

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 1**

Name: _____

Date: _____

Introduction to Autobiographical Writing

Write Ahead Autobiographical Writing: pp. 48, 149-157, 332 • *The Outsiders* chapter 1, pp. 3-12

Step One

Read through *Write Ahead* pp. 48, 149-157, 332, and discuss the definition of autobiographical writing. Review the information presented in *Write Ahead*. The specific steps in writing an autobiography will be presented sequentially throughout the unit. Supplemental exercises in the mechanics of writing will be interspersed with a study of the process of writing autobiographically.

Step Two

Present aloud to the class:

Introduction to Autobiographical Writing

This is a powerful type of writing because you are in control of what you write: you write about your personal experiences. This is satisfying because it allows you to:

- Relive important times of your life.
- Learn about yourself.
- Establish your special place in the world.

The chapter contains two types of autobiographical writing: Narrative and Phase Autobiography. There is a list of writing guidelines, and an assessment rubric. We will cover the suggested steps to successful writing of autobiographical material during this unit, as we read *The Outsiders*.

Read the Sample Personal Narrative on pages 150-151. Take note of the three major subdivisions of the text:

Beginning: Opening paragraph, sets the scene.

Middle: Shares details of the experience. Add your own feelings.

End: Explain the importance of the experience.

Step Three

After writing a paragraph from the 10. Extend portion Prompt of the lesson, identify the Beginning, Middle and End of your writing, as explained above. Make sure that your writing follows the suggested structure.

Character Based Literacy Program Write Ahead
The Outsiders, Day 2

Name: _____

Date: _____

Basic Elements of Writing: Writing Basic Sentences

Basic Elements of Writing: pp. 83-84, Basic Parts of a Sentence • *The Outsiders* chapter 1, pp. 12-18.

Step One

Read through *Write Ahead* Basic Elements of Writing: pp. 83-84, Basic Parts of a Sentence. As stated, all sentences have two basic parts, a subject and a predicate.

Step Two

A key paragraph for today's lesson is presented below. Underline all of the subjects, and circle all of the predicates (verbs) of the sentences in the paragraph.

We're poorer than the Socs and the middle class. I reckon we're wilder, too. Not like the Socs, who jump greasers and wreck houses and throw beer blasts for kicks, and get editorials in the paper for being a public disgrace one day and an asset to society the next. Greasers are almost like hoods; we steal things and drive old souped-up cars and hold up gas stations and have a gang fight once in a while. I don't mean I do things like that. Darry would kill me if I got into trouble with the police. Since Mom and Dad were killed in an auto wreck, the three of us get to stay together only as long as we behave. So Soda and I stay out of trouble as much as we can, and we're careful not to get caught when we can't. I only mean that most greasers do things like that, just like we wear our hair long and dress in blue jeans and T-shirts, or leave our shirttails out and wear leather jackets and tennis shoes or boots. I'm not saying that either Socs or greasers are better; that's just the way things are. [p. 3]

Step Three

How many sentences have compound subjects? _____

Compound predicates? _____

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 3**

Name: _____

Date: _____

Introduction to Autobiographical Writing

Write Ahead Autobiographical Writing: pp. 152, Writing Guidelines-Prewriting. • *The Outsiders* chapter 2, pp. 19-31.

Step One

Read through *Write Ahead* p. 152, Writing guidelines and discuss Prewriting Tasks: Choosing a Topic, and Gathering Details.

Choosing a Topic:

Any memorable event that's taken place over a short period of time.

Note: We will use the Writing Prompts at the end of the day's lessons to provide subject matter for writing.

Gathering Details: General Guide-

- Jot down things as you remember them.
- Make a list.
- Omit unimportant information.
- Move things into the right order.
- Add important details.
- Use your corrected list for your first draft.

Step Two

Again, refer to the writing Prompt, 10. Explore section of the lesson plan. Use the general guide for gathering details (stated above) while creating your paragraph.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 4**

Name: _____

Date: _____

Basic Elements of Writing

Basic Elements of Writing: p. 85, Basic Sentence Patterns • *The Outsiders*
chapter 2, .pp 31-36

Step One

Read through *Write Ahead* Basic Elements of Writing: pp. 85, Basic Sentence Patterns.

Step Two

Excerpts from today's lesson is presented below. Underline all of the subjects, circle all of the predicates (verbs), and highlight in yellow, all of the direct and indirect objects of the sentences in the paragraph.

