

Character Based Literacy Program Write Ahead
The Circuit, Day 1

Name: _____
Date: _____

Read: Traits of Effective Writing, pages 19 - 20

Activity: After reading pages 19-20, answer the following questions:

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.

Read: Writing Basic Sentences, pages 83-84

Activity: After reviewing pages 83 and 84 answer the following and then underline the part of the sentence discussed in the question in the example that proceed.

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

a. Roberto was quiet.

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

a. I think the train comes from California.

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. Francisco liked the train.

b. Francisco and Roberto played games on the railroad tracks.

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. Francisco and Roberto played games on the railroad tracks.

b. Francisco ate and read on the train.

Character Based Literacy Program Write Ahead
The Circuit, Day 2

Name: _____

Date: _____

Read: Read the example given for *stimulating ideas* on page 21. Then, using *Soledad* from *The Circuit*, identify a paragraph that shows the trait stimulating ideas.

Activity: Using page 86 from *Write Ahead*, have 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. Had not picked as much cotton as wanted.

b. I quietly over to the row nearest the car and cotton for the first time.

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

a. I had not picked as much cotton as I had wanted to the pile was only about two feet high.

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

a. The woman drove all night, at dawn we reached a tent labor camp on the outskirts of Guadalupe, a small town on the coast.

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

a. We walked along the wire wall until Papa spotted a small hole underneath the fence and papa got on his knees and, with his hands, made the opening larger and we all crawled through like snakes and a few minutes later we were picked up by a woman whom Papa had contacted in Mexicali.

Character Based Literacy Program Write Ahead
The Circuit, Day 3

Name: _____

Date: _____

Read: Page 21 Writing Traits in Action and Page 87 Sentence Agreement,

Activity: Read the example given for *Logical Organization* on page 21. Then, using *Inside Out* from *The Circuit*, identify a paragraph that shows the trait logical organization.

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. Francisco travel/travels to school by bus.

- b. Francisco's grandparents live/lives in Mexico.

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

- a. Francisco and Roberto travel/travels to school by bus.

- b. Mama and Papa like/likes to eat as a family.

3. 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. His parents or Francisco baby-sit/baby-sits for Trampita.

- b. Francisco or his parents baby-sit/baby-sits for Trampita.

Character Based Literacy Program Write Ahead
The Circuit, Day 4

Name: _____
Date: _____

Read: Read the example given for *Engaging Voice* on page 22 with the class. Then, using *Miracle in Tent City* from *The Circuit*, identify a paragraph that shows the trait engaging voice.

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. Francisco, along with his family. work/works in the fields.
- b. A group of workers pick/picks cotton in the sweltering heat.
- c. The Jimenez's, a new family, is/are from Jalisco, Mexico.
- d. From the tent come/comes a loud cry.
- e. From the tent come/comes two loud screams.
- f. Has/Have your parents returned from the hospital?
- g. Has/Have your brother returned from the hospital?

2. Infinite 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 100 degrees.
- b. Everybody in the family was/were praying for Torito to come home.
- c. Most of Francisco's friends live/lived in the labor camp.

Character Based Literacy Program Write Ahead
The Circuit, Day 5

Name: _____

Date: _____

Read: Read the example given for *Engaging Voice* on page 22 with the class. Then, using *Miracle in Tent City* from *The Circuit*, identify a paragraph that shows the trait engaging voice.

Activity: Write an original paragraph of using Engaging Voice

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. I think/thinks it's in his stomach.
- b. Francisco pray/prays for Torito to recover quickly.
- c. Francisco feel/feels Mama is lying about Torito
- d. Mama and Papa are/is taking Torito to the hospital
- e. You can see him when he come/comes home.
- f. He said it would take/takes a miracle
- g. The egg will draw/draws out his sickness

2. Infinite 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. Everybody in the camp was/were worried about Torito
- b. Nobody could sleep while Torito was/were staying in the hospital
- c. None of the tricks tried/trys by Dona Maria worked/works on Torito

Character Based Literacy Program Write Ahead
The Circuit, Day 6

Name: _____
Date: _____

Read: Original Word Choice on page 22. Then using El Angel de Oro from The Circuit. Identify a paragraph that shows Original Word Choice.

