

Character Based Literacy Program Write Ahead
Children of the River, Day 1

Name: _____

Date: _____

Using Punctuation: Periods, Questions Marks, and Exclamation Points

Write Ahead pp. 379-380 • *Children of the River* chapter 1

Step One

Read through *Write Ahead* pp. 379-380 and discuss when a period, a question mark, and an exclamation point should be used.

Step Two

The key paragraphs for today's lesson have been re-typed without any punctuation or capitalization to indicate where sentences begin. Revise the paragraphs by adding periods and capitalizing words that begin sentences.

when the baby fussed Sundara jiggled her clicking her tongue as she'd seen the other women do this seemed to calm the little one Sundara smiled she was beginning to feel quite capable much older than thirteen don't worry she whispered to the baby whom she had already grown to love I'll take care of you [p. 2]

what throw the baby horrible man she snatched the bottle and struggled out through the press of people holding the little bundle tighter than ever this baby couldn't die she wouldn't let her she would do anything she would find a way to feed her [p. 7]

Step Three

Revise the paragraphs by adding periods and capitalizing words that begin sentences. In addition change words and revise sentences so that some sentences become questions and end with a question mark. In other cases turn a sentence into an exclamation and end with an exclamation mark.

when the baby fussed Sundara jiggled her clicking her tongue as she 'd seen the other women do this seemed to calm the little one Sundara smiled she was beginning to feel quite capable much older than thirteen don't worry she whispered to the baby whom she had already grown to love I'll take care of you [p. 2]

what throw the baby horrible man she snatched the bottle and struggled out through the press of people holding the little bundle tighter than ever this baby couldn't die she wouldn't let her she would do anything she would find a way to feed her [p. 7]

Character Based Literacy Program Write Ahead
Children of the River, Day 2

Name: _____

Date: _____

Using Punctuation: Commas for Series and to Set Off

Write Ahead pp. 381-383 • *Children of the River* chapter 2

Step One

Read through *Write Ahead* pp. 381-383 and discuss when a comma should be used. Pay special attention to “To Set Off Interruptions” on p. 382 noting the two tests and the word list, and the information on “Items in a Series” on p. 381, and “To Set Off Dialogue” on p. 382.

Step Two

The key paragraphs for today’s lesson have been re-typed without any punctuation except for quotation marks [so you know which lines are quotations]. Capitalization remains so you know where sentences begin. Revise the paragraphs by adding periods, questions marks and commas where you think they belong.

Sundara was already at the truck when Soka picked her way, barefoot out of the tangled rows weighed down by a stack of three flats She set them on the wooden pallet with a grunt and straightened up bracing her back rubbing her dirty sleeve across her forehead Strands of black hair had escaped from the knot at the back of her neck and were sticking to her cheeks She sighed deeply Then noticing Sundara watching her she returned one of those long searching looks that always made Sundara uneasy

“What do you think Niece Would your mother call me ‘little pampered lady’ as she used to” [pp. 18-19]

Step Three

Revise this paragraph by adding capitalization, periods, questions marks and commas where you think they belong.

they plodded up the parallel ruts of the dirt road passing through alternating pockets of warm and cool air wispy puffs of haze forming where the sun-heated earth met the chill of the coming night Sundara carried Pon in her aching arms his head nodding sleepily against her shoulder a few stars clinked but before they could brighten the moon loomed above the eastern treetops glowing orange through the field smoke [p. 20]

Character Based Literacy Program Write Ahead
Children of the River, Day 3

Name: _____

Date: _____

Using Punctuation: Commas Compound Sentences and to Separate

Write Ahead pp. 384-385 • *Children of the River* chapter 3

Step One

Read through *Write Ahead* pp. 384-385 and discuss when a comma should be used. Pay special attention to “In Compound Sentences” on p. 384, “To Separate Introductory Phrases and Clauses” on p. 384, “To Separate Adjectives” on p. 385 noting the two tests and the caution, and “To Set Off Explanatory Phrases” on p. 385.

