

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 127

Read: pg. 127 Writing with Style

Activity: Answer the following questions about writing with style.

1. What do you think it means to write with style?

2. What kind of style is the most effective in your writing?

3. Why is it important to “be yourself” when it comes to writing with style?

4. How does your writing style develop?

5. What are the things that make your writing style different from someone else's?

Character Based Literacy Program Write Ahead
Quarter 4, Week 1, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 128

Read: pg. 128 Understanding Style

Activity: Answer the following questions about writing with style.

1. What are the three tools that you can use to show your writing style?

1. _____

2. _____

3. _____

2. Imagine you are writing about a fun summer day. What are some of the words that you would use to demonstrate how you are feeling?

3. How can the details that you include in your writing show your style? Are the details that you leave out also important?

4. Why would you write smooth sentences? What effect would that have on your writing?

5. Why would you write more choppy sentences? What effect would that have on your writing?

6. Imagine you are writing about a bad day that you had. What kind of sentences would you use to describe that day? Why?

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Teach a mini-Lesson using *Write Ahead* pg. 129

Read: pg. 129 Developing a Sense of Style

Activity: Answer the following questions about developing a sense of style.

1. What do you think are some of the ways that you can develop your writing style?

2. Why is clarity such an important writing principle?

3. How is sincere writing different from insincere writing?

4. How can you work on developing your writer's sixth-sense? Why is this a valuable tool to have when writing?

5. What is a forward moving sentence?

6. Read the following passive sentence. Correct this sentence to make it a forward moving sentence.

Passive: Houses were built by the contractors.

Forward moving sentence: _____

7. Can you think of any piece of writing that you have done that you have been proud of? Do you think this writing was better than the writing that you were not proud of? Why?

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. 130-131

Read: pg. 130-131 Modeling the Masters

Activity: Answer the following questions about modeling the masters.

1. What does it sentence modeling?

2. Why should you model your sentences off of the sentences of other authors?

Activity: Read the guidelines for modeling sentences and use a passage from in class readings as a model.

1. Choose a short passage from the reading and copy it below:

2. Think of a topic for your practice writing. Follow the patterns of the sentence or passage. (You don't have to follow the model passage exactly.) Build each sentence one part at a time.

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 130-131

Read: pg. 130-131 Modeling the Masters

Activity: Answer the following questions about modeling the masters.

1. Read the modeling sentences samples. How does the student use the model sentence to create his or her own sentence?

2. Besides the writing of famous authors, where are other places to find model sentences?

Activity: Use the following sentences as a model to create your own sentences.

Example:

Model sentence: I walked down the street, listening to the birds singing and watching the cars drive by.

Your own sentence: I ran around the track, ignoring the crowd and focusing on the finish line.

1. Model sentence: Yesterday Mary went to the zoo where she saw monkeys and lions.

Your own sentence: _____

2. Model sentence: Although the weather was very cold, I still had to walk to school.

Your own sentence: _____

3. Model sentence: While my sister was in the doctor's office I read a magazine.

Your own sentence: _____

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Quarter 4, Week 2, Day 1

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 132-133

Read: pg. 132-133 Using Strong, Colorful Words

Activity: Answer the following questions about using strong words.

1. How do you know what words are the best to use in your writing?

2. What kinds of words should you pay the closest attention to?

3. What is a noun?

4. What is a verb?

5. What is a modifier?

6. What is the difference between a general noun and a specific noun?

7. For each of the following general nouns, give a specific noun:

Example: General noun: beach

Specific noun: Pismo Beach

General noun: flower

Specific noun: _____

General noun: feeling

Specific noun: _____

General noun: city

Specific noun: _____

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 132-133

Read: pg. 132-133 Using Strong, Colorful Words

Activity: Answer the following questions about using strong words.

1. What is a “be” verb? Why should you avoid using them in your writing?

2. Correct each of the following sentences by using stronger or active verbs:

Example:

A “be” verb: My mom is the best cook.

A stronger verb: My mom cooks the best lasagna and garlic bread.

A passive verb: The test was taken by the students.

