

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 41

Read: pg. 41 Selecting a Topic

Activity: Answer the following questions about selecting a topic.

1. What does it mean to say that writing is a process of discovery?

2. Why is selecting a topic so important to the writing process?

3. Why is it so important to chose a topic that interests you?

4. Why does Christina Sung say that the letter she wrote is her best piece of writing?

5. Why is it important to remember that writing is more than just putting words on paper?

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Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 42-43

Read: pg. 42-43 Selecting Strategies

Activity: Answer the following questions about selecting strategies.

1. What is the difference between a general subject area and a specific writing topic?

Activity: Use the strategies on page 42-43 to create topics.

1. Create a cluster around the subject of types of sports.

2. Do a brief freewriting exercise about types of music.

3. Complete the following sentences to brainstorm topics.

· I hope our school _____

· I just learned _____

· One place I like _____

· Televisions is _____

Character Based Literacy Program Write Ahead
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 44-45

Read: pg. 44-45 Building a File of Writing Ideas

Activity: Answer the following questions about building a file of writing ideas.

1. Why should you keep a file of writing ideas?

2. Where might you find inspiration for writing topics in your own world?

3. What kinds of things should you keep in the record of your life?

4. Why might a journal be a good source of writing topics?

Activity: Draw a life map, making sure to include important events from your life.

Character Based Literacy Program Write Ahead
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Teach a mini-Lesson using *Write Ahead* pg. 46

Read: pg. 46 Starting Points for Writing

Activity: For each of the following subjects, give an example of two writing ideas that you could use.

1. Describing

- People: _____
- Places: _____
- Objects or things: _____

2. Narrating: _____

3. Explaining

- How to _____
- The causes of _____
- Kinds of _____
- Definition of _____

4. Persuading: _____

Activity: Answer the following questions about subjects for writing.

1. What kind of writing subject do you think would be the easiest to write about? Why?

2. What is the difference between narrating and persuading?

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Teach a mini-Lesson using *Write Ahead* pg. 47

Read: pg. 47 Writing Prompts

Activity: Read the writing prompts on page 47. Choose 3 of the writing prompts and do a brief freewrite to brainstorm specific topics.

1. Prompt #1: _____

Freewrite:

2. Prompt #2: _____

Freewrite:

3. Prompt #3: _____

Freewrite:

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Teach a mini-Lesson using *Write Ahead* pg. 48

Read: pg. 48 Forms of Writing

Activity: Match the form of writing to its correct definition.

Anecdotes	Family stories that teach something.
Biographies	Messsages sent on a computer. (electronic mail)
Character Sketches	Writing about yourself.
Autobiographies	
Book Reviews	Brief stories that make a point.
Editorials	Writing that examines the important qualities of characters.
Dialogues	Writing about other people.
Family Parables	Brief essays expressing your opinion about the books you read.
E-mail	Written conversations.
Essays	Newspaper letters or articles giving an opinion.
	Factual writing that explains, describes, or persuades.

Activity: Give the correct definition for the following forms of writing.

1. Journals: _____

2. Myths: _____

3. Oral Histories: _____

4. Parodies: _____

5. Photo Essays: _____

6. Play Scripts: _____

7. Poems: _____

Activity: Using the forms of writing in the word bank, match the correct form of writing with it's correct definition.

Profiles

Research Reports

Short Stories

Tall Tales

Travelogues

Web Sites

_____ Theme pages on the internet.

_____ Fictional writing that can be read in one sitting.

_____ Unbelievable stories with characters like Paul Bunyan.

_____ Writing that describes places you visit.

_____ Detailed reports about individuals.

_____ Lengthy essays requiring careful researching,
planning, and writing.

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 49

Read: pg. 49 Gathering Details

Activity: Answer the following questions about gathering details.

1. Why is it important to have background information before you start writing?

2. What does it mean to gather details?

3. Where would you gather details for writing about an event in your own life?

4. When do you need to use outside sources to gather details for a writing assignment?

5. Why is it important to prepare for writing before beginning your first draft?

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Teach a mini-Lesson using *Write Ahead* pg. 50-51

Read: pg. 50-51 Gathering Strategies.