Step Two

These are examples of compound sentences from the text. Revise to add commas and periods. Circle the coordinating conjunction that makes this a compound sentence instead a comma splice.

1. “A bundle of chopsticks cannot be broken like one alone” Naro reminded her and Soka added that even at the piecework rate Sundara might earn more by picking [p. 23]
2. A warmer place might have made her family’s exile from Kampuchea less harsh but they’d had to go where the sponsors could be found [p. 24]
3. And a sunnier climate alone would not be enough to lure her family away now not when they finally had a house of their own a new American subdivision house-and Naro was once again working as an accountant instead of a dishwasher [p. 24]

Step Three

These are examples of sentences with an explanatory phrase from the text. Revise to add commas and periods. Circle the explanatory phrase in the sentence. Some words have been added to make these phrases more clearly explanatory phrases.

1. But Soka and Naro thought the family should work together. “A bundle of chopsticks cannot be broken like one alone,” Naro reminded her of family unity, and Soka added that even at the piecework rate Sundara might earn more by picking [p. 23]
2. And, she suspected Soka’s intentions, her chaperone [p. 23]

Step Four

This is an example of a sentence where a comma is used to separate adjectives. Revise to add commas and periods. Circle both adjectives and underline the noun they are modifying.

Here the luminous newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside [p. 24]

Step Five

Revise the paragraphs by adding periods, question marks and commas where they belong.

Of course The Bonners always meant to be nice even if they sometimes said strange things And Mr. Bonner did seem pleased with her work had offered a full-time job all summer if she would work only for him But Soka and Naro thought the family should work together "A bundle of chopsticks cannot be broken like one alone " Naro reminded her and Soka added that even at the piecework rate Sundara might earn more by picking "Work more hours and help watch little Pon at the same time" Still the idea of guaranteed work had its appeal They hadn't forgotten the year the price fell so low on cherry tomatoes that Mr. Bonner couldn't afford to have them picked Finally they agreed to let Sundara work the Saturday markets Ravy would be her helper And she suspected, her chaperone. [p. 23]

"It is cold isn't it" Sundara said She envied the Cambodians who had left Oregon for the warmth of southern California. A warmer place might have made her family's exile from Kampuchea less harsh but they'd had to go where the sponsors could be found. And a sunnier climate alone would not be enough to lure her family away now not when they finally had a house of their own a new American subdivision house and Naro was once again working as an accountant instead of a dishwasher And at least Oregon was green Here the luminous newly sprouted grass fields surrounding Willamette Grove reminded her of the paddies of tender rice shoots covering the lowland Kampuchean countryside It was good to dwell among living things She thought of the refugees the resettlement people had sent to the cold gray cities of the northern states How could they bear it after the lush green and rich brown of Kampuchea [p. 24]

Character Based Literacy Program Write Ahead
Children of the River, Day 4

Name: _____

Date: _____

Using Punctuation: Semicolon and Comma Construction

Write Ahead pp. 386-387 • *Children of the River* chapter 4

Step One

Read through *Write Ahead* pp. 386-387 and discuss when a semicolon should be used and when a comma should be used. Pay special attention to “With Conjunctive Adverbs” on p. 387, including the list of conjunctive adverbs.

Step Two

These are clauses and phrases that occur in paragraphs in the reading on pp. 36-37 and 38 of the text. Please rearrange the clauses and phrases to create as many sentences as you can using a semicolon. Add words to create sentences where two independent clauses are joined together: this means each sentence will have to stand alone. Create other sentences with conjunctive adverbs. Be sure to create at least 5 sentences of each type. Some of the wording has been modified from the text.