An active verb: _____

A “be” verb: Mrs. Smith is the teacher of our class.

A stronger verb: _____

3. How can adjective lose their meaning? Why should you avoid using these adjectives?

4. For each of the following nouns, list three adjectives to describe that noun.

Example:

Noun: Dog

Adjectives: energetic, furry,
smart

Noun: Car

Adjectives: _____, _____,

Noun: Flower

Adjectives: _____, _____,

5. What is the difference between an adjective and an adverb?

6. Read the following sentence. What verb would you use to combine the verb and the adverb?

Sarah *ran quickly* home so that she would not be later for dinner.

7. What is the definition of connotation?

8. Why is it important to use words with feeling in your writing?

9. What is a thesaurus? How can a thesaurus help you choose the rights words for your writing?

Character Based Literacy Program Write Ahead
Quarter 4, Week 2, Day 3

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 134

Read: pg. 134 Knowing What to Change

Activity: Answer the following questions about knowing what to change in your writing.

1. Why should you avoid topics that are too general?

2. How can you make your writing more focused?

3. Why is it important to create varied sentences? How do varied sentences improve your writing?

4. Why should you make sure that your writing is in your own voice?

5. What is an anecdote?

6. Why should you use anecdotes in your writing? Why is it better to show readers something, rather than telling them?

7. How can good word choice improve your writing?

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 135

Read: pg. 135 Writing Techniques and Terms

Activity: Read the introduction to writing techniques and terms and answer the following questions.

1. Why must you learn writing terms in order to complete your assignments?

2. What are writing techniques?

3. List all of the writing techniques that you can think of:

4. What are writing terms?

5. List all of the writing terms that you can think of:

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Teach a mini-Lesson using *Write Ahead* pg. 136-138

Read: pg. 136-138 Writing Techniques

Activity: Read the following pages describing writing techniques. Match the name of the writing techniques to their correct definitions.

Antithesis	Hints or clues that a writer uses to suggest what will happen next in a story.
Oxymoron	A reference to a well-known person, place, thing, or event that the reader should recognize.
Simile	Means "exact opposite". In writing, it usually means using opposite ideas in the same thought or sentence.
Foreshadowing	Putting two ideas, words, or pictures together to create a new, often ironic meaning.
Personification	A concrete (or real) object this is used to stand for an idea.
Allusion	A technique in which two words with opposite meanings are put together for a special effect.
Juxtaposition	A figure of speech in which a nonhuman thing is given human characteristics
Pun	A figure of speech that compares two things, using the words like or as.
Symbol	A phrase that uses words in a way that gives them a funny effect.

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Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 136-138

Read: pg. 136-138 Writing Techniques

Activity: Using the writing techniques on pages 136-138 and create examples for each of the following writing techniques.

Example:

Simile: Her smile is as bright as the sun.

1. Metaphor: _____

2. Overstatement: _____

3. Slang: _____

4. Colloquialism: _____

5. Oxymoron: _____

6. Parallelism: _____

7. Personification: _____

Activity: Answer the following questions about writing techniques.

1. Do you think it would be appropriate to use hyperbole or overstatement in a scientific report? Why or why not?

2. In what kinds of writing could you use an anecdote?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 136-138

Read: pg. 136-138 Writing Techniques

Activity: Using the writing techniques on page 136-138, identify the writing techniques used in the following sentences.

Example:

The car's engine growled as it sped down the freeway.

Personification

1. In class we read our books, talked in groups, and wrote reading journals.

2. Her lips are as red as a rose.

3. The rough ocean is a boiling cauldron, smashing ships against the shore.

4. Except for the fact that our team lost and I dropped my ice cream cone, the baseball game was fine.

5. The room was filled with a deafening silence as I waited for the teacher to announce my grade.

6. I would have given my right arm to get tickets to that concert.

Activity: Answer the following questions about writing techniques.

1. How can using these writing techniques improve your writing?

2. What writing techniques do you think will be the easiest to use in your own writing? Why?

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. 139-143

Read: pg. 139-143 Writing Terms

Activity: Read the assigned pages about writing terms. Use the word bank to fill in the blanks in the following definitions.

