

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 83

Read: pg. 83 Writing Basic Sentences

Activity: Answer the following questions about writing basic sentences.

1. What is an effective sentence? What does it do?

2. How can reading help you to write more effective sentences?

3. What does it mean to have an “ear” for good sentences?

4. What does it mean when Patricia T. O'Connor says that a sentence is “a triumph of engineering?”

5. Write an example of what you think is an effective sentence:

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Teach a mini-Lesson using *Write Ahead* pg. 84-85

Read: pg. 84-85 Sentence Review, Basic Parts of a Sentence, Basic Sentence Patterns

Activity: Answer the following questions about basic parts of a sentence.

1. What is a sentence?

2. What are the two basic parts of a sentence?

1. _____

2. _____

3. What is the subject of the following sentence?

My friend drove to the beach yesterday.

Subject: _____

4. What is the predicate in the following sentence?

My friend drove to the beach yesterday.

Predicate: _____

Activity: Write sentences using the following basic sentence patterns.

1. Subject + Action Verb:

2. Subject + Action Verb + Direct Object:

3. Subject + Linking Verb + Predicate Noun:

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Teach a mini-Lesson using *Write Ahead* pg. 86

Read: pg. 86 Sentence Errors

Activity: Answer the following questions about sentence errors.

1. What is a sentence fragment?

2. What is a run-on sentence?

3. What is a comma splice?

4. What is the difference between a run-on sentence and a rambling sentence?

Activity: Identify the types of errors in the following sentences. Circle the error and indicate what type of error it is.

1. The movie was very good it was about a dragon. _____

2. Went to the store. _____

3. Mary wanted to live in the city, she can't afford it. _____

4. The basketball team had an away game so all of the players got to ride on the bus for five hours until they got to their hotel and then spent the night and then they played their game the next day. _____

5. Sophie didn't want to do her homework it was too hard.

6. Billy's favorite color is blue, it reminds him of the ocean.

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Teach a mini-Lesson using *Write Ahead* pg. 87-88

Read: pg. 87-88 Sentence Agreement

Activity: Answer the following questions about sentence agreement.

1. What does it mean to make sure that the parts of your sentence agree?

2. What is a compound subject?

Activity: Correct the errors in the following sentences so that the parts agree.

1. Lucy go to the store once a week.

Correct: _____

2. John and Mark plays on the same soccer team.

Correct: _____

3. My aunts and my cousin is coming later.

Correct: _____

4. The hockey team, on the ice, play.

Correct: _____

5. Most of the girls in my school hates P.E.

Correct: _____

6. Nobody want to go to the dentist.

Correct: _____

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Teach a mini-Lesson using *Write Ahead* pg. 89-90

Read: pg. Sentence Problems

Activity: Answer the following questions about sentence problems.

1. Why is it important to avoid problems in your sentences?

Activity: Identify the problems in the following sentence. Indicate the type of problem and rewrite the sentence correctly.

1. Shawn is going to the movies tomorrow night the day after today to see the new superhero movie.

2. Maggie's car it needs to be washed. Her brother he will wash it for her.

3. Anne took the dog on a walk, but she got tired quickly.

4. When my friends need directions, he should stop and ask someone.

5. I don't never want to go to the mall because it is too crowded.

6. My sister should of taken her calculator to school because she has a math test today.

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Teach a mini-Lesson using *Write Ahead* pg. 91

Read: pg. 91 Combining Sentences

Activity: Answer the following questions about combining sentences.

1. Why would you connect shorter sentences to make one longer sentence?

2. How does combining sentences make your writing better?

3. Combine the following sentences:

Susan went to the park.
She went on the swings.
She played in the sand.

4. How can combining sentences improve you writing fluency?

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Teach a mini-Lesson using *Write Ahead* pg. 92

Read: pg. 92 Combining with Key Words

Activity: Answer the following questions about combining with key words.

1. What is a key word?

2. What is the difference between a key word and series of words?

Activity: Combine the following sentences using key words.

1. Brian made the team at school. It was the soccer team.

2. I'm going to the store. I'm going tomorrow.

3. Jenny wants to finish her book. It is called Of Mice and Men.

Activity: Combine the following sentence using a series of words.