Activity: Answer the following questions about strategies for gathering details.

1. What is the difference between gathering your own thoughts and researching?

2. If you are writing about a person, what are some of the questions you might ask yourself to generate details?

3. What are the 5 W's that you can use to collect basic details?

1. _____

2. _____

3. _____

4. _____

5. _____

4. What are some of the sources you can use to research a topic that you are not very familiar with?

5. What is the difference between an interview and a discussion?

6. If your teacher asked you to write about a famous person, where would you go to find information about this subject?

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Teach a mini-Lesson using *Write Ahead* pg. 52

Read: pg. 52 Using Graphic Organizers

Activity: Answer the following questions about graphic organizers.

1. How do graphic organizers help you gather details for writing?

Activity: Match the type of graphic organizer with its definition.

5 W's Chart	To collect ideas for descriptions and observation reports.
Sensory Detail	To collect and organize details for informational essays.
Venn Diagram	To collect details for two subjects you are comparing.
Line Diagram	To collect details for science reports explaining a process.
Process List	To collect details for essays showing cause and effects, such as the effects of secondhand smoke.
Cause/Effect Organizer	To collect details or events chronologically (according to time) for essays and reports.
Time Line	To collect the important details for narratives, expository essays, and news stories.

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Teach a mini-Lesson using *Write Ahead* pg. 53

Read: pg. 53 Using Collection Sheets, Gathering Grid

Activity: Answer the following questions about collection sheets.

1. Why should you use collection sheets?

2. What is a grid?

3. When should you use a gathering grid?

Activity: Answer the following questions using the sample gathering grid.

1. What is the subject of the gathering grid? What other kinds of subjects could you research using a gathering grid?

2. Imagine you are using a gathering grid to research your favorite athlete or actor. What kinds of questions would you ask about your subject?

3. What are the sources of information used in this gathering grid?

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Teach a mini-Lesson using *Write Ahead* pg. 54

Read: pg. 54 Using Collection Sheets, Gathering Grid

Activity: Answer the following questions about collection sheets and gathering grids.

1. Why is a story map better for fictional writing?

2. Why should you create a story map before you begin writing your story?

Activity: Imagine that you are writing a fictional story. Brainstorm ideas and use the story map to plan what you will write.

Title: _____

Setting: _____

Characters: _____

_____	_____
_____	_____

Problem: _____

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Solution: _____

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Teach a mini-Lesson using *Write Ahead* pg. 55

Read: pg. 55 Checking Your Progress

Activity: Fill in the questions you would use to check your progress.

Purpose:

- _____
- _____
- _____
- _____

Self:

- _____
- _____

Topic:

- _____
- _____

Audience:

- _____
- _____
- _____
- _____

Form:

- _____
- _____
- _____

Activity: Answer the following questions about the traits of good writing.

1. What are the two traits of good writing that you can use to check your prewriting process?

2. How can you make sure that you have included enough information about your ideas?

3. Why should you use a graphic organizer?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 56

Read: pg. 56 Planning Your Writing

Activity: Place the following steps for planning your writing in the correct order.

- _____ Underline or mark the details that support your focus.
- _____ Think of an interesting focus—the special way you will write about a topic.
- _____ Review all of your collecting.
- _____ Organize these details in the best order for your writing.

Activity: Answer the following questions about creating a focus for you writing.

1. Why is it important to choose one focus instead of trying to cover all of the ideas you have about a subject?

2. What are the things within your subject that you can choose to focus on?

3. What is the difference between a topic and a focus?

4. What is a focus statement?

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Teach a mini-Lesson using *Write Ahead* pg. 57-58

Read: pg. 57-58 Organizing the Details

Activity: Answer the following questions about organizing details.

1. Why should you make sure to organize your details before writing?

Activity: Give the definition for the following methods of organization.

1. Chronological Order:

2. Order of Location:

3. Order of Importance:

4. Cause and Effect:

5. Comparison:

Activity: Answer the following questions about using an outline.

1. What is an outline?

2. What is a sentence outline?

3. What is a topic outline?

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Teach a mini-Lesson using *Write Ahead* pg. 59

Read: pg. 59 Writing the First Draft

Activity: Answer the following questions about writing a first draft.