Cliché Body Audience Brainstorming Grammar
~~Logic~~ Essay Coherence Revision
Theme Personal Narrative Voice

Example: The science of reasoning. Logic uses reasons, facts, and examples to prove or support a point.

1. A piece of factual writing in which ideas on a single topic are presented, explained, argued, or described in an interesting way is called an _____.
2. _____ is putting ideas together in such a way that the reader can easily follow them.
3. A phrase or sentence that has been overused is called a _____. It is usually better to find a new way of saying the same thing.
4. The main or middle part in a piece of writing. The _____ comes between the beginning and the ending and includes the main points that support the writer's thesis.
5. The central idea or main point in a piece of writing is called the _____.
6. _____ is a writer's unique, personal tone.
7. A _____ is writing that shares an event or experience in the writer's personal life.
8. _____ is making changes in a piece of writing to improve the ideas, organization, and voice.

9. Collecting ideas by talking freely about all the possibilities is called _____.

10. _____ is the structure of language. The rules and guidelines that you follow in order to speak and write acceptably.

11. _____ is the people who read or hear what has been written.

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 139-143

Read: pg. 139-143 Writing Terms

Activity: Read the assigned pages about writing terms. Define the following terms.

1. Argumentation: _____

2. Central idea: _____

3. Composition: _____

4. Dialogue: _____

5. Figurative language: _____

Activity: Answer the following questions about writing terms.

1. Why would you include dialogue in your writing? How could dialogue improve your writing?

2. What is a journal? How can writing in a journal improve your writing?

3. What does it mean to limit the subject? Why is it important to create a specific topic?

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

Teach a mini-Lesson using *Write Ahead* pg. 139-143

Read: pg. 139-143 Writing Terms

Activity: Answer the following questions about writing terms.

1. What is a transition? Where should you use transitions in your writing?

2. Read the following passage.

“As I woke up in the morning, I felt the summer sun shining on my face. It was the last day of school and I was eager to finish the day so that I could begin the freedom and joy of my summer vacation. As I walked to the school bus, I checked my watch. The minutes ticked by so slowly that I thought the bus would never come. During my classes, I could only daydream about lemonade, the beach, and lazy days. When the bell finally rang, my body flooded with excitement. I knew that I had the whole summer in front of me and I couldn’t remember every feeling happier.”

What is the tone of this passage? What words or writing techniques help you to determine the tone?

3. What is the difference between an issue and a topic?

4. What is an idiom? Give an example of an idiom.

5. Why is it important to have balance in your writing?

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

Teach a mini-Lesson using *Write Ahead* pg. 139-143

Read: pg. 139-143 Writing Terms

Activity: Read the assigned pages about writing terms. Match the writing term with it's correct definition.

Topic	Writing or speaking in the usual sentence form. It become poetry when it takes on rhyme and rhythm.
Prose	A notebook for writing down thoughts, experiences, information, and ideas.
Summary	Special comparisons, often called figures of speech, that make your writing more creative.
Focus	Writing that presents only the most important ideas in something you have read.
Argumentation	The specific subject of a piece of writing.
Diction	The specific part of a topic that is written about in an essay.
Journal	Writing or speaking that uses reason and logic to prove a point or support an opinion.
Figurative language	A writer's choice of words. This helps create a formal writing style, or an informal, everyday writing style.

Activity: Answer the following questions about writing terms.

1. How can figurative language improve your writing?

2. Why is it important to brainstorm before your begin writing about a topic?

3. What is a thesis statement? What kind of writing requires a thesis statement?

4. Why is it important to be familiar with these writing terms?

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Quarter 4, Week 4, Day 2

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 237

Read: pg. 237 Writing Business Letters

Activity: Read the introduction to writing business letters and answer the following questions.

1. Why would you send someone a memo? Would you send a memo to someone you do not know well?

2. What is the tone of a business letter?

3. What is the tone of a memo or e-mail?

4. What does an effective business letter do?

5. How can benefits help students?

6. Why would you write a business letter to apply for a job?

7. How is a business letter different from an essay or a personal narrative?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 238-239

Read: pg. 238-239 Parts of a Business Letter, Sample Business Letter

Activity: Examine the parts of a business letter. Fill in the parts in their proper order.