1. The cafeteria food does not taste good. It is cold. It is greasy.

2. My mom is the best. My mom makes my bed. My mom helps me with my homework.

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Teach a mini-Lesson using *Write Ahead* pg. 93

Read: pg. 93 Combining with Phrases

Activity: Answer the following questions about combining sentences with phrases.

1. What are the two kinds of phrases that you can use to combine two short sentences?

1. _____

2. _____

2. What is a compound subject?

3. What is a compound verb?

Activity: Use phrases, compound subjects, and compound verbs to combine the following sentences.

1. I studied for my science test. The test is on the scientific method.

2. I just finished my book. It was about the civil rights movement.

3. Mandy likes anime. Ryan likes anime, too.

4. Laura ran around the track. She timed how long it took.

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Teach a mini-Lesson using *Write Ahead* pg. 94

Read: pg. 94 Combining with Longer Sentences

Activity: Answer the following questions about combining with larger sentences.

1. What is a compound sentence?

2. What are the conjunctions that are used to connect simple sentences?

3. What is a complex sentence?

Activity: Combine the following sentences.

1. Mrs. Smith knows a lot about math. She does not like to read very much.

2. My sister works in a clothing store. She folds clothes all day long.

3. The manager supervises the supermarket. He makes sure all of the cash registers have the right amount of money.

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Teach a mini-Lesson using *Write Ahead* pg. 95

Read: pg. 95 Writing Paragraphs

Activity: Answer the following questions about writing paragraphs.

1. What does it mean when Donald Hall says that a paragraph is a “maxi-sentence?”

2. Why are paragraphs such an important part of your writing?

3. What is a paragraph?

4. What is the role of the first sentence in a paragraph?

5. What are some of the forms that a paragraph can take?

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Teach a mini-Lesson using *Write Ahead* pg. 96-97

Read: pg. 96-97 The Parts of a Paragraph

Activity: Answer the following questions about the parts of a paragraph.

1. What are the three main parts of a paragraph?

1. _____

2. _____

3. _____

2. What does it mean to indent the first line of a paragraph?

3. Read the sample paragraph. What do you learn from the topic sentence of this paragraph?

4. What does a good topic sentence do?

5. Why is it important to use specific details in your body paragraph?

6. What are the three main ways to organize the sentences in your body paragraph?

7. What should the closing sentence do?

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Teach a mini-Lesson using *Write Ahead* pg. 98

Read: pg. 98 Types of Paragraphs, Narrative Paragraph

Activity: Answer the following questions about narrative paragraphs.

1. What are the four types of paragraphs?

1. _____

2. _____

3. _____

4. _____

2. What do you write about in a narrative paragraph?

3. What are the 5 W's that you should make sure to answer in your narrative paragraph?

4. Imagine that you are writing a narrative paragraph about a special day in your life and answer the 5 W's that you would include in your paragraph.

1. _____

2. _____

3. _____

4. _____

5. _____

5. Read the sample paragraph. Does this narrative paragraph give you a clear picture of the author's experience? Why or why not?

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Teach a mini-Lesson using *Write Ahead* pg. 99

Read: pg. 99 Descriptive Paragraph

Activity: Answer the following questions about descriptive paragraphs.

1. What should you do in a descriptive paragraph?

2. Read the sample paragraph. How does the author organize their descriptive passage?

3. Imagine you are writing a descriptive paragraph about one of your friends or family members. How would you describe this person? What are the things you would include in your descriptive paragraph?

4. How is a descriptive paragraph different from a narrative passage?

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Teach a mini-Lesson using *Write Ahead* pg. 100

Read: pg. 100 Expository Paragraph

Activity: Answer the following questions about expository paragraphs.

1. What is an expository paragraph?

2. What are some of things you can write about in an expository paragraph?

3. What are some of the words that you can use to help readers follow your ideas?

4. Read the sample expository paragraph. What is the author explaining? How do you know?

5. Is the explanation in the sample expository paragraph easy to follow? Why or why not?

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Teach a mini-Lesson using *Write Ahead* pg. 101

Read: pg. 101 Persuasive Paragraph

Activity: Answer the following questions about persuasive paragraphs.