1. What step comes after prewriting in the writing process?

2. Why is it important to keep your audience in mind when you are writing?

3. Will your first draft be your final draft?

4. Why is it important to write a first draft?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 60

Read: pg. 60 The Basic Shape of Writing

Activity: Answer the following questions about the basic shape of writing.

1. What are the three main parts of a complete paper?

1. _____

2. _____

3. _____

2. What should you do in the beginning of your essay?

3. What should you do in the middle of your essay?

4. What should you do in the ending of your essay?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 61

Read: pg. 61 Writing the Beginning Paragraph

Activity: Answer the following questions about writing a beginning paragraph.

1. Why is the beginning paragraph so important?

2. What are the six ways that you can get the reader's attention?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3. What does the author of the sample beginning paragraph do to catch the reader's attention?

4. How does the author of the sample beginning paragraph use the image to introduce his focus?

5. Why should you double space when you are writing your first draft on a computer?

Character Based Literacy Program Write Ahead
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 62-63

Read: pg. 62-63 Developing the Middle Part

Activity: Answer the following questions about developing the middle part.

1. What should you include in the middle part of your draft?

2. What are the five different ways to provide support?

1. _____

2. _____

3. _____

4. _____

5. _____

3. How many main points should be in each paragraph?

4. What kind of support does the author use in the first sample paragraph?

5. What kind of support does the author use in the second sample paragraph?

6. What kind of support does the author use in the third sample paragraph?

7. Which sample paragraph uses the most effective support? Why?

Character Based Literacy Program Write Ahead
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 64

Read: pg. 64 Writing the Ending

Activity: Answer the following questions about writing the ending.

1. When should you write your ending?

2. What are the things that an ending paragraph should do?

- _____
- _____
- _____
- _____

3. What does the author do in the sample ending paragraph?

Activity: Answer the following questions about special drafting tips.

1. What can you do if you are having trouble getting started with your writing?

2. What should you do if you are having trouble sounding natural in your writing?

3. What should you do if you are having trouble ending your writing?

Character Based Literacy Program Write Ahead
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Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 65

Read: pg. 65 Revising Your Writing

Activity: Answer the following questions about revising your writing.

1. Do you think you will ever write a perfect first draft?

2. Why do you have to revise your writing?

3. How does revising improve your writing?

4. Should you focus on grammar, punctuation, and spelling when you are revising? Why?

5. What is the most important part of your writing?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 66

Read: pg. 66 Keys to Effective Revision

Activity: Answer the following questions about the keys to effective revision.

1. Why should you step away from your writing for a while before you begin your revisions?

2. Why should you have a classmate revise your work?

3. How important is remembering your purpose for writing when you are revising?

4. Why do you need to remember your audience when you are revising? Are all audiences the same? How might they be different, and how would you change your writing to address those audiences?

5. What does it mean to take risks in your writing? What kinds of risks might you take?

6. Why is it important to keep your revisions neat?

7. Why should you save all of your drafts?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 67

Read: pg. 67 Using a Basic Guide to Revising

Activity: Use a piece of writing that you have done in class. Use the revising guide to revise your own writing.

1. Review your first draft by reading it straight through.

2. Look at the big picture.

Have you stated a focus or thesis in the beginning part?

Have you supported the focus through the rest of your writing?

If you can't find the focus, write one.

3. Check specific parts.

Rewrite any parts that aren't clear. Remove ideas that don't relate to your focus and add ideas if you need more information.

Reorder any parts that could be arranged more effectively.

4. Evaluate your beginning and ending paragraphs.

Does your beginning paragraph effectively introduce your writing?

Does your ending paragraph effectively conclude your writing?

Activity: Answer the following questions about revising for timed writing.

1. What are the steps you should follow when you are revising an in-class timed writing?

1. _____

2. _____

3. _____

4. _____

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Teach a mini-Lesson using *Write Ahead* pg. 68

Read: pg. 68 A Link to the Traits, Revising for Ideas

Activity: Answer the following questions about revising for ideas.