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

Activity: Observe the sample business letter and answer the following questions.

1. Why is it important to follow the proper organization for a business letter?

2. What are the two types of closings that you can use in a business letter?

_____, _____

3. What is a salutation?

4. Why is it important to use the proper spacing for a business letter?

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

Teach a mini-Lesson using *Write Ahead* pg. 238-239

Read: pg. 238-239 Parts of a Business Letter

Activity: Read the sample business letter and answer the following questions.

1. What is the tone of this business letter? What elements contribute to this tone?

2. Do you think that this sample business letter is effective? Why or why not?

3. Imagine that you are writing a letter to the governor of California. How would you find his address? What would your salutation look like?

4. How are the body paragraphs of a business letter different from the body paragraphs of an essay?

5. Why should you include the date in your business letter?

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

Teach a mini-Lesson using *Write Ahead* pg. 240-241

Read: pg. 240-241 Writing Guidelines for Business Letters

Activity: Read the prewriting guidelines for writing a business letter. Begin prewriting for your business letter.

Imagine that you are writing a business letter to a potential employer discussing your skills and your desire for employment.

Name of employer: _____

Desired position: _____

Gather all of the facts and details that you will need to write an effective letter.

Keep the purpose and reader in mind. Include details pertaining to your interest in the company and the skills that make you a good candidate for the position.

Details:

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Teach a mini-Lesson using *Write Ahead* pg. 240-241

Read: pg. 240-241 Writing Guidelines

Activity: Using your prewriting and gathered details, begin writing the first draft of your business letter.

Start with the beginning of your letter, stating the reason for your letter.

Then move on to the middle of your letter, presenting the important facts and details in short, clearly stated paragraphs.

To end your letter, explain what action you would like the reader to take, remembering to be polite.

First draft:

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Teach a mini-Lesson using *Write Ahead* pg. 240-241

Read: pg. 240-241 Writing Guidelines

Activity: After completing your first draft of your business letter, revise your writing.

Make sure that you have made all of your keep points. Add details that you have left out, make sure that your letter is well organized, and eliminate unnecessary details from your writing.

Activity: After completing your revisions, edit your business letter, checking for style and correctness.

Make sure that your sentence read smoothly.

Edit your writing for errors.

Double check your spelling and accuracy of names and addresses.

Activity: Once you have completed all of your revisions and edits on your first draft, create a final draft of your business letter, using the correct organization and spacing.

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. 242-243

Read: pg. 242-243 Types of Business Letters, Sample Letter of Complaint

Activity: Read about the types of business letters and answer the following questions.

1. What are the three types of business letters?

2. What is the difference between a letter of complaint and a letter of opinion?

3. Imagine you are writing an opinion letter. What would you write about? Who would be your intended audience (who are you writing to)?

4. Why is it important to be polite in a letter of complaint?

5. Why is it important to offer solutions or suggest changes in letters of complaint and opinion?

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

Teach a mini-Lesson using *Write Ahead* pg. 242-243

Read: pg. 242-243 Types of Business Letters, Sample Letter of Complaint

Activity: Read about the types of business letters and observe the sample letter of complaint. Answer the following questions.

1. What is the topic of the sample letter of complaint?

2. What is the solution proposed to fix the problem in the sample letter of complaint?

3. Does this sample letter of complaint meet all of the requirements for a letter of complaint as listed on page 242? Is anything left out?

4. Do you think this sample letter of complaint is effective? Why or why not?

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

Teach a mini-Lesson using *Write Ahead* pg. 244

Read: pg. 244 Sending Your Letter

Activity: Read about sending your letter. Complete the following activities.

