

Character Based Literacy Program Write Ahead
Quarter 1, Week 5, Day 1

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 23

Read: pg. 23 Writing Traits in Action

Activity: Answer the following questions about writing traits in action.

1. Read the excerpt from *An American Story*. How does this show effective sentence style?

2. What are some of the ways to make sure you are using effective sentence style in your own writing?

3. What should you pay attention to when you are writing so that your sentence style is effective?

4. What is “copy”?

5. Why should you pay attention to things like grammar, spelling, and punctuation?

6. Why is it important that your writing is clear and easy for the reader to follow? What happens if your writing is unclear?

Character Based Literacy Program Write Ahead
Quarter 1, Week 5, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 24

Read: pg. 24 Evaluating Your Writing

Activity: Use the rubric provided on page 24 to complete the following exercise.

1. Use a piece of writing that you have done in class. Go through the following checklist to make sure that you have included the elements of effective writing.

_____ **STIMULATING IDEAS**

The writing...

- presents important and interesting information.
- has a clear focus or purpose.
- holds the reader's attention.

_____ **LOGICAL ORGANIZATION**

- includes a clear beginning, middle, and end.
- uses specific details to support main ideas.

_____ **ENGAGING VOICE**

- shows enthusiasm for the topic.
- speaks in a pleasing and sincere way.

_____ **ORIGINAL WORD CHOICE**

- contains specific and colorful words.
- uses a level of language that the audience can relate to.

_____ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from sentence to sentence.
- uses varied sentence beginnings and lengths.

_____ **CORRECT, ACCURATE, COPY**

- follows the basic rules of grammar, punctuation, and spelling.
- observes the established format.

1. Does your writing meet these requirements? What do you have to change?

Character Based Literacy Program Write Ahead
Quarter 1, Week 5, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 25

Read: pg. 25 Writing with a Computer

Activity: Answer the following questions about writing with a computer.

1. How can a computer make the writing process easier?

2. Why is it important to be able to know how to use the keyboard correctly?

3. What steps in the writing process are made easier by writing on the computer? What makes them easier on the computer?

4. Have you used a computer for writing? Do you prefer using the computer or writing by hand? Why?

5. What are some of the editing tools that you can use on the computer?

Character Based Literacy Program Write Ahead
Quarter 1, Week 5, Day 4

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 26

Read: pg. 26 Designing Your Writing

Activity: Answer the following questions about designing your writing.

1. What are the benefits of having good page design?

2. Should you focus on the content or the design first?

3. What is typography?

4. What kinds of font should you use in your writing? Why should you use these fonts?

5. What is the difference between a heading and a title?

6. Why should you vary your font sizes for headings and titles?

7. How large should your margins be on all four sides of the page?

8. How many spaces should there be after a period?

9. What is a “widow”? What is an “orphan”?

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10. Why might you include charts or other graphics in your writing?

Character Based Literacy Program Write Ahead
Quarter 1, Week 5, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 27

Read: pg. 27 Elements of Design in Action

Activity: Answer the following questions about elements of design in action.

1. Why does the author use the bulleted list? Do you think this is effective?

2. What is the role of the chart? Why does the author include this graphic?

3. What are some of the other design elements used in this sample essay?

4. Do you think that these design elements make the student essay more or less effective? Why?

5. Would you add or change any of the design elements used in this essay? What would you change? What would you add?

Character Based Literacy Program Write Ahead
Quarter 1, Week 6, Day 1

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 28

Read: pg. 28 Computer Tips

Activity: Answer the following questions about computer tips.

1. How is writing with a computer different than writing with a pen and paper?

2. What does it mean to become keyboard fluent?

3. Why should you always do your final editing and proofreading on the computer?

4. Why is it important to save the work that you have done on the computer?

5. What will happen to your unsaved work if the computer crashes?

6. What should you do if your eyes begin to ache from looking at the computer monitor for too long?

7. Why do you need a special vocabulary to use a computer?

Character Based Literacy Program Write Ahead
Quarter 1, Week 6, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 29

Read: pg. 29 Developing a Portfolio

Activity: Answer the following questions about developing a portfolio.

1. What is a writing portfolio?

2. What is the difference between publishing and creating a portfolio?

3. Name the three important ways that a portfolio can give you ownership of your writing:

1. _____

2. _____

3. _____

4. How does a portfolio present the story of your own writing?

Character Based Literacy Program Write Ahead
Quarter 1, Week 6, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 30

Read: pg. 30 Types of Portfolios

Activity: Answer the following questions about types of portfolios.