1. Why should you make sure that all of your ideas are clear and complete?

2. What does it mean to keep your ideas focused?

3. How can you tell that the sample opening about whales is unfocused?

4. How does the revised sample opening become more focused?

5. Why is it important to include facts and details?

6. Why is it a problem to have too few details in your writing?

7. Why is it important to include specific details to support your ideas?

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Teach a mini-Lesson using *Write Ahead* pg. 69

Read: pg. 69 Revising for Organization

Activity: Answer the following questions about revising for organization.

1. Why is it important for your writing to be clearly organized?

2. What should you check for when revising your beginning paragraph?

3. Why should you include linking words in your writing? Where should you use these linking words?

4. What should you check for in your ending paragraph?

5. What is the difference between an ending that give a general review and an ending that makes readers think? Which is more effective?

6. Why is it important that your readers can follow the organization of your writing?

Character Based Literacy Program Write Ahead
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Teach a mini-Lesson using *Write Ahead* pg. 70

Read: pg. 70 Revising for Voice

Activity: Answer the following questions about revising for voice.

1. Where does voice come from in writing?

2. Does using your voice improve your writing? How?

3. Read the samples. Do you think the lines with more personality communicate the message more effectively? Why?

4. Why is it important to make sure that you have strong feelings about your topic?

5. What does it mean to be sincere in your writing?

Activity: Read the following passages.

“I like hockey. It is my favorite sport. The players are the best.”

“Hockey is my favorite sport above all others. Watching the players skate across the smooth, frozen ice surface reminds me how much skill this game requires. As I hear the puck hit the boards and watch the goalie make a save, I am reminded again why hockey is my passion.”

1. Which passage is more effective? Why?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 71-72

Read: pg. 71-72 Revising in Action, Revising Checklist

Activity: Examine the following revising sample. Then use the revising checklist to make sure that all the necessary revisions have been made to this piece of writing.

Use this checklist as a guide to revise the writing sample on page 71.

Did the author create a strong focus?

- _____ Did they narrow the topic enough to cover it properly?
- _____ Did they focus on an interesting part of the topic?

Did the author use clear organization?

- _____ Did they use an effective method of organization?

Did the author use their natural voice?

- _____ Did they show their true interest in the topic?

Did the author add necessary information?

- _____ Did they use enough details to make the beginning clear and interesting?
- _____ Did they include enough ideas in the middle part to support the focus?
- _____ Did they include a meaningful ending?

Did the author cut unnecessary information?

- _____ Did they include only the necessary details, without getting off the topic?
- _____ Did they avoid writing too much about any one idea?

Did the author rewrite unclear parts?

- _____ Did they make my ideas understandable?
- _____ Did they write clear explanations?

Did the author reorder out of place ideas?

- _____ Did they put all ideas or details in the right place?
- _____ Did they place the most important point near the beginning or near the end?

Character Based Literacy Program Write Ahead
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 73

Read: pg. 73 Peer Responding

Activity: Answer the following questions about peer responding.

1. Why is peer responding especially valuable during the writing process?

2. How can peer responding help you to make you writing clearer and more interesting?

3. How does peer responding create a more productive writing environment?

4. Do you think peer responding is a valuable exercise? Why or why not?

5. Can you learn something from being a peer responder? What might you learn from reading a classmate's writing?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 74-75

Read: pg. 74-75 Writing-Group Guidelines, The Author's Role, the Listener's Role

Activity: Answer the following questions about writing-group guidelines.

1. Why are writing groups helpful when you are writing?

2. What is the author's role in a writing group? What should the author bring to the group?

3. Why should the author take notes about their group members' responses?

4. What is the listener's role in the writing group?

5. Why is it important to be a good listener as a member of a writing group?

6. Why is important to be positive about your group members' writing?

7. Why is it important to make sure you are giving helpful suggestions?

Character Based Literacy Program Write Ahead
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 75-76

Read: pg. 75-76 Helpful Comments, Using a Response Sheet

Activity: Read the following sample comments and come up with an alternative that is more helpful.

For example:

Not helpful: Your writing is boring.

Helpful: Too many of the sentence start with "There."