1. What is a persuasive paragraph?

2. What do you have to do in your paragraph in order to be persuasive?

3. Read the sample persuasive paragraph. What argument is the author making?

4. Does the sample persuasive paragraph do a good job in persuading you to agree with their position? How?

5. What does the author include in their closing sentence? Does their closing sentence make their paragraph more persuasive?

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Teach a mini-Lesson using *Write Ahead* pg. 102

Read: pg. 102 Writing Guidelines

Activity: Write a paragraph using the writing guidelines provided.

1. Prewriting.

Choose the kind of paragraph that you want to write. Then choose a topic to write about.

Type of Paragraph: _____

Topic: _____

Gather details about your topic. Make a list of the details you want to include in your paragraph.

2. Writing.

Write the first draft of your paragraph. Start with the topic sentence, then follow with supporting details. End with a closing sentence.

3. Revise.

Reread your writing. Add any details that you left out or remove details that are unnecessary.

Rewrite any sentences that sound confusing. Combine sentences where it is appropriate.

4. Editing.

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

Write a neat final copy of your paragraph.

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Teach a mini-Lesson using *Write Ahead* pg. 103

Read: pg. 103

Activity: Answer the following questions about details in paragraphs.

1. Where are some of the places that you can find information for the supporting details in your paragraph?

2. What are sensory details?

3. What kind of details should you include in a descriptive paragraph?

4. What kind of details are things that you remember from past experiences?

5. What are reflective details?

6. What is the difference between personal details and other sources of information?

7. Where are some of the places that you can find other sources of information for writing a paragraph?

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Teach a mini-Lesson using *Write Ahead* pg. 104

Read: pg. 104 Organizing Your Ideas

Activity: Answer the following questions about organizing your ideas.

1. Why is it important that your paragraph is well organized?

2. What does it mean to organize your paragraph chronologically?

3. What are some of the words that you should use when organizing your paragraph chronologically?

4. What does it mean to organize your paragraph by the order of location?

5. What kind of paragraph can use the order of location as an organizational tool?

6. What does it mean to organize your paragraph by the order of importance?

7. Why should you organize persuasive paragraphs by the order of importance?

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Teach a mini-Lesson using *Write Ahead* pg. 105-106

Read: pg. 105 Organizing Paragraphs in Essays

Activity: Answer the following questions about organizing paragraphs in essays.

1. Why does an effective piece of writing need to have focus?

2. What are the elements that need to be included in a paragraph to make it complete?

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

4. What should you include in the closing paragraph of your essay?

5. Why are transition words important? Where should you use transition words?

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Teach a mini-Lesson using *Write Ahead* pg. 107

Read: pg. 107 Writing Expository Essays

Activity: Answer the following questions about writing expository essays.

1. What is an expository essay?

2. What do you need to do in order to write an effective expository essay?

3. What will you write expository essays about?

4. What are the two main types of thinking used for writing expository essays?

5. What do you think the difference between recalling and understanding details is?

6. Why do you think expository essays are the most common types of essays assigned?

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Teach a mini-Lesson using *Write Ahead* pg. 108-109

Read: pg. 108-109 Sample Expository Essay

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

1. How does the author begin their expository essay?

2. What is this essay explaining? How do you know?

3. How does the author organize their expository essay?

4. What are the transition words that the author uses?

5. What does the author include in the ending?

6. What are the three main parts of this essay?

1. _____

2. _____

3. _____

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Teach a mini-Lesson using *Write Ahead* pg. 110

Read: pg. 110 Writing Guidelines

Activity: Answer the following question about writing an expository essay.

1. What is the difference between a subject and a topic?

2. Where are some of the places to find information about your topic?

3. Imagine that you are writing an essay about the qualities of a good friend.
Where would you look to gather details for this essay?

4. Imagine you are writing an essay about the qualities of a good friend. Briefly
gather details and write a thesis.

Details:

Use the formula provided to write a thesis about what it means to be a good
friend.

