

Character Based Literacy Program Write Ahead
Quarter 5, 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: Read the introduction to writing basic sentences and answer the following questions.

1. What does Patricia T. O'Connor mean when she says that a well-written sentences is a "triumph of engineering?"

2. What should a sentence do on its own?

3. What role do sentences play in a longer piece of writing?

4. Why is it important to make sure that you can write effective sentences?

5. How can reading help you to improve your sentences?

6. What does it mean to have an "ear" for good sentences?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 84-85 Sentence Review

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

1. What is a sentence?

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

3. Identify the subject in the following sentences.

Example: My sister went to the mall yesterday.

Subject: sister

Our new teacher is from Chicago.

Subject: _____

Sarah likes to play golf.

Subject: _____

My mom makes the best cookies.

Subject: _____

4. Identify the predicate in the following sentences.

Example: Our dog ran around the yard.

Predicate: ran

Jeremy asked the teacher for help.

Predicate: _____

My dad bought me a car on my birthday.

Predicate: _____

Susan loves her red bike.

Predicate: _____

5. Write two sentences compound subjects and/or compound predicates.

Example: Tim and Joe listen to music after school.

1. _____

2. _____

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 84-85 Sentence Review

Activity: Answer the following questions about basic sentence patterns.

1. Why is it important to know the different kinds of sentence patterns?

2. What kind of verbs do not need a direct object to express a complete thought?

3. What is the difference between a transitive and an intransitive verb?

Activity: Create your own sentences using basic sentence patterns.

1. Subject + Action Verb:

2. Subject + Action Verb + Direct Object:

3. Subject + Action Verb + Indirect Object + Direct Object:

4. Subject + Linking Verb + Predicate Noun:

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. Sentence Errors

Activity: Answer the following questions about sentence errors.

1. What is a run-on sentence?

2. What is a rambling sentence?

3. What is a sentence fragment?

4. What is a comma splice?

Activity: Read the following sentences and identify the type of sentence error.
Then rewrite the sentence so that it is correct.

Example: Went to the store.

Type of error: Fragment

Correction: She went to the store.

1. The movie comes out today I am so excited to see it.

Type of error: _____

Correction: _____

2. Laura likes to sew, she makes her own clothes.

Type of error: _____

Correction: _____

3. Yesterday my friends went to the mall and they bought shirts, pants, and shoes and then they went to the food court and had lunch and then they went home to have dinner.

Type of error: _____

Correction: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

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 for the parts of a sentence to agree with one another?

2. If you use a singular subject, what kind of verb should you use?

3. If you use a plural subject, what kind of verb should you use?

Activity: Write your own sentence using the following kinds of subjects, making sure that your subject and verb agree:

Example: One subject

Sentence: My sister works at the mall.

1. One subject:

2. Compound subjects connected by AND:

3. Compound subjects connected by OR:

4. Indefinite pronouns:

5. Unusual word order:

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 89-90 Sentence Problems

Activity: Read about the kinds of sentence problems and answer the following questions.

1. Why should you avoid sentence problems? Why is it bad to have sentence problems in your writing?

Activity: Read the following sentences and identify the problems in those sentences. Rewrite the sentence correctly.

1. Anne's shorts they are too short.

Type of problem: _____

Correction: _____

2. Eric and Sam went to the restaurant, but he didn't like anything on the menu.

Type of problem: _____

Correction: _____

3. Mary should of done her homework.

Type of problem: _____

Correction: _____

4. The president gave his speech and then she opened the floor for questions.

Type of problem: _____

Correction: _____

5. I can't hardly hear her because she speaks so softly.

Type of problem: _____

Correction: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 91 Combining Sentences

Activity: Read the introduction to combining sentences and answer the following questions.

1. Why would you combine sentences?

2. Why might you combine sentences that seem to be fine on their own?

3. What is writing fluency?

How can combining sentences help your writing fluency?

4. Combine the following sentences:

Sophie likes to play sports.
Her favorite sport is baseball.
She plays catcher.

Combined sentence: _____

Character Based Literacy Program Write Ahead
Quarter 5, Week 2, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 92-94

Read: pg. 92-94 Combining with Key Words, Combining with Phrases,
Combining with Longer Sentences

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

1. What is a key word?

Activity: Combine the following sentences using the bolded keyword.

1. John's painting was displayed in the school art show.
It was a **watercolor** painting.

Combined: _____

2. Mary went to practice yesterday.
It was **soccer** practice.

Combined: _____

3. Bob likes pizza.
Pepperoni pizza is his favorite.

Combined: _____

Activity: Combine the following sentences using a series of words, remembering to make sure that the ideas are parallel.