1. Not helpful: I don't like your topic.

Helpful: _____

2. Not helpful: You are wrong.

Helpful: _____

3. Not helpful: You are bad at grammar.

Helpful: _____

Activity: Break up into small groups. Share a piece of writing that you did in class with your group members. Use the response sheet on page 76 to respond to your group members.

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 77

Read: pg. 77 Editing and Proofreading

Activity: Answer the following questions about editing and proofreading.

1. Why are finishing touches on your writing important?

2. What does it mean to edit your writing?

3. Why should you proofread your writing?

4. Do you always need to edit and proofread your writing?

5. What is the difference between editing and revising?

Character Based Literacy Program Write Ahead
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Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 78-79

Read: pg. 78-79 Checking for Sentence Style, Checking for Word Choice

Activity: Answer the following questions about checking for sentence style and word choice.

1. Why do you want to avoid having too many short, choppy sentence in your writing?

2. Why should you avoid starting all of your sentences in the same way?

Activity: Correct the following errors in sentence style.

1. I went to the store. I bought grapes. I bought milk. I bought bread. Then I went home.

2. Yesterday I went to the store and bought grapes and milk. Then I went home and put the groceries away. Then I started making dinner. Then my sister came home. Then she helped me make dinner.

3. Sarah goes to school. She goes everyday. She likes school. She wants to be a teacher.

Activity: Answer the following questions about word choice.

1. How does word choice relate to voice?

2. Why is it important to know the meaning of all of the words you use in your writing?

Activity: Identify and correct the following errors in word choice.

1. I couldn't here the music.

2. I like Sarah because she is nice.

3. I wanted to go to the mall but the intense, heavy, pouring, freezing rain made it incredibly inconvenient for me to go out in the extreme, wet weather.

4. The girl went down the street.

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 80-81

Read: pg. 80-81 Editing in Action, Editing and Proofreading Checklist

Activity: Answer the following questions about editing and proofreading.

1. What kind of things should you look for when you are editing writing?

2. Why is it important to edit your writing after you are finished revising?

Activity: Using a revised sample of writing, use the editing and proofreading checklist to edit that piece of writing.

Sentence Structure:

- _____ Did I write clear and complete sentences?
- _____ Do my sentences flow smoothly?
- _____ Did I add style to my sentences?

Word Choice and Usage:

- _____ Did I use specific nouns and verbs and colorful adjectives?
- _____ Did I use the correct word?

Punctuation:

- _____ Does each sentence have an end punctuation mark?
- _____ Did I use apostrophes to show possession or to make contractions?
- _____ Did I punctuate dialogue correctly?

Capitalization:

- _____ Did I start each sentence with a capital letter?
- _____ Did I capitalize the names of people, places, and things?

Grammar:

- _____ Did I use correct verb forms?
- _____ Do all the subjects and verbs agree in number? Do the singular subjects go with singular verbs and the plural subjects go with plural verbs?
- _____ Did I use pronouns correctly?

Spelling:

- _____ Did I check for spelling errors?
- _____ Did I use a spell checker on my computer

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 159

Read: pg. 159 Biographical Writing

Activity: Answer the following questions about biographical writing.

1. Why does William Zinsser say that the topic you know best is yourself?

2. What is the topic that you probably know second best?

3. What is biographical writing?

4. What is your goal as a biographer?

5. Will you always be writing biographies about people you know?

6. How can biographical writing help you understand others better?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 160-161

Read: pg. 160-161 Sample Biographical Essay

Activity: Answer the following questions about the sample biographical essay.

1. How does Frances Kuhn gather information about her subject?

2. How does the author introduce her subject?

3. Why does the author include the exact words of her subjects?

4. What kinds of details does the author include about her subject?

5. Do you feel like you have learned something about the subject of the biography? Why?

6. How does the author end the biography?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 162-163

Read: pg. 162-163 Writing Guidelines, Prewriting, Writing

Activity: Answer the following questions about writing guidelines.

1. What are the three basic choices for a topic when writing an autobiography?

1. _____
2. _____
3. _____

Activity: Write a biography using the following writing guidelines.

Choose a topic for your biography.

Topic: _____

Gather details for your biography. If the biography is about someone you are close with, use your memory and your experiences to gather details.