1. Use the following envelope template and address the envelope, using the sample addresses.

Your Address:

(Your Name)
1234 Main Street
San Jose, CA 91234

Who You Are Writing To:

Mr. Jon Smith
Director of Admissions
University of California
200 Central Avenue
Sacramento, CA 90003

Sample Envelope:

_____		

_____	_____	
	_____ _____ _____ _____	

*Make sure to follow all of the Postal Service Guidelines when addressing your Envelope

2. Use this paper and imagine that you are folding a letter. Follow the directions on page 244 and fold the letter.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 245

Read: pg. 245 Writing E-Mail, Memos, and Proposals

Activity: Read the introduction to writing e-mails, memos, and proposals and answer the following questions.

1. Why is communication so important at work?

2. What kinds of communication are used in the workplace?

3. How is written communication different from verbal communication?

4. Why is written communication considered a permanent form of communication?

5. Why do you think people might take written communication more seriously than verbal communication?

Character Based Literacy Program Write Ahead
Quarter 4, Week 6, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 246-247

Read: pg. 246-247 Sample E-Mail Message, Writing Guidelines

Activity: Read the sample e-mail message and use the e-mail writing guidelines to write your own e-mail.

1. How is this e-mail message different than a business letter? How are they similar?

2. Have you written many e-mail messages? Are they similar to or different than this sample e-mail?

3. What is the subject of the sample e-mail? What does this subject tell you about the e-mail message?

4. Begin planning your own e-mail message. Imagine that you are writing an e-mail message to your parents asking them for something.

Gather all of the details that you will need for your e-mail, including e-mail addresses.

Character Based Literacy Program Write Ahead
Quarter 4, Week 6, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 246-247

Read: pg. 246-247 Sample E-Mail Message, Writing Guidelines

Activity: Use the writing guidelines and the sample e-mail message to write your own e-mail message.

1. Using the details that you gathered during your prewriting, write the first draft of your e-mail, including all of the important parts of the e-mail.

Remember to include a subject, a beginning, a middle, and an ending.

2. Once you have written the first draft of your e-mail message, revise and edit your work using the checklist on page 247.

3. Write the final draft of your e-mail message, including e-mail addresses and a subject.

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 248-249

Read: pg. 248-249 Sample Memo, Writing Guidelines

Activity: Read the sample memo and use the writing guidelines to begin writing your own memo.

1. What is a memo?

2. What should you include in the heading of your memo?

3. What is the author asking for in the sample memo?

4. Imagine that you are writing a memo to ask your teacher for suggestions of good books to read. Think of the kinds of books that you like (action, adventure, drama, etc.) so that you can be more specific in your memo.

Begin writing your memo by prewriting.

Remember to think of your audience before you gather details.

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. 248-249

Read: pg. 248-249 Sample Memo, Writing Guidelines

Activity: Continue writing your memo, using the writing guidelines and sample memo.

1. Using the details that you have gathered in your prewriting, begin writing the first draft of your memo.

Organize the memo in three parts: Beginning (with heading), Middle, and Ending

2. Once you have written your memo, revise and edit your first draft using the checklist on page 249.

3. After you have completed your revisions and edits, write a final draft of your memo.

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 250-251

Read: pg. 250-251 Sample Proposal, Writing Guidelines

Activity: Read the sample proposal and answer the following questions about proposals.

1. What are the four things you need to include in the heading of a proposal?

_____	_____
_____	_____

2. What is the topic of this proposal?

3. What are the three parts that you should include in your proposal?

4. Do you understand the goal of the sample project? What parts of the proposal help you to understand the sample project?

5. Why is it important to revise and edit your proposal before you submit it? How might errors affect the approval of your proposal?

Character Based Literacy Program Write Ahead
Quarter 4, Week 7, Day 2

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 191

Read: pg. 191 Writing Stories

Activity: Read the introduction to writing stories and answer the following questions.

1. Why is writing made-up stories harder than writing stories about your own life?

2. How can you learn more about the structure of a story?

3. Have you every written a story? What was your story about?

4. Think of a story that you have read. Who was the main character?

What was the conflict of that story?

How was the conflict resolved?

5. What do you think makes a good story?

Character Based Literacy Program Write Ahead
Quarter 4, Week 7, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 192-193

Read: pg. 192-193 The Shape of Stories

Activity: Read about the shapes of stories and answer the following questions.