Activity: Sentence Problems. After reviewing page 89, sentence problems, 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. While walking to school Francisco walked with Miguelito who was walking to school also.

- b. Francisco picked up the fish from the water in the puddle to move it into a can of water to carry the fish in water to his neighbor's cabin.

2. Double Subjects: Check for pronouns that immediately after the subject, then rewrite the sentence using the rule regarding double subjects.

- a. Francisco's shoes needed to be fixed. His mother said she would take care of doing it.

- b. Francisco and Miguelito were going to fish. Miguelito said he would make the fishing poles tomorrow.

Character Based Literacy Program Write Ahead
The Circuit, Day 7

Name: _____

Date: _____

Read: Read the example given for *Original Word Choice* on page 22 with the class. Then, using *Christmas gift* or *El Angel de Oro* from *The Circuit*, have the student identify a paragraph that shows the trait Original Word Choice.

Activity: Write an original paragraph of using Engaging Voice

Read:

Activity: Sentence Problems. After reading page 89, sentence problems correct the following sentences.

1. Pronoun-Antecedent Agreement: Make sure the pronouns in your sentences agree with their antecedents.
 - a. The Jimenez family listened to the couple, and they/he decided not to buy anything.
 - b. Everyone wanted to open his or her/their present first.
 - c. The student council members listened to the president, and then they/he or she asked questions.

Character Based Literacy Program Write Ahead
The Circuit, Day 8

Name: _____
Date: _____

Read: Effective Sentence Style page 23 and Sentence Problems page 90.

Activity: Read the example given for *Effective Sentence Style* on page 23. Then, using *Death Forgiveness The Circuit*, identify a paragraph that shows the trait Effective Sentence Style.

Student Activity: Sentence Problems. After reviewing page 90, sentence problems, have the student 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 it replaces.
 - a. After the Francisco's parrot died, he/they were very upset and prayed for his/their father.
 - b. When the family heard of the death, they/he were/was very upset and prayed for his/their father.
2. Double Negative: Cross out the one of the negative to make the sentence correct.
 - a. After the death of El Perico, Francisco didn't hardly know what to do.
 - b. Francisco couldn't barely handle the death of El Perico .
3. Confusing OF and HAVE: Circle the correct word in the sentences below.
 - a. . Francisco felt like he could have/of had his heart ripped out.
 - b. If Catarina came over to the cabin, then El Perico 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 El Perico died Francisco, Roberto and Trampita held a funeral.

Character Based Literacy Program Write Ahead
The Circuit, Day 9

Name: _____
Date: _____

Read: Effective Sentence Style page 23 and Sentence Problems page 90.

Activity: Read the example given for *Effective Sentence Style* on page 23 with the class. Then, using *Cotton Sack* from *The Circuit*, have the student identify a paragraph that shows the trait Effective Sentence Style.

Activity: Sentence Problems. After reviewing page 90, sentence problems, have the student 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 it replaces.
 - a. During that four-day weekend, Francisco was determined to prove to Papa/him that he should get his/he own sack.
 - b. When Francisco walked over to Papa, he/they looked frustrated and disgusted at him/them.
2. Double Negative: Cross out the one of the negative to make the sentence correct.
 - a. Francisco was so cold he couldn't hardly feel his hands.
 - b. Francisco didn't want no one to know what he did to warm his hands.
3. Confusing OF and HAVE: Circle the correct word in the sentences below.
 - a. Francisco should of/have stayed at the fire because it was so cold.
4. Misplaced modifiers: Make sure your modifiers are close to the words they describe. Make corrections to the following sentences.
 - a. After working in the fields all day, Rorra met with Papa.

 - b. Trampita watched in the car with Torito, Ruben, and Rorra.

Character Based Literacy Program Write Ahead
The Circuit, Day 10

Name: _____

Date: _____

Read: Correct, Accurate Copy on page 23 and Combining Sentences on page 91.

