

Write AHEAD page 100

Directions: Fill in the blanks below to answer the questions in complete sentences.

1. In an expository paragraph, the writer shares _____.

2. In an expository paragraph, the writer explains a _____, gives

_____, or shows _____.

_____.

3. _____ are used to help the reader

follow the ideas in expository writing.

4. Locate one expository paragraph in today's reading. Copy it below:

5. What characteristics make your chosen paragraph expository?

Write AHEAD page 100

Directions: Answer the questions in complete sentences.

1. What is the topic sentence of the paragraph “How to Put ‘Twisties’ in Your Hair?”

2. List three details from the body of the paragraph?

3. What is the closing sentence of the paragraph?

4. Write a topic sentence for an expository paragraph about the story of *Julius Caesar*.

Write AHEAD page 108-109

Directions: Answer the questions in complete sentences.

1. In an expository essay, there is a _____, _____,
and _____.
2. In an expository essay, all of the above three parts _____
_____.
3. There are _____ body, or middle, paragraphs in this
expository essay.
4. The ending paragraph summarizes the _____
_____.
5. Based on the essay, fill in the graphic organizer below.

Beginning	
Middle	
End	

Write AHEAD page 110

Directions: Answer the questions in complete sentences.

Gathering Details:

1. List all of your _____ about the topic.
2. _____ your list to determine _____
_____.
3. Collect _____ as needed.
4. When gathering details, look for _____, _____,
and _____ that will support or explain your topic.
5. Explain the following:
 - a. Facts: _____

 - b. Examples:

 - c. Quotations:

Write AHEAD page 110

Directions: Answer the questions in complete sentences.

1. What is the formula for a thesis statement?

Forming a Thesis Statement:

+ _____

= _____

2. Write a thesis statement for an essay explaining your answer to the question:
who is a better leader, Cassius or Brutus?