1. What makes a fictional story good?

2. What is a plot?

3. Examine the drawing of the plot line. What do you think is the most important part of the story?

4. List the five parts of a plot:

1. _____

2. _____

3. _____

4. _____

5. _____

5. Think of a story that you have read recently. What was this story about? Did this story have all five parts that a plot should have? Was it a good story?

6. Why do you think the plot is so important to a fictional story?

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

Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 192-193

Read: pg. 192-193 The Shape of Stories

Activity: Match the parts of the plot with their correct definition.

Exposition	Brings the story to a natural, thought-provoking, or surprising conclusion.
Rising Action	The moment of truth or the most exciting action, when the character confronts his or her problem head on.
Resolution	Includes at least two or three important actions involving the main character and his or her problem.
Falling Action	The beginning part of a story in which the main character, conflict, and setting are introduced.
Climax	Involves the main character as he or she learns how to deal with life after the moment of truth.

Activity: Read the sample selections for each of the parts of the plot. Answer the following questions.

1. Read the sample exposition. What do you learn about the main character, conflict, and setting from this paragraph?

2. After reading the rising action, read the climax. How do you know this is the climax of the plot?

Character Based Literacy Program Write Ahead
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Teach a mini-Lesson using *Write Ahead* pg. 194-195

Read: pg. 194-195 Sample Story

Activity: Read the sample story and answer the following questions.

1. What is the title of this story?

What does the title tell you about the plot of the story?

2. Read the exposition section of the story. What do you learn about the characters, the setting, and the plot?

3. Read the rising action section. What is happening during this part of the plot?

4. How does the dialogue affect the story? Do you think it was necessary for the author to include this dialogue?

5. List the important actions that take place during the rising action part of the plot of the story:

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

Teach a mini-Lesson using *Write Ahead* pg. 194-195

Read: pg. 194-195 Sample Story

Activity: Read the sample story and answer the following questions.

1. Review the exposition and rising action that you read last time. Does the author do a good job of building up suspense before the climax? How does the author create this suspense?

2. Read the climax of the story. What happens in the climax of the story?

Reread the definition of a climax on page 193. Does this sample climax meet the requirements? How do you know?

3. What is the difference between falling action and resolution?

4. What happens in the falling action part of the story?

5. How does the author resolve the story? Is this a satisfactory resolution? Why or why not? Would you end the story differently?

6. Is this sample story an effective story? Why?

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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 196-198

Read: pg. 196-198 Writing Guidelines

Activity: Read the writing guidelines for a story to create your own fictional story. Begin writing your story by starting with prewriting.

1. Before you start writing your story, create a main character.

You can use someone you know as the basis for your character, but make sure not to be hurtful or embarrassing by making the character too recognizable.

Main character: _____

Characteristics: _____

2. Next, you should think of a conflict for your main character. This conflict can be with another character, within himself, with nature, with society, or with fate.

Conflict: _____

3. One you have created your main character, you should begin to construct other elements of your story. You can create more characters, establish a setting, and consider the action for your story.

Other characters: _____

Establish a setting: _____

List two or three actions that could move the story a long:

4. Brainstorm any other ideas you might want to include in your story.

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Name: _____
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8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 196-198

Read: pg. 196-198 Writing Guidelines

Activity: Use your prewriting to write the first draft of your story. Use the story map on page 197 as a general guide to write your first draft.

1. Begin writing the exposition. Use one of the three suggested starts, or create your own.

In the exposition, make sure to include the setting, the main character, and the conflict.

2. Move on to the rising action and climax. Place your characters in the first challenging action, then build up suspense with new action leading to the climax.

Follow the writing tips on page 197 to help you write your first draft.

3. Next work on the falling action and resolution. Work quickly after the climax through the rest of the story.

Show how the climax has changed your main character, and tell how she will act or live from now on.

Character Based Literacy Program Write Ahead
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Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 196-198

Read: pg. 196-198 Writing Guidelines

Activity: Continue working on your first draft if it is not complete. Once the first draft is complete, begin revising your first draft.