1. What is a showcase portfolio?

2. What should you include in your showcase portfolio?

3. When do you usually present a showcase portfolio?

4. Look at the sample portfolio folder. What do the illustrations show about the student and their work? What kinds of things would you draw on your own portfolio folder?

5. Read the sample essay cover sheet. What kinds of things does the author include in their sample cover sheet?

6. What would you include in your sample essay cover sheet for your showcase portfolio?

Character Based Literacy Program Write Ahead
Quarter 1, Week 6, Day 4

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 31

Read: pg. 31 Types of Portfolios, Growth Portfolio, Personal Portfolio

Activity: Answer the following questions about types of portfolios.

1. What is a growth portfolio?

2. What is the difference between a growth portfolio and a showcase portfolio?

3. List the writing skills that might be shown in your growth portfolio?

- _____
- _____
- _____
- _____
- _____

4. What is a personal portfolio?

5. What kind of people keep personal portfolios?

6. Why would you keep a personal portfolio?

Character Based Literacy Program Write Ahead
Quarter 1, Week 6, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 31

Read: pg. 31 Types of Portfolios, Electronic Portfolio, Why Compile a Portfolio

Activity: Answer the following questions about types of portfolios.

1. What is an electronic portfolio?

2. What can you include in an electronic portfolio?

3. Why does your audience expand when you create an electronic portfolio?

4. How does developing a portfolio make you feel like a real writer?

5. What are some of the things that will make you feel like a real writer when you are creating your portfolio?

- _____

- _____

- _____

6. Why should you compile any kind of portfolio? Why might it be important to save your work?

Character Based Literacy Program Write Ahead
Quarter 1, Week 7, Day 1

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 32

Read: pg. 32 Creating a Portfolio

Activity: Give the definitions for the following terms relating to the creation of a portfolio.

1. Table of contents:

2. An opening letter or essay:

3. A collection of writing samples:

4. A best “other” piece:

5. A cover sheet:

6. Reflective sheets or checklists:

Activity: Answer the following questions about compiling your work.

1. Why should you keep track of all of your work, even prewriting and rough drafts?

2. Where should you store all of your writing?

3. Why should you start working on your portfolio in advance?

4. Why is it important to take pride in your work?

Character Based Literacy Program Write Ahead
Quarter 1, Week 7, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 33

Read: pg. 33 Planning Ideas

Activity: Answer the following questions about planning ideas.

1. Why should you be patient in deciding which pieces of writing to put in your portfolio?

2. How should you select the pieces of writing to put in your portfolio?

3. What kinds of writing pieces should you put in your portfolio? Should you choose pieces that you aren't proud of?

4. Why do you need to reflect on your choices for your portfolio?

5. How can your portfolio help you to become a better writer in the future?

6. Why should you set goals for your future writing using your portfolio?

Character Based Literacy Program Write Ahead
Quarter 1, Week 7, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 34

Read: pg. 34 Sample Portfolio Reflections, Student Reflections

Activity: Answer the following questions about sample portfolio reflections.

1. What should you consider when you are reflecting on your portfolio?

Activity: Read the samples of student reflections and answer the following questions.

1. Why does the author in the first sample say that she chose the pieces for her portfolio?

2. Why does the author of the first sample include specific examples from her writing to show why she included a piece in her portfolio?

3. How does the author of the second example explain their choices for their portfolio?

4. Based on these samples, how do you think you should choose items for your portfolio?

Character Based Literacy Program Write Ahead
Quarter 1, Week 7, Day 4

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 34

Read: pg. 34 Sample Portfolio Reflections

Activity: Answer the following questions about sample portfolio reflections.

1. What is the difference between a student portfolio and a professional portfolio?

2. How are the sample professional reflections different from the student reflections?

3. Would you include different things in a student portfolio than you would in a professional portfolio?

4. Why would you keep a professional portfolio?

5. What kinds of writings are included in a professional portfolio?

Character Based Literacy Program Write Ahead
Quarter 1, Week 7, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 35

Read: pg. 35 Publishing Your Writing

Activity: Answer the following questions about publishing your writing.

1. Why does writer Marshall Williams like viewing his finish writing products?

2. Why is it important that you should put your best effort forward when writing?

3. Why does your writing need to meet your own personal approval before you publish your writing?

4. Why is it helpful to share your work with your classmates? What can your classmates tell you about your writing that you did not see yourself?