I wouldn't have felt so embarrassed.

I wouldn't have felt so embarrassed if they had been greasy girls.

I wouldn't have felt so embarrassed if they had been greasy girls-I might even have helped old Dallas.

They were tuff-looking girls.

They were tuff-looking girls-dressed sharp and really good looking.

They looked about sixteen or seventeen.

One had short dark hair.

One had short dark hair, and the other had long red hair.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 5**

Name: _____

Date: _____

Introduction to Autobiographical Writing

Write Ahead Autobiographical Writing: p. 153 • *The Outsiders* chapter 3, pp. 37-44

Step One

Read through *Write Ahead* p. 153, and discuss the definition of writing the first draft. Review the information presented in *Write Ahead*.

1. Place yourself in the middle of the action.
2. Set the scene by beginning with background information.

Step Two

As has been done on previously, make use of the guidelines in *Write Ahead* as you write the Prompt portion of 10. Explore of today's lesson. When you write the rough draft of your paragraph, try using one of the two suggested approaches above.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 6**

Name: _____

Date: _____

Basic Elements of Writing: Sentence Errors

Write Ahead Autobiographical Writing: p. 153 Basic Elements of Writing: p. 86, Sentence Errors • *The Outsiders* chapter 3.

Step One

Read through *Write Ahead* Basic Elements of Writing: pp. 86, Sentence Errors.

Step Two

A key paragraph for today's lesson has been altered to include sentence errors presented below.

Sentence Fragment:

Incorrect: was beginning to relax and wonder if running away was such a great idea.

Correct:

Incorrect: couldn't stop me from living in my own house.

Correct:

Run-on Sentence:

Incorrect: I was sleepy and freezing to death and I wanted to be home in bed safe and warm under the covers with Soda's arm across me.

Correct:

Incorrect: It was my house as much as Darry's and if he wanted to pretend I wasn't alive that was just fine with me.

Correct:

Comma Splice:

Incorrect: I was sleepy and freezing to death, I wanted to be home in bed safe and warm under the covers with Soda's arm across me.

Correct:

Incorrect: It was my house as much as Darry's, if he wanted to pretend I wasn't alive that was just fine with me.

Correct:

Rambling Sentence:

Incorrect: I was sleepy and freezing to death, and I wanted to be home in bed safe and warm under the covers with Soda's arm across me, and I decided I would go home and just not speak to Darry.

Correct:

Incorrect: It was my house as much as Darry's, and if he wanted to pretend I wasn't alive that was just fine with me, and he couldn't stop me from living in my own house.

Correct:

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 7**

Name: _____

Date: _____

Introduction to Autobiographical Writing

Write Ahead Autobiographical Writing: p. 153, Revising • *The Outsiders* chapter 4, pp. 53-60.

Step One

Read through *Write Ahead* p. 153, and discuss the definition of writing the revision. Review the information presented in *Write Ahead*.

3. Choose a passage that you've written.
4. Have another student read your piece to see if any parts are unclear.

Step Two

As before, follow the Write Ahead guidelines when writing the 10. Explore Prompt

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 8**

Name: _____

Date: _____

Basic Elements of Writing: Sentence Agreement

Write Ahead Basic Elements of Writing: p. 87, Sentence Agreement • *The Outsiders* chapter 4, pp. 61-67.

Step One

Read through *Write Ahead* Basic Elements of Writing: pp. 87, Sentence Agreement.

Step Two

Text passages from today's lesson have been altered to include sentence errors presented below.

One Subject:

Incorrect: The next thing I knew I were lying on the pavement beside the fountain, coughing water and gasping.

Correct:

Incorrect: There is things worse than being a greaser.

Correct:

Compound Subjects Connected by AND

Incorrect: I wonder what Darry and Sodapop is doing right now, I thought, yawning.

Correct:

Compound Sentences Connected by OR

Incorrect: Two-Bit or Steve give the orders to start.

Correct:

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 9**

Name: _____

Date: _____

Introduction to Autobiographical Writing

Write Ahead Autobiographical Writing: p. 155, Sample Phase
Autobiography • *The Outsiders* chapter 5, pp. 68-76.

Step One

Read through *Write Ahead* p. 155, and discuss the definition of a Phase Autobiography. Review the information presented in *Write Ahead*.