1. Use the checklist to revise your first draft.

- _____ Do my characters talk and act like real people?
- _____ Does the conflict really test my main character?
- _____ Do all the actions build toward the climax?
- _____ Did I show rather than tell most of the time?
- _____ Does my story contain any holes or confusing parts?

Make sure to add important details and to remove unnecessary details from your story.

2. After you have revised your first draft, edit your work. Make sure to check for style and accuracy.

First pay attention to sentence style and word choice.

Then check for capitalization, punctuation, usage, and spelling errors.

Switch stories with a classmate and edit each other's stories.

3. Once you have completed your revisions and edits, write a final draft of your story.

Character Based Literacy Program Write Ahead
Quarter 4, Week 8, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 199

Read: pg. 199 Story Patterns

Activity: Match the story pattern with it's correct definition.

	The main character follows a trail of clues to discover an amazing secret. Mystery and suspense novels use this pattern.
The Quest	The focus in this type of story is a decision the main character must make. Tension builds as the decision approaches.
The Rite of Passage	Two people fall in love, but they are held apart by a number of obstacles. Their struggle to come together only causes their love to grow stronger. Sometimes they succeed, sometimes they fail.
The Union	The main character goes on a journey into the unknown, overcomes a number of obstacles, and returns either victorious or wiser. Heroic myths follow this pattern, but so do many modern stories.
The Reversal	A difficult experience changes the main character in a significant and lasting way. These stories are also called "Coming of Age" stories.
The Discovery	In this pattern, the main character follows one course of action until something causes him or her to think in a different way.
The Choice	

Activity: Read the following story summaries and identify the story pattern that they follow.

1. A young girl learns about a treasure man so she goes on a journey to see what she will find.

2. A boy and a girl meet at a part and fall in love. Unfortunately, their parents are rivals and won't let them be together. The boy and the girl go to any length to be together.

3. A girl learns about love when she is forced to take care of her younger siblings after a tragic family accident.

4. A young black man fights for the right to enroll in an all white school.

5. A young girl must decide whether to go to college or to stay home and run the family business.

Character Based Literacy Program Write Ahead
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Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 200

Read: pg. 200 Evaluating Stories

Activity: Use the following assessment rubric to evaluate the quality of your story.

_____ **STIMULATING IDEAS**

The story...

- contains an entertaining or engaging plot.
- brings the action alive with dialogue and details.
- develops interesting characters.

_____ **LOGICAL ORGANIZATION**

- builds to a climax that changes the main character.
- develops with the characters' words and actions moving things along.
- comes to a natural, satisfying, or surprising close.

_____ **ENGAGING VOICE**

- uses language that holds the reader's interest.
- sounds realistic in terms of the characters' dialogue.

_____ **ORIGINAL WORD CHOICE**

- contains specific verbs and nouns.
- uses sensory details.

_____ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from one idea to the next.
- includes sentences of varied lengths and beginnings.

_____ **CORRECT, ACCURATE COPY**

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

1. Is your story an effective story? If not, what would you change or add?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 201

Read: pg. 201 Writing Poetry

Activity: Read to introduction to writing poetry and answer the following questions.

1. What is an image?

2. How could having good visual skills help you to write poetry?

3. Read the poem. What do you think it means to say that this poem is “free-verse”?

4. Does this poem create any images in your mind? How does the poem do this?

5. Why do you think it is so important to include descriptive words in poetry?

6. Have you ever read poems before? Did you like them? Why or why not?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 202-203

Read: pg. 202-203 What is Poetry?

Activity: Read about how poetry is different from other kinds of writing. Answer the following questions.

1. What is prose?

2. How is poetry different from prose?

3. How can you create a word picture using poetry? What kind of details should you include?

4. Why is it important for the poet to speak to the heart of his audience?

Read the sample poem. Does this poem speak to your heart? How does it do this?

5. Have you ever written poetry before? Do you think your poems spoke to the heart?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 202-203

Read: pg. 202-203 What is Poetry?

Activity: Read about the characteristics of poetry. Answer the following questions.