5. What are some examples of the kinds of publishing available for your work?

Character Based Literacy Program Write Ahead
Quarter 1, Week 8, Day 1

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 36

Read: pg. 36 Publishing Ideas

Activity: Answer the following questions about publishing ideas.

1. Read the following quote:

“No author dislikes to be edited as much as he or she dislikes not being published.”

What does this quote mean?

2. What is an easy way to publish your writing?

3. Under the following headings, fill in ideas for ways to publish your ideas.

Performing

Publishing Outside of School

Posting

Publishing in School

Self-Publishing

Character Based Literacy Program Write Ahead
Quarter 1, Week 8, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 37

Read: pg. 37 Sending Your Writing Out

Activity: Answer the following questions about sending your writing out.

1. What is the difference between submitting your work and publishing your work?

2. What are some of the kinds of writing that you can try to publish?

3. If you wanted to publish an essay that you wrote, where would you submit that writing?

4. Should you send your writing to local publications, or should you send them to national publications?

5. What are the things that you should include when you submit your work?

- _____

- _____

- _____

6. What should you do if your writing is not accepted by a publication?

Character Based Literacy Program Write Ahead
Quarter 1, Week 8, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 38

Read: pg. 38 Publishing On-Line

Activity: Answer the following questions about publishing on-line.

1. Where are some of the places on the Internet where you could submit your writing?

2. What is a search engine?

3. What are the steps that you should follow when submitting your work to an Internet site?

- _____

- _____

- _____

4. Why is it important to follow the guidelines of a specific site when submitting your work?

5. How long can it take for a site to let you know if they have accepted your work for their publication?

Character Based Literacy Program Write Ahead
Quarter 1, Week 8, Day 4

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 39

Read: pg. 39 Designing Your Own Web Page

Activity: Answer the following questions about designing your own web page.

1. Who can you ask for help when designing your website?

2. How many pages can your website have? What could you include on those pages?

3. What does HTML mean?

4. Why is it important to test your pages?

5. What is a browser?

6. What is the final step in creating your web page?

7. How can you advertise your web page? Who should you tell about your web page?

Character Based Literacy Program Write Ahead
Quarter 1, Week 8, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 145

Read: pg. 145 Journal Writing

Activity: Answer the following questions about journal writing.

1. How is journal writing different from writing an essay or a book report?

2. What do you write about when you are writing for meaning?

3. What do you write about when you are writing for practice?

4. What do you write about when you are writing for learning?

5. How can journal writing help you to explore your thoughts and feelings?

6. Why should you try to stick to routine of writing in your journal every day?

Character Based Literacy Program Write Ahead
Quarter 1, Week 9, Day 1

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 146

Read: pg. 146 Getting Started

Activity: Answer the following questions about getting started.

1. What are the tools that you will need to keep a journal?

2. Should you use a computer to write your journal if you are not familiar with the keyboard?

3. Why is it important to establish a routine for your journal writing?

4. How long should you write in your journal? Why should you try to write this long?

5. Should you start writing with a specific topic in mind? Why or why not?

6. What are some of the things that you might talk about in your journal writing?

7. How should you keep track of your journal writing?

8. Why should you read through your journal every now and then?

Character Based Literacy Program Write Ahead
Quarter 1, Week 9, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 147

Read: pg. 147 Sample Journal Entry

Activity: Answer the following questions about sample journal entries.

1. Read Peter Davis's journal entry. What is the main idea of this journal entry?

2. Does Peter's journal entry have a good flow of ideas? What are some of the ideas that he talks about?

3. Does Peter write about things that are important to him? How can you tell?

4. What are two ways that you can reflect on your own journal entries?

- _____
- _____

5. What are some of the questions you might ask about your journal entry?

6. What does it mean to wonder about your journal entry? What should you think about?

Character Based Literacy Program Write Ahead

Quarter 1, Week 9, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 146

Read: pg. 146 Sample Journal Entry

Activity: After reading the sample journal entry, write your own journal entry. Write about your thoughts and feelings.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity: After writing your journal entry, go back and reread your entry. Reflect on what you have written.

Character Based Literacy Program Write Ahead
Quarter 1, Week 9, Day 4

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 148

Read: pg. 148 Types of Journals

Activity: Match the following type of journal with its correct definition.