Thesis:

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Teach a mini-Lesson using *Write Ahead* pg. 111

Read: pg. 111 Writing Guidelines

Activity: Answer the following questions about writing an expository essay.

1. What are some of the way that you can organize the details in your writing?

2. What is a line diagram?

3. Create a line diagram using the details you gathered yesterday about the qualities of a good friend.

4. What are the three parts that you should include in an expository essay?

1. _____

2. _____

3. _____

5. Why is it important to revise your writing?

6. Why is it important to edit your writing?

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Teach a mini-Lesson using *Write Ahead* pg. 112

Read: pg. 112 Gathering Details for Essays

Activity: Use the following tips to gather details about people and places.

1. Writing about a person.

Choose a person you know and use the tips provided to gather details about them.

Observe:

Investigate:

Remember:

Compare:

2. Writing about a place.

Choose a place you know and use the tips provided to gather details about the place.

Observe:

Remember:

Analyze:

Compare:

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Teach a mini-Lesson using *Write Ahead* pg. 113

Read: pg. 113 Gathering Details for an Essay

Activity: Answer the following questions about gathering details for an essay.

1. What do you need to tell your reader when writing about an object?

2. What kind of research should you do when writing about an object?

3. Imagine you are writing about a basketball hoop. How would you define this object?

4. What kind of observations should you make when you are gathering details to write about an event?

5. Why is it important to make an explanation easy to understand?

6. What should you ask people about when you are writing an explanation?

7. Why is it important to gather details before you start writing your essay?

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Teach a mini-Lesson using *Write Ahead* pg. 114

Read: pg. 114 Developing Two-Part Essays

Activity: Answer the following questions about developing two-part essays.

1. What does it mean to write a two-part essay? How is a two-part essay different then a one-part essay?

2. How could a graphic organizer help you prepare for a two-part essay?

3. Read the sample thesis. What are the two parts of this thesis?

Activity: Create your own starter sentences using the phrases provided.

1. _____ could be fixed if _____

2. When _____ happened, I _____

3. While _____ and _____ have
_____ in common, they also

4. Once I _____, but now _____

5. _____ won't change until _____

Character Based Literacy Program Write Ahead
Quarter 3, Week 6, Day 2

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 115

Read: pg. 115 Using Graphic Organizers

Activity: Look at the graphic organizers on page 115.

Imagine that you are writing a problem/solution essay. Think of a topic and a thesis statement for this essay.

Thesis: _____

Create a graphic organizer to organize the details for this essay.

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Teach a mini-Lesson using *Write Ahead* pg. 116

Read: pg. 116 Evaluating Expository Essays

Activity: Answer the following questions about evaluating expository essays.

1. Why is it important to evaluate your writing?

2. What makes a thesis statement effective?

3. What are the three parts that should be included in your essay

1. _____

2. _____

3. _____

4. What is original word choice?

5. How do you create effective sentence style?

6. Why is it important to use an engaging voice in your writing?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 117

Read: pg. 117 Writing Persuasive Essays

Activity: Answer the following questions about writing persuasive essays.

1. What do you do in a persuasive essay?

2. Why do you think persuasive essays are the most challenging kind of writing?

3. What is the formula that is typically used to write persuasive essays?

a. _____

b. _____

c. _____

d. _____

4. Why is it important to learn a lot about your topic when writing a persuasive essay?

5. What are the two types of thinking required for persuasive essays?

1. _____

2. _____

6. Why is it important to sound convincing when writing a persuasive essay?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 118-119

Read: pg. 118-119 Sample Persuasive Essay

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

1. What is the topic of this persuasive essay?

2. How many main points does the author use to support his opinion?

3. Summarize the main points that the author uses to support his thesis:

1. _____

2. _____

3. _____

4. Does the author provide a convincing argument? Why or why not?

5. How does the author use studies and statistics to support his argument?

6. Why do you think the author addresses an opposing viewpoint in his persuasive essay? Does this strengthen or weaken his argument?

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Teach a mini-Lesson using *Write Ahead* pg. 120

Read: pg. 120 Writing Guidelines

Activity: Use the following writing guidelines to begin planning and writing your own persuasive essay.