she watched Cathy Gates swinging her hips
 flipping her little skirt up, showing off her thighs
 this was what Jonathan McKinnon liked
 she sighed
 perhaps she'd been mistaken
 thinking he meant to flirt with her at the market
 all week it seemed he'd been trying to play eye games with her in class
 staring at her so that she'd look
 she wouldn't look
 she'd been taught to sit face forward
 why would Jonathan McKinnon want to look at her anyway
 she was not like Cathy Gates at all [pp. 36-37]
 and Cathy Gates
 Sundara found herself staring at the girl
 she was fascinated with her face
 it looked as if it turned on and off with a switch
 one instant she'd be standing there with her hip cocked
 one elbow cradled in her other hand as she bit her thumb
 watching the players on the field
 something would happen in the game
 click her face would light up with a big smile
 she whirled to face the crowd clapping and prancing, her brown hair bouncing
 her skin was dark Sundara noticed
 it was light skin tanned dark
 this seemed to make all the difference to the Americans [p. 38]

Character Based Literacy Program Write Ahead
Children of the River, Day 5

Name: _____

Date: _____

Using Punctuation: Colon and Hyphen

Write Ahead pp. 388-390 • *Children of the River* chapter 5

Step One

Read through *Write Ahead* pp. 388-390 and discuss when a comma should be used. Pay special attention to “With Conjunctive Adverbs” on p. 387, including the list of conjunctive adverbs, and “To Form an Adjective” on page 390.

Step Two

In the following paragraph lists of information about the war like conditions of Phnom Penh are described. Revise the paragraph to use the introduce list format with a colon. This will require making word changes. Examples of possible details for your list are: cratered streets, rubble buildings, people with limbs missing, wounds bound in filthy bandages,

“What I see,” she told him, “is what the war does to the people. Before, Phnom Penh is a beautiful city, but by the end it’s crowded with refugees from the countryside. You know, they make a tent on all the sidewalk...” She trailed off. Sitting here in the peaceful autumn sunshine, all that seemed so long ago and far away. Did she really want to bring it back? The wretched women fanning clouds of flies from their sick-looking children. The stench of overflowing garbage rotting in the late dry-season heat. You couldn’t get that from television. The cratered streets, the rubble buildings, the people with limbs missing, wounds bound in filthy bandages, crusty with rust-red blood... [p. 46]

Step Three

Use a hyphen to join two or more words that work together to form a single [one thought] adjective]. Choose words from the text selection above “What I see” and the following selection. An example that already exists in the text is *sick-looking children*. One you could create is *cratered-rubble buildings*. Create at least five more from words in the two paragraphs, using a hyphen to join two or more words that work together to form a single [one thought] adjective].

“Yes! My father throw me on the pavement. My chest burn, I’m so scared. I feel the hot ground shake my face. Then he yank me up, drag me to the plane step. By now I don’t want to go at all, just want to stay with my family. I’m crying, but he doesn’t listen. I tell him, look, my elbow bleeding and his glasses have a crack, but he just shove me up with the people.” [p. 48]

Character Based Literacy Program Write Ahead
Children of the River, Day 6

Name: _____

Date: _____

Using the Symbol in Literature

Step One

Read through the definition for **symbol** in the Writing Techniques section of *Write Ahead* on p. 138 and discuss what symbols are, and how they are used in literature.

Step Two

In today's reading, discuss how these words are used as symbols.

She seemed perfectly normal except for one thing: her almost hysterical aversion to wearing any item of **red clothing**. A reminder of blood. [p. 57] In this first example, it seems fairly clear that, for the character, red clothing symbolizes blood.

Other key words in the text can be considered as symbols for other things as well. For example:

As the march from Phnom Penh began, Moni's time came, as the Khmer women sat, to swim the **Great River**. [p. 54] What is **Great River** a symbol for [spirituality, the flow of life]?

And now, in spite of everything, she'd gone through in the months that followed, everything that showed her just how sheltered she'd been and how little she'd understood of the war, this one thought still haunted her: Never would she stroll the Boulevard Monivong beneath the lavender jacarandas and blooming peacock trees, twirling a **painted parasol**. Not while her hair was still black, anyway, not while she was young and pretty. Shamefully foolish, this regret, but somehow she couldn't get rid of it. [p. 58] What is painted parasol a symbol for [carefree youth in her home country]?