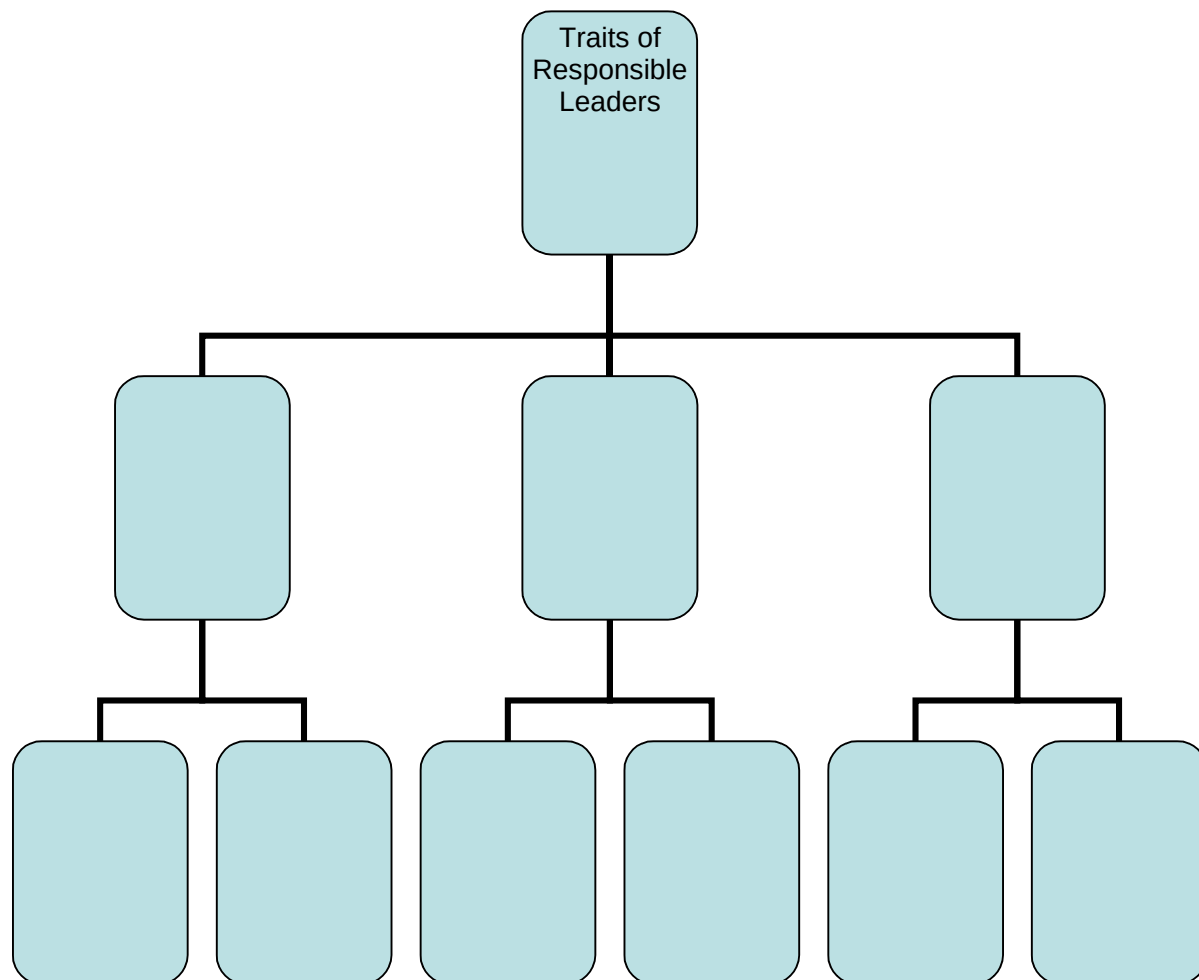
+ _____

= _____

Write AHEAD page 111

Directions: Using the traits of effective leadership you listed on your bookmark on day 4, and the diagram on page 111 as a guide, fill in the chart below about responsible leadership.

Remember: Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.



Write AHEAD page 111

Directions: Answer the questions in complete sentences.

1. In a beginning paragraph, the writer should start with _____

_____.
Then, the writer should state _____.
2. What is another academic term used to describe beginning paragraphs? _____
3. In the middle paragraphs, a writer should _____ information that _____. Also, the writer should _____.
4. What is another academic term used to describe middle paragraphs?

5. In the closing paragraph, _____,
_____,
and also remind readers _____.
_____.
6. What's another academic term used to describe a closing paragraph?

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When writing about a person, you should _____,
_____, _____ and
_____ to collect plenty of information about your
subject.

2. Choose a partner. Gather as many details as you can about this person, _____ and fill
in the table below.

Observe	
Investigate	
Remember	
Compare	

Write AHEAD page 185

Directions: Today, we'll be analyzing Brutus. Answer the questions below with the information you know about Brutus so far.

Ideas for Literary Analysis: Characterization

1. So far, Brutus has changed from _____ to _____ in the story.
2. List at least one item in each category that influenced Brutus' decision to participate in the conspiracy.

Person	
Place	
Event	
Idea	

3. Is Brutus a believable character? _____

Why or why not? _____
_____.

4. _____ is Brutus' most revealing character trait.

5. Brutus relies on _____ for guidance. Is this person

helpful? _____

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When writing about a place, you should _____,
_____, _____ and
_____ to collect plenty of information about the
place.

2. Look around the classroom. Gather as many details about it as you can, and fill in the chart below.

Observe	
Remember	
Analyze	
Compare	

Write AHEAD page 185

Directions: Today, we'll be analyzing the setting of *The Tragedy of Julius Caesar*. Answer the questions below.

Ideas for Literary Analysis: Setting

1. List three ways that the setting affects the characters in *The Tragedy of Julius Caesar*.

a. _____

b. _____

c. _____

2. List two ways that the setting affected the plot.

a. _____

b. _____

3. How did the setting help you understand Rome in 44 BCE?

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When writing about a place, you should _____,
_____, _____ and
_____ to collect plenty of information about the
place.

2. Look around the classroom. Gather as many details about it as you can, and fill in the chart below.

Observe	
Remember	
Analyze	
Compare	

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When describing or writing a definition, you should assign your term to a

_____ or _____ of similar objects or ideas.

Then, list the special _____ - that make this object
different from other objects in that class.

Term	Great Leaders
Class	
Characteristics	

Write AHEAD page 185

Directions: Answer the questions about the theme in *Julius Caesar* in complete sentences.