1. How is poetry different from other kinds of writing, especially prose?

2. What does it mean that poetry sounds different?

How do poets use words differently than other writers?

3. How important do you think word choice is to poetry? Why might word choice be important?

4. How does poetry look different from other kinds of writing?

5. What is a stanza?

6. Why do you think the way a poem looks is so important? What can the look of a poem tell you about its message?

Character Based Literacy Program Write Ahead
Quarter 4, Week 9, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 204-206

Read: pg. 204-206 Writing Guidelines

Activity: Use the writing guidelines on pages 204-206 to write your own free-verse poem.

1. What is a free-verse poem?

2. Begin prewriting by starting with a strong image. Look at pictures or think of an image that means a lot to you.

Image: _____

3. Once you have chosen an image, study it to gather details.

You can use a sensory chart to write down details, or you can make a list of details.

Write down the visual details. Then think of other senses (smell, touch, taste).

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 204-206

Read: pg. 204-206 Writing Guidelines

Activity: Once you have finished prewriting, begin working on writing the first draft of your poem.

Study the details that you gathered. Choose which details make the strongest image, and make that image the focus of your poem.

Begin writing the first draft of your poem. Remember to create a picture, to speak to the heart, and to use your words carefully.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 204-206

Read: pg. 204-206 Writing Guidelines.

Activity: After completing the first draft of your poem, revise and edit your first draft.

1. Revise your first draft, using the checklist on page 205.

2. After you have completed your revisions by adding or removing ideas and changing the order of ideas, edit your first draft.

Check your revised poem for style and errors. In a free-verse poem, you do not have to capitalize the first word in each line. Use end punctuation to end a complete thought. Use other punctuation as needed.

3. Once you have completed your revisions and edits, write the final draft of your free-verse poem.

Activity: Read the sample free-verse poem on page 206.

1. Does this poem create an image or paint a picture? How does it do this?

2. How does this author use the look of the poem to send a message to the reader?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 207-208

Read: pg. 207-208 Special Poetry Techniques

Activity: Read about special poetry techniques. Give examples of the following techniques.

1. Metaphor:

2. Alliteration:

3. End Rhyme:

4. Repetition:

Activity: Answer the following questions about poetry techniques.

1. Did you use any of these techniques in your own poetry? Why or why not? Do you think your poem would be better if you used these?

2. Why do poets use figures of speech in their poetry?

4. Why is the sound of poetry important?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 207-208

Read: pg. 207-208 Special Poetry Techniques

Activity: Identify the following poetry techniques.

1. Her hands were as cold as ice.

2. The big brown bear brought berries back to her babies.

3. When Sarah did a cannonball, all of the water splashed out of the pool.

4. The trees whispered to the wind.

5. He walked all day, he walked all night, he walked everywhere.

6. The bee buzzed around the hive.

Activity: Answer the following questions about reading poetry.

1. How can understanding the techniques of poetry help you to enjoy reading poems?

2. Why is every word in a poem so important?

3. Why should you read a poem several times? What is the benefit of this repeated reading?

Character Based Literacy Program Write Ahead
Quarter 4, Week 10, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 209

Read: pg. 209 Evaluating Poetry

Activity: Use the following assessment rubric to evaluate the quality of your poetry.

_____ STIMULATING IDEAS

The poem...

- focuses on specific memory, feeling, image, or person.
- brings the subject to life.
- contains strong images (word pictures).

_____ LOGICAL ORGANIZATION

- forms a meaningful whole—an idea creatively presented and developed.
- deepens its meaning in the final lines.

_____ ENGAGING VOICE

- uses words and phrases to effectively create images.
- maintains a consistent voice throughout.

_____ ORIGINAL WORD CHOICE

- contains specific sensory details.
- employs poetic techniques.

_____ EFFECTIVE SENTENCE STYLE

- moves smoothly from one line or idea to the next.
- sounds pleasing when read out loud.

_____ CORRECT, ACCURATE COPY

- is free of careless errors.
- follows the required formatting guidelines (if it is a traditional poem).
- looks interesting on the page (if it is a free-verse poem).

1. Is your poem effective? What would you add or remove?