They didn't understand that everyone had to have a **car**. And speaking of cars, wasn't it terrible the looks they got for driving shiny new ones? [p. 59] What is a car a symbol for [prosperity]?

Step Three

Write a sentence using each of these words as a symbol for the word that follows in the parentheses.

Red clothing [blood]

Great River [the ebb and flow of life]

Painted parasol [carefree youth in home country]

And these:

Freshly-baked cookies [comforts of home]

Starlit night [romance]

Character Based Literacy Program Write Ahead
Children of the River, Day 7

Name: _____

Date: _____

Understanding Literature: Types of Literature

Step One

Read through *Write Ahead* page 331-335-and then our focus is on page 332: **Types of Literature**. Read over the list, paying particular attention to descriptions that pertain to the text that we've been reading.

Step Two

Answer the following questions regarding these common types of literature:

1. The book "Children of the River" can be considered to be what type of literature?

[Nove]

2. This book has, within it, other examples of:

[allegory, myth, poetry, parable, prose, realism]

Where in the book can you find examples of these specific types of literature?

[The song lyrics on page 61 might be considered an **allegory**.]

[The story of the lady who cried to the Buddha, on page 100, can be considered as an **allegory, a myth, or a parable**.]

[Sundara's poem on pages 10-11 is an example of **poetry**.]

The story as whole can be considered as an example of **realism**.]

The story is also an example of **prose**.]

Step Three

Discuss, as a group, how these types of literature are represented by the examples given above. What is it about the story, and/or story specifics, that makes this true?

Character Based Literacy Program Write Ahead
Children of the River, Day 8

Name: _____

Date: _____

Understanding Literature: Elements of Fiction

Step One

Review *Write Ahead* page 331-335-and then our focus is on page 333: **Elements of Fiction**. Read over the list, paying particular attention to the descriptions that pertain to the text that we've been reading.

Step Two

Answer the following questions regarding the element of fiction : **Conflict**

The conflict portrayed in the book "Children of the River" can be considered as what type(s), as listed in Write Ahead?

[**Person Against Person** A problem between characters.]

[**Person Against Him or Herself** A problem within a character's own mind.]

[**Person Against Society** A problem between a character and society, school, the law, or some tradition.]

[**Person Against Fate (God)** A problem or struggle that appears to be beyond a character's control.]

Where in the book can you find **examples** of these specific types of **conflict**?

[**Person Against Person:** ["Me!" Soka was indignant. "What about you? You're not exactly humbling yourself for her advice all the time." P. 81]

[**Person Against Him or Herself:** Sundara waited to make sure he was finished. "Why do you play, then? Why don't you just quit?" "I don't know. It's hard to explain. Being on the team gets so tied in to who you are. p.87]

[**Person Against Society:** "Haven't you learned yet?" Naro said. "This is their country. They don't care about our ways. We are supposed to imitate *them*." p. 78

or "Anyway," he went on, "I don't need people putting me on a pedestal. It's more just this pressure of having to be what everybody wants me to be. My parents and all." P. 88]

[**Person Against Fate (God)** "You know, it's funny. My friend Clarston, he has this theory that I'm going to have a terrible crisis s someday when I don't get something I really want. Says everything' s always come too easily for me."]

Step Three

Discuss, as a group, how these types of literature are represented by the examples given above. What is it about the story, and/or story specifics, that makes this true?

Character Based Literacy Program Write Ahead
Children of the River, Day 9

Name: _____
Date: _____

Understanding Literature: Discussing Literature

Step One

Review *Write Ahead* page 331-335-and then our focus is on page 333: **Discussing Literature**. Read over the list, paying particular attention to the descriptions of how you might engage in meaningful dialogue concerning the shared reading material.