Step Two

Again, when writing the Prompt paragraph for 10. Explore part of this lesson, try to utilize the guidelines presented in *Write Ahead*. While you write about your personal experience, try writing in a manner that involves a more extended period of time, as with a phase autobiographical approach. The writing Prompt for today's lesson lends itself to this type of approach. Be careful to select only important details.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 10**

Name: _____

Date: _____

Basic Elements of Writing: Sentence Problems

Write Ahead Basic Elements of Writing: p. 89-90, Sentence Problems • *The Outsiders* chapter 5, pp. 77-84.

Step One

Read through *Write Ahead* Basic Elements of Writing: pp. 89-90, Sentence Problems

Step Two

Text passages from today's lesson have been altered to include sentence errors presented below.

Wordy Sentences

Incorrect: One morning I woke up earlier than usual in the morning.

Correct:

Incorrect: Johnny and I slept huddled together for warmth because we were cold- Dally had been right when he said it would get cold where we were going so we wanted to get warm.

Correct:

Double Subjects

Incorrect: The dawn it was covered with mist, and sometimes little pieces of it broke off and floated away in small clouds.

Correct:

Pronoun-Antecedent Agreement:

Incorrect: The clouds changed from gray to pink, and the mist were touched with gold.

Correct:

Pronoun Shift

Incorrect: There was a silent moment when everything held their breath, and the sun rose.

Correct:

Double Negative

Incorrect: Nobody seemed to not mind, and Johnny and I really liked to go.

Correct:

Confusing OF and HAVE

Incorrect: Johnny must of woke me up and told me to jump, but I didn't remember it.

Correct:

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 11**

Name: _____
Date: _____

Autobiographical Writing

Write Ahead Evaluating Autobiographical Writing: p. 157, Assessment Rubric • *The Outsiders* chapter 6, pp. 85- 90.5

Evaluating Autobiographical Writing: Assessment Rubric

Step One

Read through *Write Ahead* p. 157, and discuss the process of Evaluating Autobiographical Writing. Study the Assessment Rubric presented in *Write Ahead*. *A copy of the list is provided on the last page of this lesson.*

Step Two

After the students have completed their EXTEND writing assignments for Week 3, Day 1, (Chapter 6), They should exchange their paragraphs with a partner for practice evaluation, using the Write Ahead rubric. Copies of the rubric sheet (last page) can be distributed to the class for them to refer to when checking their work, or the work of others on future assignments.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 12**

Name: _____

Date: _____

Writing Paragraphs: The Parts of a Paragraph

Writing Paragraphs: The Parts of a Paragraph: p. 95-97 • *The Outsiders*
 chapter 6, pp. 90.5- 99.

Step One

During this unit, students are asked to write paragraphs as a part of the Extend portion of each lesson. Thus, it is helpful for them to study the Write Ahead chapter on writing paragraphs, pg. 95. Students should read the sample paragraph on page 96.

Definition: As stated, a paragraph is a special unit of writing that does more than a typical sentence, and less than a typical essay. It is a building block for all writing assignments. A paragraph consists of a number of sentences that give the reader a complete picture or idea of a topic. The first sentence often identifies the topic, and the other sentences support it.

There are three main parts to a paragraph:

1. Topic sentence-Tells what the paragraph is about. 1.) names the topic
 2.) States feelings about it.
2. Body- Gives information to understand the topic. 1.) use specific details 2.) organize sentences in the best order: chronological, location, importance.
3. Closing sentence-reminds readers of the topic.

Students may take a sample paragraph that they have written in the past, and label the parts as listed above.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 13**

Name: _____

Date: _____

Writing Paragraphs: The Types of Paragraphs

Writing Paragraphs: The Types of Paragraphs: p. 98-101 • *The Outsiders*
chapter 7, pp. 100-108.

Step One

Read through *Write Ahead* p. 98-101. The text provides samples of Narrative, Descriptive, Expository and Persuasive paragraphs.

Step Two

After reading through the sample paragraphs, which two types do you think best describes the type of writing that's been required for the EXTEND portions of the lessons?

Why?