1. A **theme** is defined as _____
_____.

2. _____ and _____ are the themes in
Julius Caesar.

3. William Shakespeare makes what point about Rome in 44 BCE?

_____.

4. *Julius Caesar* showed me what it is like to be _____

_____.

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When writing about an object, you should tell your readers why the object is _____ or _____ to you or to the story.

2. When you write about an object, you should _____, _____, and _____ it.

3. Fill in the chart below about an important object from *Julius Caesar*. You might choose the sword Brutus used to kill Caesar, the will Antony reads, or Caesar's throne in the Senate.

Observe	
Ask	
Research	who?
	what?
	when?
	where?
	why?

Write AHEAD page 112

Directions: Answer the questions in complete sentences.

1. When writing about or describing an event, include enough

_____ to make the event _____. Focus on
the _____ or on one _____.

2. Fill in the chart below about the events of Caesar's funeral.

Observe	
Remember	
List	who?
	what?
	when?
	where?
	why?

Write AHEAD page 113

Directions: **Answer the questions in complete sentences.**

1. When writing an explanation, make your topic _____ to

_____.

2. Why is it important to use clear and concise language in an explanation?

_____.

3. Use the table below to explain how the senators planned the conspiracy and murdered *Julius Caesar*.

Observe – what details do you remember from the film and play?	
Ask – Talk to a partner about why you think Caesar was killed.	
Research - Go back in the book and list the steps that Cassius took to plan the conspiracy.	

Write *AHEAD* page 186

Directions: Read “A Positive Influence” on p. 186, and then answer the questions in complete sentences.

1. What is the thesis of this essay? _____
_____.
2. What is the focus of the essay? _____
_____.
3. List three details from the essay:
 - _____.
 - _____.
 - _____.
4. What does the author state in the closing? _____
_____.
5. Write a thesis sentence for an essay about which character from *Julius Caesar* was the most responsible leader.

Write AHEAD page 114

Directions: Read the guidelines for developing two-part essays on page 114. Then choose one of the graphic organizers on page 115, and create your own cause/effect organizer about the choices *Julius Caesar's* best leader made, and what effect those choices had.

You may fill in this organizer, or create your own on the back.

Causes/Effects of Leadership	
Subject: My leader _____ was the best leader.	
<u>Causes (choices)</u> • • • • • • • • • • •	<u>Effects</u> • • • • • • • • • • •

Write AHEAD page 116

Directions: Fill in the blanks below to create your own Assessment Rubric for an Expository Essay.

_____ **IDEAS**

the essay...

- contains an effective _____ statement.
- contains specific facts, examples, or _____ to support the thesis.
- thoroughly informs readers.

_____ **LOGICAL** _____

- includes a clear _____, a _____ middle, and an effective _____.
- presents ideas in an _____ manner.
- uses _____ to link sentences and _____.

_____ **VOICE**

- speaks _____ and knowledgeably.
- shows that the writer is truly _____ in the topic.

_____ **WORD CHOICE**

- explains or defines any _____ terms.
- contains _____ nouns and active _____.

_____ **EFFECTIVE** _____ **STYLE**

- flows _____ from one _____ to the next.
- shows a _____ of sentence lengths and structures.

_____ **CORRECT,** _____ **COPY**

- _____ the basic rules of writing.
- follows the _____ required by the teacher, or follows some other _____ design.

Write AHEAD page 116

Directions: Use this rubric to assess yesterday's writing task. How can you improve your work?

___ **STIMULATING IDEAS**

the essay...

- contains an effective thesis statement.
- contains specific facts, examples, or quotations to support the thesis.
- thoroughly informs readers.

___ **LOGICAL ORGANIZATION**

- includes a clear beginning, a strong middle, and an effective ending.
- presents ideas in an organized manner.
- uses transitions to link sentences and paragraphs.

___ **ENGAGING VOICE**

- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the topic.

___ **ORIGINAL WORD CHOICE**

- explains or defines any unfamiliar terms.
- contains specific nouns and active verbs.

___ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from one idea to the next.
- shows a variety of sentence lengths and structures.

___ **CORRECT, ACCURATE COPY**

- observes the basic rules of writing.
- follows the format required by the teacher, or follows some other effective design.