1. My room is messy. It is small. It is dusty.

Combined: _____

2. John likes sports. He likes to play sports. He likes to watch sports.

Combined: _____

Character Based Literacy Program Write Ahead
Quarter 5, Week 2, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 92-94

Read: pg. 92-94 Combining with Key Words, Combining with Phrases,
Combining with Longer Sentences

Activity: Combine the following sentences using phrases.

1. John went to the park to play a game. He played basketball with his friends.

Combined: _____

2. Carla went shopping at the mall. She went shopping for shoes and a dress.

Combined: _____

3. Mark finished his essay. His essay is about his favorite book.

Combined: _____

Activity: Combine the following sentences using compound subjects and verbs.

1. Lisa went to the movies.
Sarah went to the movies, too.

Combined: _____

2. Mrs. Jones cooked dinner. She also baked a cake.

Combined: _____

3. John likes baseball.
Mitch likes baseball, too.

Combined: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 92-94

Read: pg. 92-94 Combining with Key Words, Combining with Phrases,
Combining with Longer Sentences

Activity: Answer the following questions about compound and complex sentences.

1. What is a compound sentence?

2. What conjunctions can be used to connect simple sentences to make a compound sentence?

3. What is a complex sentence?

4. What kinds of subordination conjunctions can be used to make a complex sentence?

Activity: Combine the following sentences using compound sentences.

1. John knows a lot about soccer.
He doesn't know anything about baseball.

Combined: _____

2. Mary likes classical music.
She plays in her school's orchestra.

Combined: _____

Activity: Combine the following sentences using complex sentences.

1. My sister runs a lot. She is on the track team at school.

Combined: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 95 Writing Paragraphs

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

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

What does it mean when he calls a paragraph a “mini-essay?”

2. Why are paragraphs so important to your writing?

3. What is a paragraph?

4. What kind of information must be included in a paragraph?

5. What should be included in the first sentence of a paragraph?

What kind of information should follow the first sentence?

Character Based Literacy Program Write Ahead
Quarter 5, Week 3, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

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

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

Activity: Read about the parts of a paragraph, read the sample paragraph, and answer the following questions.

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

2. What is the topic of the sample paragraph? How do you know?

3. What should be included in your topic sentence?

4. Why is it important to include specific details in the sentences in the body?

5. What are the three ways that you can organize the details in the body of your paragraph?

6. What should be included in the closing sentence of your paragraph?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 98-99

Read: pg. 98-99 Types of Paragraphs

Activity: Read about narrative paragraphs and descriptive paragraphs. Answer the following questions.

1. What should you write about in a narrative paragraph?

2. What are the 5 W's that you should include in your narrative paragraph?

1. _____

2. _____

3. _____

4. _____

5. _____

3. What is the topic of the sample narrative paragraph? What kind of event is being written about?

4. What should you write about in a descriptive paragraph?

5. What is the topic of the sample descriptive paragraph?

6. How are the details organized in the body of the descriptive paragraph?

Character Based Literacy Program Write Ahead
Quarter 5, Week 3, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 100-101

Read: pg. 100-101 Types of Paragraphs

Activity: Read the sample expository paragraph and the same persuasive paragraph. Answer the following questions.

1. What should you write about in an expository paragraph?

2. What is the topic of this sample expository paragraph?

3. How should you organize the ideas of your expository paragraph to help the reader follow your ideas?

4. What should you write about in a persuasive essay?

5. What do you need to include in your persuasive essay in order to support your opinion?

6. What is the topic of the sample persuasive essay?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 102-103

Read: pg. 102-103 Writing Guidelines, Details in Paragraphs

Activity: Read the writing guidelines for writing a paragraph and answer the following questions.

1. What kind of details should you gather before writing your first draft?

2. Where does your topic sentence go in your paragraph?

3. What details should you include in your paragraph?

4. Why is it important to revise and edit your writing?

Activity: Read about the details in paragraphs and answer the following questions.

1. Why is it important to have effective facts and details to include in your sentence?

2. What kind of sources should you use to gather details for your paragraph?

3. What are the three kinds of personal details that you can use in your paragraphs?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 104-106

Read: pg. 104-105 Organizing Your Ideas

Activity: Read about organizing your ideas and answer the following questions.