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 14**

Name: _____
Date: _____

Autobiographical Writing

Write Ahead Evaluating Autobiographical Writing: p. 157, Assessment Rubric • *The Outsiders* chapter 7, pp. 100-108

Evaluating Autobiographical Writing: Assessment Rubric

Step One

Review *Write Ahead* p. 157, and discuss any questions regarding the process of Evaluating Autobiographical Writing. Study the Assessment Rubric presented in *Write Ahead*. *A copy of the list is provided on the last page of this lesson.*

Step Two

After the students have completed their EXTEND writing assignments for Week 3, Day 4, (Chapter 7-2), They should exchange their paragraphs with a partner for practice evaluation, using the Write Ahead rubric. Copies of the rubric sheet (last page) can be distributed to the class for them to refer to when checking their work, or the work of others on future assignments.

Character Based Literacy Program Write Ahead
The Outsiders, Day 15

Name: _____
 Date: _____

Writing Paragraphs: Writing Guidelines

Writing Paragraphs: Writing Guidelines: p. 102• *The Outsiders* chapter 8

Step One

Read through *Write Ahead* p. 102.

Step Two

Have students follow the guidelines when composing their paragraph compositions for the EXTEND portion of the lesson.

- Prewriting- Choose a topic (or follow the assignment.)
 Gathering Details- Collect ideas/details, write topic sentence that states what the paragraph is about and list/decide ideas, details that support topic sentence, arrangement.
- Writing- Write the First Draft
 Indent, start with topic sentence.
 Follow with sentences to support topic, use list of details as a guide,
 End with a sentence that reminds readers about your topic.
- Revising- Improving Your Writing
 Add information if necessary.
 Rewrite any confusing or awkward sentences.
- Editing- Checking for Style or Correctness
 Check the revised version of your writing for style, capitalization, punctuation, spelling errors. Have someone else check for errors.
 Create a final neat copy of your paragraph to share.

Character Based Literacy Program Write Ahead
The Outsiders, Day 16

Name: _____
 Date: _____

Writing Paragraphs: Details in Paragraphs

Writing Paragraphs: Details in Paragraphs: p. 103• *The Outsiders* chapter 9, pp. 131-141.

Step One

Read through *Write Ahead* p. 103. The text emphasizes the importance of including details when writing.

Step Two

Review the following examples from chapter 9 of the three types of personal details.

PERSONAL DETAILS

Sensory Details: Explore and Practice Using Sensory Details – things that you see, hear, smell, taste, touch.

Example: Which sensory detail is exemplified best by this excerpt from chapter 9?

“He stood there, tall, broad-shouldered, his muscles taut under his T-shirt and his eyes glittering like ice.”

Or this one: “I forgot what time it is. Darry had cooked dinner: baked chicken and potatoes and corn- two chickens because all three of us eat like horses. Especially Darry. But although I love baked chicken, I could hardly swallow any.”

Memory Details: Things you remember from past experience.

“Dally stood beside me quietly for a minute, trying to grasp the fact that we had really beaten the Socs. Then, grabbing my shirt, he hauled me to my feet.”

Reflective Details: Things you think about or hope for.

“That’s stupid, I thought swiftly, they’ve both come here to fight and they’re supposed to be smarter than that. What difference does the side make?”

Step Three

Find and write down other examples from the book of the three types of personal details:

Sensory Details:

Memory Details:

Reflective Details:

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 17**

Name: _____
 Date: _____

Understanding Style

Understanding Style: p. 128-134• *The Outsiders* chapter 9, pp. 142-149.

Step One

Read through *Write Ahead* p. 128-134. Focus on page 128, taking note of the importance of using specific words and details, and using a variety of sentence types.

Step Two

Words: Read the following key paragraph below, and circle the specific words that you think contribute to the author's personal style:

Somebody kicked me hard in the ribs and I yelped in spite of myself. Some Soc had knocked out one of our bunch and was kicking me as hard as he could. But I had both arms wrapped around the other Soc's neck and refused to let go. Dally was slugging him, and I hung on desperately, although that other Soc was kicking me and you'd better believe it hurt. Finally he kicked me in the head so hard it stunned me, and I lay limp, trying to clear my mind and keep from blacking out. I could hear the racket, but only dimly through the buzzing in my ears. Numerous bruises along my back and on my face were throbbing, but I felt detached from the pain, as if it wasn't really me feeling it. [p. 145]

Details: Underline the specific detail phrases in the key paragraph that you think contribute to the author's personal style:

Sentences: Reread the key paragraph, taking note of the variety in sentence length and complexity. Does this author create a certain rhythm to this paragraph by the use of sentence types? How might you describe this style of writing?