Step Two

Have the class form small groups to discuss the ideas listed in Write Ahead, focusing on the listed questions under the three main subject areas:

The Plot

The Characters

The Overall Effect

Refer to the text in Write Ahead for the specific questions provided under each subject area.

These questions pertain to individual opinions of the students. Each student should discuss and write down their opinions at a stopping point between each question.

Step Three

Have a class discussion which involves the presentation of the opinions of the students, by having each group take a turn presenting their answers to one of the questions listed. One student from each small group should be designated for each question that group is assigned to share with the class. Answers are the result of reading the collected written opinions of each member of the group for that particular question. Allow time at the end of the reading task for the sharing of comments/questions regarding the presented material.

Character Based Literacy Program Write Ahead
Children of the River, Day 10

Name: _____
Date: _____

Understanding Literature: Discussing Literature

Step One

Review *Write Ahead* from the chapter “Reading with Purpose”, then focus on page 297: “**Reading Fiction**”.

Step Two

Keeping in mind the suggestions listed for “Before you read . . .” and “As you read . . .” Have the class form small groups to reread the chapter, each student taking turns to read to the group.

Step Three

Following the suggestions for “After you read . . .,” discuss the chapter in small groups. Then, have each student write their conclusions down in their journals.

Character Based Literacy Program Write Ahead
Children of the River, Day 11

Name: _____
Date: _____

Peer Responding

Write Ahead pp. 73-76 • *Children of the River* chapter 11

Step One

Read through *Write Ahead* pp. 73-76 and discuss the writer's role, the listener's role, and helpful comments.

Step Two

The Author's Role: Students are to practice sharing their short product paragraphs with each other, in pairs, and then in small groups. They should follow the guidelines listed in *Write Ahead*.

Step Three

The Listener's Role: Students are to practice showing an interest in the writing, and in being respectful to the writer, by following the guidelines in *Write Ahead*.

Step Four

Have students fill out the RESPONSE SHEET, and exchange it with the writer.

RESPONSE SHEET

Writer's name: _____

Your name:- _____

Title: _____

I noticed . . .

I liked (enjoyed, appreciated) . . .

I would suggest . . .

Strong words, phrases, and images in the writing:

Character Based Literacy Program Write Ahead

Children of the River, Day 12

Name: _____
Date: _____

Peer Responding

Write Ahead pp. 127-131 • *Children of the River* chapter 12

Step One

Read through *Write Ahead* pp. 127-134 **The Art of Writing: Writing with Style**, and **Modeling the Masters**, and discuss the different ways of developing style.

Step Two

1. **Understanding Style:** Specific **words** and **phrases** reveal the attitude and personal creative flair of the character, Jonathan. Read the excerpt from page 129, paying particular attention to the words in bold:

“But that’s so unfair! I mean, I’m sorry I don’t read **sign language** or **eye language** or whatever it is I’m too much of an American **clod** to pick up on, but I was trying to say the right thing. You’re always saying how important families are, right? So I thought if I mentioned mine she’d at least realize I wasn’t just some **lone punk cruising the streets**.”

2. **Details:** Added **details** communicate individual style in writing. Read the following excerpt from page 130:

“He shifted from **one foot to the other** and looked down the hall away from her. **In the silence between them**, she heard the **dull hum of voices**, the **clinking of dishes from the cafeteria**. The **bell rang**.”

3. **Sentences:** The author Linda Crew uses a variety of sentence types: Simple, compound and complex. Read the excerpt from page 131:

(**complex**) “Heaven help her, if she let herself look into those eyes any longer, she’d be giving in again. “This is bad for both of us,” she said. (**simple**) “I think now they right in the beginning. (**compound**) When you ask me will I eat lunch with you, I should say no. Then we wouldn’t have a hurt like this now.”

Step Three

Modeling the Masters:

Pick a sentence or short passage from *Children of the River* that you would like to use as a model.

Copy it into your writing journal.

Think of a topic for writing practice. Follow the pattern of the excerpt that you’ve picked.