Activity: Read the example given for *Correct, Accurate Copy* on page 23. Then, using any part of *The Circuit*, identify a paragraph that shows the trait Correct, Accurate Copy.

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

1. Combine the following:

- a. Papa wants to buy a car.
- b. He wants a car that runs well.
- c. He wants a car for a good price.

2. Combine the following;

- a. Francisco loves Mama.
- b. He also loves his Papa.
- c. He also loves his bother and sisters.

Character Based Literacy Program Write Ahead
The Circuit, Day 11

Name: _____

Date: _____

Read: Evaluating Your Writing on page 24 and Combining with Key Words on page 92.

Activity: Read *Evaluating your Writing* on page 23 . Then, using *Learning the Game*, from *The Circuit*, assess the short story using the Assessment Rubric.

Student Activity: Use a Key Word and Series of Words. After reviewing page 92, Use a Key Word and Use a Series of Words, 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 _____.

Character Based Literacy Program Write Ahead
The Circuit, Day 12

Name: _____
Date: _____

Read: Read the example given for *stimulating ideas* on page 21. Then, using To Have and to Hold from *The Circuit*, identify a paragraph that shows the trait stimulating ideas.

Activity: Write the paragraph you identify that shows stimulating ideas and explain how Francisco Jimenez creates them.

Activity: Using page 86 from *Write Ahead*, have 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. Had not picked as many strawberries as wanted.

b. Papa did not us to live in Mr. Sullivan's old garage again.

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

a. I didn't go to school what I do know I learned from listening to corridos and to your abuelita Estefania.

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

a. Papa reached out, took my right hand, placed the penny in it saying, "You can have it. This way you'll never forget the year I was born.

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

a. As soon as the last bell rang, we both ran to his house which was only three blocks away and when I walked in I was amazed I had never been inside a house before and the rug under my feet felt like a sack full of cotton.

Character Based Literacy Program Write Ahead
The Circuit, Day 13

Name: _____

Date: _____

Read: Page 21 Writing Traits in Action and Page 87 Sentence Agreement,

Activity: Read the example given for *Logical Organization* on page 21. Then, using To Have and To Hold from *The Circuit*, identify a paragraph that shows the trait logical organization.

Activity: Write the paragraph you identify that shows Logical Organization and explain how Francisco Jimenez creates them.

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. Francisco walk/walks to school to school every day.

- b. Francisco and his family live/lives in a tent labor camp.

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

- a. Francisco and Roberto travel/travels to the fields in the Carcachita.

- b. Francisco and Rorra like/likes to collect pennies.

3. 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. Francisco and Roberto carry/carries the kerosene into the kitchen for Mama.

- b. Roberto and Francisco carry/carries the kerosene into the kitchen for Mama.

Character Based Literacy Program Write Ahead
The Circuit, Day 14

Name: _____

Date: _____

Read: Read the example given for *Engaging Voice* on page 22 with the class. Then, using *Moving Still* from *The Circuit*, identify a paragraph that shows the trait engaging voice.

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. Francisco, along with his family fear/fears La migra.
- b. A group of workers pick/picks cotton in the sweltering heat.
- c. Francisco and Roberto are/is to tell anyone who asks they are from Colton, Ca.
- d. Has/Have your parents returned from the working the fields?
- e. Has/Have your brother returned from the school?

2. Infinite 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 want/wants to stay in Corcoran.
- b. Everybody in the family was/were hoping to avoid la migra.
- c. All of the boys in Francisco's class had grew/grown while he was away.

Character Based Literacy Program Write Ahead
The Circuit, Day 15

Name: _____
Date: _____

Read: Evaluating Your Writing page 24

Activity: Use the Rubric from page 24 to evaluate another one of their writing prompts from the last two days.

Student Activity: Sentence Problems. After reviewing page 89, sentence problems, have the student 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. Francisco's back was killing him, Roberto pressed down on his back so that his back would feel better .

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

- a. The Jimenez family listened to the couple, and they/he decided not to buy anything.
 - b. Everyone wanted to open his or her/their present first.
 - c. The student council members listened to the president, and then they/he or she asked questions.