1. Think of your own topic for a persuasive essay or use the suggestions for topics provided on page 46. Make sure your topic is specific and timely.

Make sure that your topic is *persuasive*, not just informational.

Topic: _____

2. After you have chosen a topic that expresses your opinion about a specific and timely issue, gather details about that topic.

List, cluster, or freewrite to gather support for your opinion.

Details:

Choose 3 main supporting points to support your opinion.

1. _____
2. _____
3. _____

Character Based Literacy Program Write Ahead
Quarter 3, Week 7, Day 2

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 120

Read: pg. 120 Writing Guidelines

Activity: Use the writing guidelines to continue planning and writing a persuasive essay.

1. Using the topic and details that you brainstormed yesterday, write the first draft of your persuasive essay.

Make sure to include a beginning, middle, and end. Make sure to discuss the three main points that support your thesis.

When you have finished writing your first draft revise and edit your writing using the checklist provided.

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

Teach a mini-Lesson using *Write Ahead* pg. 122

Read: pg. 122 Using a Graphic Organizer

Activity: Answer the following questions about using a graphic organizer.

1. Why might you use a graphic organizer to plan your writing?

Activity: Create your own graphic organizer using your own persuasive essay.

Put your opinion statement in the middle with each main supporting statement linked to the opinion statement. Also include the opposing viewpoint in the box with the dotted lines.

If your essay is missing any of these parts, use the graphic organizer to think of revisions that you would make to your persuasive essay.

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Teach a mini-Lesson using *Write Ahead* pg. 123-124

Read: pg. 123-124 Thinking Through an Argument

Activity: Answer the following questions about thinking through an argument.

1. Define the following kinds of opinion statements:

a. Statements of fact: _____

b. Statements of value: _____

c. Statements of policy: _____

2. What is a qualifier?

3. Why should you use a qualifier in your writing?

4. What kind of support do you think are the most effective? Why?

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Teach a mini-Lesson using *Write Ahead* pg. 125

Read: pg. 125 Evaluating Persuasive Essays

Activity: Use the following assessment rubric to evaluate your own persuasive essay.

_____ STIMULATING IDEAS

The essay...

- states an opinion about an important subject.
- contains convincing reasons to support the opinion.

_____ LOGICAL ORGANIZATION

- includes a clear beginning, middle, and ending.
- arranges ideas in an organized manner (perhaps offering the strongest point first or last).
- presents a logical argument.

_____ ENGAGING VOICE

- speaks in a convincing, positive way.
- shows that the writer feels strongly about his or her opinion.

_____ ORIGINAL WORD CHOICE

- explains important terms.
- uses language that shows an understanding of the subject.

_____ EFFECTIVE SENTENCE STYLE

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

_____ CORRECT, ACCURATE COPY

- observes the basic rules of writing.
- follows the form suggested by the teacher.

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

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Teach a mini-Lesson using *Write Ahead* pg. 211

Read: pg. 211 Writing Observation Reports

Activity: Answer the following questions about writing observation reports.

1. What are the five basic ways that we interpret the world?

1. _____

2. _____

3. _____

4. _____

5. _____

2. What is the most important tool in observation?

3. Why are effective observers also good writers?

4. What do you write about in an observation report?

Character Based Literacy Program Write Ahead
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Teach a mini-Lesson using *Write Ahead* pg. 212

Read: pg. 212 Sample Science Observation Report

Activity: Answer the following questions about the sample science observation report.

1. What is Manny Barker observing in this report?

2. What are the first two parts of this report?

a. _____

b. _____

3. What are the two middle parts of this report?

a. _____

b. _____

4. What does Manny Barker include in the conclusion of his observation report?

5. How does many collect information for his observation report?

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Teach a mini-Lesson using *Write Ahead* pg. 213

Read: pg. 213 Writing Guidelines

Activity: Answer the following questions about writing guidelines.

1. Why should you restate your idea for an observation report in the form of a question?

2. Restate the following idea as a question:

Idea: Flowers grow well in the sun.

Question: _____
_____?