Details: _____

Write the first draft of your biography, following the guidelines provided on page 163. Make sure to include a beginning, a middle, and an ending:

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Teach a mini-Lesson using *Write Ahead* pg. 164

Read: pg. 164 Writing Guidelines, Revising, Editing

Activity: Revise and edit the first draft of your biography.

1. Use the checklist as a guide to revising your first draft:

- _____ Does the opening part introduce my focus and capture the reader's interest?
- _____ Do all of the details in the middle part relate to my focus?
- _____ Are all of my details specific and clear?
- _____ Is every detail necessary?
- _____ Does my ending discuss the person's importance?

2. Edit your biography, checking for style.

3. Edit your biography checking for correct punctuation, grammar, spelling, usage, and capitalization.

Activity: Answer the following questions about revising and editing.

1. Why is it important to make sure that your opening attracts the reader's interest?

2. Why is it important to use specific and clear details in your writing?

3. What should the ending of your first draft tell the reader?

4. Why should you revise before you edit?

5. What is style?

6. What should you check when you are checking for correctness?

7. What should you do after you finish your editing?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 165-166

Read: pg. 165-166 A Closer Look at Biographical Writing, Sample Phase Biography

Activity: Answer the following questions about biographical writing.

1. Why is it important to double-check your facts for accuracy? What effect does an incorrect fact have on your writing?

2. Why should you use more than once source? Why can't you just get all of your information from the Internet?

3. Should you plan your interview? What kinds of things should you try to plan?

4. Why should you include background information about your subject?

5. Should you try to include every detail about your subject? What should you do with the less important details?

Activity: Read the Sample Phase Biography and answer the following questions.

1. What is a phase biography?

2. Who is the subject of this biography?

3. What event is the author telling the audience about?

4. What did you learn about the biographical subject? Did the details give you a clear picture?

Character Based Literacy Program Write Ahead
Quarter 2, Week 8, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 167

Read: pg. 167 Writing Explanations

Activity: Answer the following questions about writing explanations.

1. What are some examples of explanations in publications?

2. What makes an explanation well written?

3. Why are explanations difficult to write?

4. Why is it important to make sure that the details of an explanation are clear?

5. Have you ever written an explanation before? What did you explain?

Character Based Literacy Program Write Ahead
Quarter 2, Week 8, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 168-169

Read: pg. 168-169 Sample Explanation

Activity: Answer the following questions about the sample explanation.

1. What kind of explanation is this?

2. What should be included in the beginning of an explanation?

3. Does the beginning of this explanation give you a clear idea of what is being made?

4. What should be included in the middle of an explanation?

5. Where should you use subheadings and bulleted lists in your explanation?

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

7. Is this sample a good explanation? Why or why not? What makes it a good explanation? Do you feel like you could use this explanation to make Chinese dumplings?

Character Based Literacy Program Write Ahead
Quarter 2, Week 8, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 170

Read: pg. 170 Writing Guidelines, Prewriting, Writing

Activity: Answer the following questions about prewriting and writing a first draft of an explanation.

1. Why should you pick a topic that interests you?

2. Imagine that you are writing an explanation. What would you choose for your topic? Would you explain how to make something, how something works, or how something happens? Do you know enough about this topic to write a clear explanation?

Activity: Use the topic that you chose and create the first draft of an explanation. Make sure to include a beginning, a middle, and an end

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 171-172

Read: pg. 171-172 Revising, Editing, Sample Explanation

Activity: Answer the following questions about revising and editing an explanation using the first draft you wrote.

1. Does the beginning clearly identify the topic and catch the reader's interest?

2. Is the explanation or set of instructions complete? Are all of the details correct and in the right order?

3. Will readers be able to follow every step?

Activity: After your revisions, edit your explanation for sentence smoothness and word choice.

1. Check for punctuation, grammar, and spelling errors.

Activity: Read the sample explanation.

1. What is the topic of this explanation? What is being explained?

2. Does the middle give a clear explanation? Does anything need to be changed or added?

3. Do you feel like you have learned how lightning works from reading this explanation? Do you still have questions?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 173-174

Read: pg. 173 Writing News Stories, Sample News Story

Activity: Answer the following questions about writing news stories.