Step Three

Knowing What to Change: On page 134, there are five points listed to show you how to improve your writing style. Choosing one of your Prompt paragraphs from this unit, reread the paragraph and evaluate it based on the criteria in *Write Ahead*. Rewrite the paragraph using the five points as a guide to revise it.

Character Based Literacy Program Write Ahead
***The Outsiders*, Day 18**

Name: _____

Date: _____

Writing Paragraphs: Organizing your Ideas

Writing Paragraphs: Organizing Your Ideas: p. 104 • *The Outsiders* chapter 10

Step One

Read through *Write Ahead* p. 104.

As the book states, the body of the paragraph must be well organized to support the topic. Three types listed are:

- chronological order
- order of location
- order of importance.

Step Two

Which organization technique is used in the following paragraphs?

1. My morning went like this: When I woke up I first noticed that it was light. Then, I noticed that it was awfully quiet. Too quiet. Finally, I noticed that it was very cold in the room, and I decided to stay in bed.

2. The most important thing that I kept thinking of when I awoke was that Soda and I needed more sleep. "You look beat," I said frankly. "I bet you ain't had three hours sleep since Saturday night."

3. Johnny's wounds began on the top of his head, and continued to the bottoms of his feet. I don't think any of us had realized just how bad off Johnny was. We all stood in the hospital room in a daze.

Character Based Literacy Program Write Ahead
The Outsiders, Day 19

Name: _____

Date: _____

Writing Paragraphs: Organizing Paragraphs in Essays

Writing Paragraphs: Organizing Paragraphs in Essays: p. 105• *The Outsiders* chapter 11

Step One

Read through *Write Ahead* p. 105.

As the book states, essays and reports contain several paragraphs.

Paragraphs themselves need to be organized, and then, within the essay, the paragraphs need to be organized as elements composing the whole piece.

Write Ahead has 5 guidelines to follow:

- Make sure that each paragraph is complete. Is there a topic sentence, and supporting details?
- Identify the topic and focus of the writing. Begin with interesting details to gain attention, if possible.
- Develop your writing idea in the middle. Here you explain and support your focus.
- End with a concluding paragraph. Here you review the main points.
- Use transition words or phrases to connect the paragraphs. *Write Ahead* has a chart on 106. Transition words show location, time, compare things, contrast things, emphasize a point, add information, and conclude or summarize.

Step Two

Organize Paragraphs into a Planned Autobiographical Essay

During this unit we have been writing prompted paragraphs. One possibility for the end of this unit is to weave selected paragraphs into a longer autobiographical piece. This task can be started with each student's analysis and editing of their written work, and the development of a plan for organizing these paragraphs. The students can add necessary elements to create a coherent flow, with a beginning, middle and end. The topic sentence for this autobiography should involve the big idea for this unit: RESPONSIBILITY REQUIRES ACTION.

Step Three

Rough Draft

Have the students begin work on a rough draft of their essays. (The next lesson will involve revision, etc. into a finished work.)

Character Based Literacy Program Write Ahead
The Outsiders, Day 20

Name: _____

Date: _____

Revising Your Writing

Keys to Effective Revision, Using a Basic Guide to Revising, A Link to the Traits, Revising in Action, Revising Checklist• pp. 65-72 *The Outsiders* chapter 12

Step One

Read through *Write Ahead* pp. 65-72.

Each student should read through the chapter, in preparation for assembling their autobiographical essay. In the interest of time for this unit, the whole chapter can be used for reference while writing the longer piece, instead of a day by day study of the chapter. The students can also consult their finished Write Ahead materials that they've produced thus far for the unit.

Step Two

Review from Week 3, Day 1: During this unit we have been writing prompted paragraphs. One possibility for the end of this unit is to weave selected paragraphs into a longer autobiographical piece. This task can be started with each student's analysis and editing of their written work, and the development of a plan for organizing these paragraphs. The students can add necessary elements to create a coherent flow, with a beginning, middle and end. The topic sentence for this autobiography should involve the big idea for this unit: RESPONSIBILITY REQUIRES ACTION.

Have the students complete their rough drafts, and revise them into the final form, using the suggested steps in Write Ahead.

Step Three

Each student should read their finished pieces, in small groups &/or for the whole class. Allow time for peer and teacher discussion.