3. What is a hypothesis?

4. Why is it important to include all of your observations and facts in your observation report?

Character Based Literacy Program Write Ahead
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Teach a mini-Lesson using *Write Ahead* pg. 214

Read: pg. 214 Writing Guidelines

Activity: Answer the following questions about writing guidelines for an observation report.

1. Read the revising checklist. Why do you think it is important to use a serious tone of voice in your observation report?

2. Look at the sample revisions. What are the things that the author of the report changes? Why do they make these changes? Do these changes make their report better?

3. Why is it important to make sure that your ideas and observations are clearly organized?

4. Why should you edit your observation report?

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Teach a mini-Lesson using *Write Ahead* pg. 215

Read: pg. 215 Writing Summaries

Activity: Answer the following questions about writing summaries.

1. What is a summary?

2. What does it mean to paraphrase?

3. Why is summarizing an important skill to learn?

4. What are the things that are necessary to include in a summary?

5. What kind of things are not necessary to include in a summary?

6. Why should you pay attention to titles, italics, and boldface? How do you know that these things are important?

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Teach a mini-Lesson using *Write Ahead* pg. 216-217

Read: pg. 216-217 Sample Summary, Writing Guidelines, Prewriting

Activity: Answer the following questions about sample summaries.

1. After reading the original reading selection, do you think the summary covers all of the important details in the original reading? What was left out?

Activity: Read the following selection. After reading this selection, write your own summary. Make sure to start with a main idea, and then support that idea with important details from the original reading.

Original Reading Selection:

The Tortoise and the Hare

By: Aesop

Once upon a time there was a hare who, boasting how he could run faster than anyone else, was forever teasing tortoise for its slowness. Then one day, the irate tortoise answered back: "Who do you think you are? There's no denying you're swift, but even you can be beaten!" The hare squealed with laughter.

"Beaten in a race? By whom? Not you, surely! I bet there's nobody in the world that can win against me, I'm so speedy. Now, why don't you try?"

Annoyed by such bragging, the tortoise accepted the challenge. A course was planned, and the next day at dawn they stood at the starting line. The hare yawned sleepily as the meek tortoise trudged slowly off. When the hare saw how painfully slow his rival was, he decided, half asleep on his feet, to have a quick nap. "Take your time!" he said. "I'll have forty winks and catch up with you in a minute."

The hare woke with a start from a fitful sleep and gazed round, looking for the tortoise. But the creature was only a short distance away, having barely covered a third of the course. Breathing a sigh of relief, the hare decided he might as well have breakfast too, and off he went to munch some cabbages he had noticed in a nearby field. But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post. And smiling at the thought of the look on the tortoise's face when it saw the hare speed by, he fell fast asleep and was soon snoring happily. The sun started to sink, below the horizon, and the tortoise, who had been plodding towards the winning post since morning, was scarcely a yard from the finish. At that very point, the hare woke with a jolt. He could see the tortoise a speck in the distance and away he dashed. He leapt and bounded at a great rate, his tongue lolling, and gasping for breath. Just a little more and he'd be first at the finish. But the hare's last leap was just too late, for the tortoise had beaten him to the winning post. Poor hare! Tired and in disgrace, he slumped down beside the tortoise who was silently smiling at him.

"Slowly does it every time!" he said.

1. Use the writing guidelines to gather details from the reading selection.

Look up any words that are new to you.

Main Idea: _____

Supporting Points: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 217

Read: pg. 217 Writing Guidelines, Writing the First Draft

Activity: Reread the original reading selection from yesterday's lesson.

Look over your main idea and supporting points and write the first draft of your summary.

1. Write your summary, arranging your sentences in the most logical order.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 218

Read: pg. 218 Writing Guidelines, Revising, Editing

Activity: Revise and edit your summary using the writing guidelines provided.

1. Revise your rough draft, using the following checklist:

- _____ Have I clearly stated the main idea in the first sentence?
- _____ Have I included the important details needed to understand the main idea?
- _____ Are my ideas in the best order?

Make the revisions necessary to your first draft.

2. Edit your revised draft using the following editing checklist.

- _____ Do my sentences read smoothly and clearly?
- _____ Do I use my own words as much as possible?
- _____ Is my summary free of careless errors?