Build each sentence one at a time.

Review and eliminate unclear or confusing parts.

Share with the class.

RESPONSE SHEET

Writer's name: _____

Your name:- _____

Title: _____

I noticed . . .

I liked (enjoyed, appreciated) . . .

I would suggest . . .

Strong words, phrases, and images in the writing:

Character Based Literacy Program Write Ahead
Children of the River, Day 13

Name: _____
 Date: _____

Peer Responding

Write Ahead pp. 132-134 • *Children of the River* chapter 13

Step One

Read through *Write Ahead* pp. 132-134 **The Art of Writing: Using Strong, Colorful Words, and Knowing What to Change**, and discuss the different ways of developing style.

Step Two

Using Strong, Colorful Words: Specific nouns, verbs, and modifiers convey overall meaning, feeling, and sound to reading material.

1. **Nouns:** Read the excerpt from page 133, paying particular attention to the words in bold: “She always looked like a girl in one of those [drink, soda, **Coke**] ads on television.”

Read the sentence 3 times, using the 3 words in brackets, to gain an understanding of the impact of a **specific noun**, which make the writing more clear and colorful. Write a sentence structured like the one above, in which you pick general to more specific nouns.

2. **Verbs:** Specific action verbs tell the reader exactly what is happening. Read the following sentence from page 136, using the general, then the specific (actual) adjective, to compare the overall effect.

“After school, the rowdy boys on the bus [pushed, **shoved**] each other and [threw, **sent**] wads of paper whizzing past her as she gazed out at the gray sky.

3. **Modifiers: Adjectives-** Specific adjectives provide clear, interesting noun descriptions. Page 136 : “Soka had even surprised Sundara with a length of [shiny, **silvery**] blue silk to wear.”

Adverbs- Specific adverbs provide clear, interesting verb descriptions. Page 133: “Mrs. McKinnon waited, then spoke [slowly, **hesitantly**].”

Step Three

Knowing What to Change: Review the 5 suggestions for improving your writing. In small groups, take turns reading a selection from your journals, and ask for feedback its the effectiveness, based on these 5 criteria.

Character Based Literacy Program Write Ahead
Children of the River, Day 14

Name: _____
 Date: _____

Peer Responding

Write Ahead pp. 149-157 • *Children of the River* chapter 14

Step One

Read through *Write Ahead* pp. 149-157 **Autobiographical Writing**

Step Two

Writing Guidelines: Follow the suggestions in Write Ahead

Create a simple personal narrative, as suggested on page 152:

Based on the writing prompt for Chapter 14: Think of a memorable event, that took place over a short period of time that you wish to write about, that answers the prompt below, from our lesson on Chapter 14.

Create a quick list of basic facts

Edit your list as suggested

Write the first draft

Revise your writing

Edit your writing

Prompt

2. Think about an experience from your own life, when something bad happened, that you ended up feeling responsible for. This should be an example that you feel comfortable writing about. Write a paragraph (autobiographical- see 8. mini lesson from *Write Ahead*.) What happened, and how did you feel? Did you deserve punishment for this? If so, what kind of punishment, and for how long? Do you deserve to continue to feel bad about this incident indefinitely? Why or why not? If, on the other hand, you feel that your actions did not deserve punishment, why not?

Step Three

Assessment Rubric:

Follow the checklist of page 157 of *Write Ahead*.

Then, in small groups, take turns reading a selection from your journals, and ask for feedback regarding the quality of your writing from others, based upon the assessment rubric.

Character Based Literacy Program Write Ahead
Children of the River, Day 15

Name: _____
Date: _____

Journal Writing

Step One

Read *Write Ahead* pages 145-148 about journal writing.

Step Two

In response to the chapter that you just read, write a reader response journal entry on what you learned. Follow the guide on page 148 for inspiration on what to write on.

Step Three

After, write a dialogue journal about what you would ask and talk about with the main characters. What would you ask them? What would their response be? Why?