1. What is news?

2. Where are some places that you can find news stories?

3. What are the three basic reporting skills necessary for writing news stories?

- ---

- ---

- ---

4. Why do you think that gathering facts and details is so important to writing news stories? Do these facts need to be true?

Activity: Answer the following questions about the sample news story.

1. What is the topic of this news story?

2. What do you learn from the title of the news story?

Character Based Literacy Program Write Ahead
Quarter 2, Week 9, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 175-176

Read: pg. 175-176 Writing Guidelines

Activity: Answer the following questions about the writing guidelines for news stories.

1. What is the job of the headline in a news story?

2. Write headlines for the following summaries of news stories.

a. The boy went to the zoo. While he was there a few monkeys escaped and took the boy away from his parents. The monkeys kept the boy for a few hours before the zookeepers were able to bring him back to his parents.

Headline: _____

b. Yesterday a plane was forced to make an emergency landing in an open field in Ohio. All of the passengers survived, but many were injured in the bumpy landing. Upon inspection, it was revealed that the plane did not have enough fuel to reach it's final destination in California.

Headline: _____

c. Tomorrow is the election for the President of the United States. This election is expected to be very close. Both the Republican and Democratic candidates have support throughout the United States. It should be a very interesting day.

Headline: _____

3. Match the factors in deciding news stories with their definitions.

a. Importance

Readers want to know what is happening now and what is going to happen. For the most part, old news is no news.

b. Local News

Will this news be of value to your readers?

c. Importance

Readers enjoy stories about people. Would you rather read a story about a recent rock concert, or a story about the musicians that play in the group?

d. Human Interest

The best news usually takes place close to home. For students, that means school and community news.

4. Where should you look to collect information for a news story?

5. What are the 5 W's that you should make sure to include in your news story?

1. _____
2. _____
3. _____
4. _____
5. _____

Character Based Literacy Program Write Ahead
Quarter 2, Week 9, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 177-178

Read: pg. 177-178 Writing Guidelines, Writing, Revising, Editing

Activity: Answer the following questions about the writing guidelines for news stories.

1. What is a lead paragraph?

2. Why might it be useful to use quotes in a news story? What could quotes add to the story?

3. Why should you edit your news story after you revise it?

4. What are the things you should check for when editing for style and grammar?

Activity: Read the following news story and edit the story for style and correctness. Make sure to look at grammar, punctuation, and spelling.

Olympic Torch Protests

The torch never made it to its announced route, and the raucous protests that were expected never happened. Nearly 10,000 people gathered along the Embarcadero waterfront Wednesday in San Francisco. Some were there to protest China's policies toward Tibet. Others showed up to support China as it prepares to host the 2008 Summer Olympics.

What connected them all is that they were there for the Olympic Torch Relay? Yet protesters and spectators alike all left the waterfront unhappy.

The Olympic torch was making its only North American appearance, in San Francisco. Groups there protesting clashed with police, Chinese Olympic security forces, and the torch runners themselves.

The decision to change the route came after demonstrators flooded the streets around the original relay route. They also refused police orders to stay behind barricades. Groups of protesters began pushing and shoving each other, and one group broke the windows on a bus, according to the San Francisco police chief.

The adjustments prevented most people from seeing the Olympic torch. But the relay committee still called the event a success.

Character Based Literacy Program Write Ahead
Quarter 2, Week 9, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 179-180

Read: pg. 179-180 Sample Editorial, Tips for Writing an Editorial

Activity: Read the sample editorial written by Ebony Lewis and answer the following questions.

1. What is this sample editorial about?

2. How does the author feel about her topic? How can you tell?

3. Do you think this is a good editorial? Why or why not?

4. Is this a well-written editorial? Are there any things you would change about this editorial?

Activity: Answer the following questions about writing an editorial.

1. How can you tell if an editorial is effective?

2. What does it mean to be direct? Why is it important to be direct in news writing?

3. What are the five questions that you should ask in order to plan a strong argument?

1. _____

2. _____

3. _____

4. _____

5. _____

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 181

Read: pg. 181 Writing About Literature

Activity: Answer the following questions about writing about literature.