3. Write a neat final copy of your revised and edited summary.

Character Based Literacy Program Write Ahead
Quarter 3, Week 9, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 219

Read: pg. 219 Writing Research Reports

Activity: Answer the following questions about writing research reports.

1. What are the steps of the researching process?

2. How long are most research reports?

3. What are the three things that make writing research reports different from other types of writing?

1. _____
2. _____
3. _____

Character Based Literacy Program Write Ahead
Quarter 3, Week 9, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 220-224

Read: pg. 220-224 Sample Research Report

Activity: Read the sample research report and answer the following questions.

1. What is the topic of this research report?

2. How does the author organize his middle paragraphs?

3. What kind of sources does the author use in his research report?

4. What does the author include on his works cited? Why does he need a works cited?

5. What does the author do in the conclusion of his report?

6. Do you feel like you learned about the topic of this report? What makes this research report effective?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 225-226

Read: pg. 225-226 Writing Guidelines

Activity: Answer the following questions about the writing guidelines for research reports.

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

2. Why is it important to choose a specific topic for a research report?

3. How should you start gathering details for a research report?

4. Imagine that you are writing a research report about the Pacific Ocean. What kinds of questions would you ask to gather details about this topic?

5. What are some of the sources that you could use for a research report?

6. Why is it important to take notes when you are doing research?

7. How can you use note cards to help you organize your research?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 227-228

Read: pg. 227-228 Writing Guidelines, Prewriting, Writing the First Draft

Activity: Answer the following questions about the writing guidelines for research reports.

1. What does it mean to create a focus for your writing? What is the difference between a focus and a topic?

2. What should you include in your working thesis statement?

3. Why is it important to have a writing plan before you start writing? What might happen if you don't have a writing plan?

4. Does planning your writing make your final product better? How?

5. Why should you keep your audience in mind when you are writing your first draft?

6. What are the two parts of the opening paragraph?

7. Why is it important to gain the reader's attention in the beginning of your report?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 229-231

Read: pg. 229-231 Writing Guidelines, Writing the First Draft, Revising, Editing

Activity: Answer the following questions about the writing guidelines for research reports.

1. What are the parts that you should include in your paragraphs for your research report?

a. _____

b. _____

c. _____

d. _____

2. Why should you restate your thesis in your closing paragraph?

3. Why does it take time to revise a research report?

4. Why is it so important to use your own words in a research report?

5. What should you check for when editing your research report?

6. Why is it important to correctly cite your sources in a research paper?

Character Based Literacy Program Write Ahead
Quarter 3, Week 10, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 232-234

Read: pg. 232-233 Giving Credit for Information, Adding a Works Cited Page

Activity: Answer the following questions about citing sources.

1. What is plagiarism?

2. How can you avoid plagiarizing someone else's work?

3. How do you give credit for a source in the body of your report?

4. What is a works-cited page?

5. Create a sample citation for a book that you are reading:

6. What kind of sources do you need to cite on your works cited page?

7. Are there any kinds of sources that do not need to be cited on your works cited page?

Character Based Literacy Program Write Ahead
Quarter 3, Week 10, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 235

Read: pg. 235 Evaluating Research Reports

Activity: Use the following assessment rubric to evaluate the sample research report on pages 220-224.

_____ **STIMULATING IDEAS**

The research report...

- shares information about an interesting topic.
- effectively supports your thesis or focus.
- keeps the reader's interest.
- gives credit, when necessary, for ideas from other sources.

_____ **LOGICAL ORGANIZATION**

- includes a clearly developed beginning, middle, and ending.
- presents supporting information in an organized manner (one main point per paragraph).

_____ **ENGAGING VOICE**

- speaks in a knowledgeable voice.
- shows that the writer is truly interested in the topic.

_____ **ORIGINAL WORD CHOICE**

- explains or defines any unfamiliar terms.
- uses a serious or formal level of language.

_____ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from one idea to the next.

_____ **CORRECT, ACCURATE COPY**

- follows the basic rules of writing.
- meets the required guidelines for formatting and documentation (giving credit).