antecedents.

- a. Fausto listened to Yellow Shoes in his house, and they/he decided not to pay him in advance.
 - b. Everyone wanted to open his or her/their present first.
 - c. Yellow Shoes noticed the cops coming towards him, and then he hurried away before they/he could catch him.

Check for Understanding: Have the student write 6 sentences applying the rules learned in this lesson.

Writing Technique and Terms: From *Write Ahead*

Dialogue p. 140

Use the middle of page 42 in *The Afterlife* as an example.