1. Why can it be difficult to explain why you like or don't like a book?

2. How can writing help you to develop a clearer opinion about the books that you read?

3. What do you write about in a review?

4. What is a literary analysis?

5. What is the difference between a book review and a literary analysis?

6. Do you have a favorite book? What is it? Why do you like that book?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 182-183

Read: pg. 182-183 Sample Book Review, Writing Guidelines

Activity: Read the sample book review written by Kelly Beaton and answer the following questions.

1. What book is Kelly writing about?

2. Can you tell if the author likes or dislikes the book? How do you know?

3. Does the author provide a clear summary of the book's story and main characters? Do you feel like you have a good idea of what the story is about?

4. Does the ending of this review give you a clear idea of the book's value? What does the author say about the value of this book?

Activity: Use the writing guidelines to write a book review about a book you have read recently.

1. Choose a book or story that you have strong feelings about.

2. Gather details. Collect your thoughts and feelings by freewriting about the book. List some main points about the plot, theme, and main characters that you can remember.

3. Write the first draft of your review, making sure to include a beginning, middle, and end.

Character Based Literacy Program Write Ahead
Quarter 2, Week 10, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 184-185

Read: pg. 184-185 Revising and Editing, Ideas for a Literary Analysis

Activity: Using the first draft of the book review that the students wrote, revise and edit the first draft.

1. Reread your first draft and make sure that you have stated ideas clearly and completely. Use the following checklist to evaluate the quality of your first draft.

- _____ Did I introduce the book and author in the opening paragraph?
- _____ Did I highlight the book's key features in the middle paragraph?
- _____ Did I explain the book's value in the closing paragraph?
- _____ Does my review help readers decide if they should read the book?

2. Check your writing for style and correctness.

Check for punctuation, spelling, grammar, and word choice.

Activity: Answer the following questions about ideas for literary analysis.

1. What are the four main elements of literature?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

2. Imagine that you are writing a literary analysis for a book you have recently read. Which of the four main elements of literature would you focus on? Why?

Character Based Literacy Program Write Ahead
Quarter 2, Week 10, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 186-188

Read: pg. 186-187 Sample Literary Analysis, Writing Guidelines

Activity: Read the sample literary analysis and answer the following questions.

1. What is the thesis of this literary analysis? What is the author trying to say about this book?

2. What is in the middle of this literary analysis? Do these details help you to understand the thesis?

3. Do you think that the author of the analysis proves his argument well? Why or why not?

Activity: Choose a book that you have read recently and write a literary analysis.

Review page 185 and base your analysis on one or two of the ideas listed.

Choose a focus for your analysis and write a thesis statement:

List details from the reading that you will use to support or explain your thesis:

Write the first draft of your literary analysis, making sure to include a beginning, middle, and an ending.

Character Based Literacy Program Write Ahead
Quarter 2, Week 10, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 188-189

Read: pg. 188-189 Writing Guidelines, Revising, Editing, Evaluating Subject Writing

Activity: Revise the first draft of your literary analysis.

Check the three main parts of your analysis. Make sure that all of the information clearly supports or explains your thesis. Add or remove details as necessary.

Activity: Editing the first draft of your literary analysis.

Check your revised writing for style and for spelling, grammar, punctuation, and capitalization errors.

Activity: Use the assessment rubric to evaluate your writing, choosing either your biography, your book review, or your literary analysis.

_____ STIMULATING IDEAS

The writing...

- focuses on an interesting topic (book, person, event, process, etc.).
- contains effective supporting information—details, examples, quotations, and so on.
- informs and entertains the reader.

_____ LOGICAL ORGANIZATION

- includes a clear beginning, a strong middle, and an effective ending.
- uses transitions to link main ideas.

_____ ENGAGING VOICE

- displays a clear understanding of the topic.
- speaks with strong feelings and confidence.

_____ ORIGINAL WORD CHOICE

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

_____ EFFECTIVE SENTENCE STYLE

- flows smoothly from one idea to the next.
- shows variation in sentence structure.

_____ CORRECT, ACCURATE COPY

- follows the basic rules of grammar, spelling, and punctuation.
- meets the required formatting guidelines.