Character Based Literacy Program Write Ahead
Children of the River, Day 16

Name: _____
 Date: _____

Using Figurative Language in Literature

Step One

Read through the definition for **simile, metaphor, personification, hyperbole** in the Writing Techniques section of *Write Ahead* on p. 207 with particular emphasis on the use of the metaphor, as exemplified in the text. Discuss what metaphors are, and how they are used in literature.

Step Two

In today's reading, analyze the phrase:

For the next few days, she wore Jonathan's love like a warm cloak around her.
 [p. 159]

Why is this phrase considered a metaphor? Do you think that this phrase is effective? Why/why not? What thoughts and/or feelings does it provoke?

Other key words in the text can be considered as symbols for other things as well. For example:

He took a deep breath. "I may look like an old foggy to you," he said to Sundara, "but I'm not so old I don't remember what it feels like to be a seventeen-year-old boy. [p. 164]

What mental picture(s) does this phrase evoke in you? What's your idea of a foggy? What does he look/act like? Describe.

Step Three

Can you find other figurative language examples in the text?

Example:

"Yeah?" Hackenbruck said. "Wall, I'm not so sure he's functioning with all his screws tight these days. [p. 163]

Here are examples of a type of figurative language from chapter 15: Which one, and why?

When I read the words you wrote
 I thought my dying hour had come . . . [p. 147]

The rain stung her cheeks, plastered her jeans to her thighs. [p. 142]

For a disarming smile like his, she'd wink at the rules. [p. 156]

Step Four

Compose some examples of each form of figurative language:

Simile:

Metaphor:

Personification:

Hyperbole:

Character Based Literacy Program Write Ahead
Children of the River, Day 17

Name: _____
Date: _____

Writing Stories

Children of the River **Chapter 17, Write Ahead** pages **191-200**

Step One

Skim through *Write Ahead* pages 191-200, with particular attention paid to the **Story Patterns** section on page 199.

Step Two

Look over the six different sections and create a one sentence example of each, just as they do on page 199. Be creative.

Step Three

Explore the current chapter and determine from the six sections of stories described on page 199 which section the chapter falls under. Why would this be the case? Could it be more than one section?

Character Based Literacy Program Write Ahead
Children of the River, Day 18

Name: _____
Date: _____

Writing Summaries

Children of the River **Chapter 18, Write Ahead** pages **215-218**

Step One

Read page *Write Ahead* pages 215-218 paying close attention to the **Writing Guidelines** section.

Step Two

First gather details from the chapter you just read. Rank the most important details and be able to explain why they are the most important.

Step Three

Compose a summary of the chapter using this list and the guidelines discussed in *Write Ahead*.

Character Based Literacy Program Write Ahead
Children of the River, Day 19

Name: _____
Date: _____

Thinking and Writing

Write Ahead pp. 273-280 • *Children of the River* chapter 19

Step One

Read through *Write Ahead* pp. 273-280 and discuss techniques for learning how to think clearly.

Step Two

Focus on the recall section. Notice how they display a test. Write a test of things that happened in the chapter, and give it to your neighbor to complete.

Step Three

Recall journal writing. Using a journal format, write an entry about the chapter and why you why the things that characters did were courageous or not. What would you do? Use the evaluate and synthesize sections for inspiration.

Character Based Literacy Program Write Ahead
Children of the River, Day 20

Name: _____
Date: _____

Writing Paragraphs

Write Ahead pp. 95-106 • *Children of the River* chapter 20-21

Step One

Read through *Write Ahead* pp. 95-106 and discuss how to pre-write and include details.

Step Two

Look over the chapter in *Children of the River* that you just read, and choose a paragraph that you thought was particularly strong. Read it over, and think about why you thought it was a good one.

Step Three

Then circle glance over the *Write Ahead* lesson. Were details the key to making it a key paragraph? Write down the things from the *Write Ahead* lesson that the paragraph in the book was good at doing.