Dialogue Journal	
Learning Log	A journal about an extended event or experience.
Reader Response Journal	A journal that gives you the opportunity to explore facts, concepts, and ideas covered in a specific class.
Specialized Journal	A journal where two individuals converse in writing.
Travel Log	A journal where you explore your thoughts and feelings while vacationing or traveling.
	A journal is a kind of learning log where you write your reactions to the books you are reading.

Activity: Answer the following questions about types of journals.

1. What are some of the things you could write a specialized journal about?

2. In what classes are learning logs most helpful?

Character Based Literacy Program Write Ahead
Quarter 1, Week 9, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 149

Read: pg. 149 Autobiographical Writing

Activity: Answer the following questions about autobiographical writing.

1. Why are you in control when you are doing autobiographical writing?

2. Why do you think Jeffrey Carter is more passionate about autobiographical writing?

3. What are the three reasons that autobiographical writing can be so satisfying?

1. _____

2. _____

3. _____

4. Do you think you would put more effort into writing about your own experience, rather than writing about something you have read? Why?

Character Based Literacy Program Write Ahead
Quarter 1, Week 10, Day 1

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 150-151

Read: pg. 150-151 Sample Personal Narrative

Activity: Answer the following questions about the sample personal narrative.

1. What should you include in the beginning of your personal narrative?

2. What should you include in the middle of your personal narrative?

3. What should you include in the ending of your personal narrative?

4. What did you learn about Justin Hughes by reading his personal narrative?

5. How should you structure your personal narrative?

6. Does Justin Hughes do a good job of showing his feelings in his personal narrative?

7. Do the details that Justin Hughes include in his narrative give you a good picture of what he was feeling and experiencing? Is there anything he could have added?

Character Based Literacy Program Write Ahead
Quarter 1, Week 10, Day 2

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 152-153

Read: pg. 152-153 Writing Guidelines, Prewriting, Writing

Activity: Use the writing guidelines to write your own brief personal narrative.

1. Think of a topic for your personal narrative.

Topic:

2. Gather details by making a quick list:

3. Write a first draft for your personal narrative.

Character Based Literacy Program Write Ahead
Quarter 1, Week 10, Day 3

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 153- 154

Read: pg. 153-154 Revising, Editing

Activity: Revise and edit the personal narrative that you wrote yesterday.

1. Review your personal narrative, and decide if you have left out any important details or if you have included unnecessary details.
2. Share your writing with a partner and revise each other's work.
3. Edit your writing, making sure that your sentences flow well. Also check for spelling, grammar, and punctuation errors.
4. Write a neat final copy of your narrative. Include linking words to help organize your narrative.

Character Based Literacy Program Write Ahead
Quarter 1, Week 10, Day 4

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 155-156

Read: pg. 155-156 Sample Phase Autobiography

Activity: Answer the following questions about sample phase autobiographies.

1. What do you write about in a phase autobiography?

2. Why is it so important to share key details in a phase autobiography?

3. What is the topic of the sample phase autobiography?

4. What should you include in the beginning of your phase autobiography?

5. What should you include in the middle of your phase autobiography?

6. What should you include in the ending of your phase autobiography?

7. What is the difference between a personal narrative and a phase autobiography?

Character Based Literacy Program Write Ahead
Quarter 1, Week 10, Day 5

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 157

Read: pg. 157 Evaluating Autobiographical Writing

Activity: Use the following rubric to evaluate the phase narrative that you wrote.

_____ **STIMULATING IDEAS**

The writing...

- focuses on a specific experience or extended period of time in your life.
- contains specific details and, if possible, dialogue.
- makes readers want to know what happens next.

_____ **LOGICAL ORGANIZATION**

- includes a clear beginning that pulls readers into the story.
- presents the ideas chronologically (according to time).
- reflects on the importance of the experience or time.

_____ **ENGAGING VOICE**

- shows that the writer is truly interested in the subject.
- speaks with enthusiasm and energy.

_____ **ORIGINAL WORD CHOICE**

- contains specific nouns, verbs, and modifiers.

_____ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from one idea to the next.
- includes sentences that vary in length and in the way they begin.

_____ **CORRECT, ACCURATE COPY**

- follows the basic rules of writing.
- uses the format suggested by the teacher.

Activity: Answer the following questions about evaluating your writing.

1. Does your personal narrative meet the requirements of the rubric? What do you need to change or add?