1. Why is it important to organize the ideas in your paragraph?

2. What are the three basic ways to organize your sentence?

1. _____

2. _____

3. _____

3. What does it mean to organize your sentences chronologically?

4. In what kind of paragraph should you use chronological order to organize your sentences?

5. When should you organize your sentences using the order of location?

6. What does it mean to organize your sentences by the order to location?

7. In what kind of paragraph should you organize your sentences by the order of importance?

Character Based Literacy Program Write Ahead
Quarter 5, Week 4, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 104-106

Read: pg. 104-105 Organizing Your Ideas, Transition Words and Phrases

Activity: Read about organizing paragraphs in essays and answer the following questions.

1. What is the difference between a paragraph and an essay?

2. How should you organize your ideas within an essay?

3. What makes a complete paragraph?

4. Why is it important to your writing has a clear topic and focus?

5. What should you include in each middle paragraph?

6. What should you include in your concluding paragraph?

Character Based Literacy Program Write Ahead
Quarter 5, Week 4, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 104-106

Read: pg. 106 Transition Words and Phrases

Activity: Read about transition words and phrases and answer the following questions.

1. What is a transition word? Where should you use transition words?

2. How should you use transition words in your paragraphs and essays?

3. Read the sample expository essay on page 100 and the sample persuasive paragraph on page 101. Make a list of the transition words used in these paragraphs.

4. What kinds of transition words are used in the sample expository and persuasive essays? How do they help the reader to understand the paragraph?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 107 Writing Expository Essays

Activity: Read the introduction about writing expository essays and answer the following questions.

1. What do you write about in an expository essay?

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

3. Why is it important to know a lot about the topic of your expository essay?

4. What are the two main types of thinking that you will use to write your expository essays?

1. _____

2. _____

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 108-109 Sample Expository Essay

Activity: Read the sample expository essay and answer the following questions.

1. What is the topic of this sample expository essay?

2. Why does the author of the sample expository essay ask a question in his first sentence?

3. What is the thesis of this expository essay?

4. What kind of transitions does the author use in this expository essay?

5. What is the topic of the first body paragraph?

6. How does the author support the topic sentence of the first paragraph?

7. What is the topic of the second body paragraph?

8. What is the topic sentence of the third body paragraph?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 108-109 Sample Expository Essay

Activity: Read the sample expository essay and answer the following questions.

1. How does the author organize the information in this expository essay?

Is this order effective? Would you organize this essay differently?

2. What does the author include in his ending?

3. What did you learn from this expository essay? Did the author effectively explain the traits of a good leader?

4. What are the three main parts of an essay that are included in this sample expository essay?

1. _____

2. _____

3. _____

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 110-111

Read: pg. 110-111 Writing Guidelines

Activity: Using the writing guidelines to write your own expository essay.

1. Begin prewriting by choosing a specific writing topic about a personal goal.

General Subject Area: A personal goal.

Specific Writing Topic: _____

2. Gather details for your expository essay.

Begin by listing all of your ideas about the topic:

Then review your list to determine how well you know the topic.

Collect additional information as needed. Remember to look for facts and examples that will support your topic.

Using your topic and the details that you gathered, write a thesis statement using the formula below.

A specific topic
+ a main feeling about it, or a part you want to emphasize
=an effective thesis statement

Thesis statement: _____

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 110-111

Read: pg. 110-111 Writing Guidelines

Activity: Use the writing guidelines to write your own expository essay.

1. Using the thesis and the details that you have already gathered, organize your details.

Decide on the best way to organize your details. Use can use a graphic organizer like the line diagram on page 111 to arrange your supporting ideas.

2. Once you have organized your details, begin writing the first draft of your short expository essay. Make sure to include a beginning, a middle, and an end.

3. After you have written the first draft of your expository essay, revise and edit your work.

Remove any unnecessary details and add any details that you think would improve your writing. Make sure to check for spelling and grammatical errors.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 112-113

Read: pg. 112-113 Gathering Details for Essays

Activity: Read about gathering details for essays and answer the following questions.

1. What are the four ways that you can gather information in order to write about a person?

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

2. Why is observation so important when you are gathering details for your writing?

3. Imagine that you are defining a whale. Divide the term into class and category.

Term: Whale

Class: _____

Characteristics: _____

4. If you are writing about a person, what are the things that you might investigate in order to learn more about that person?

5. If you are writing about a place, what are the things that you should observe to gather details for your essay?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 112-113

Read: pg. 112-113 Gathering Details for Essays

Activity: Read about gathering details for essays and answer the following questions.

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

2. What kinds of details should you include when writing about an event?

3. Why is remembering such an important part of gathering details for essays?
What kind of information can you gather from your memory?

4. Where should you look to find information about an event?

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

6. Why is it important to do research when you are writing about an object or an explanation?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 114-115

Read: pg. 114-115 Developing Two-Part Essays

Activity: Read about developing two-part essays and answer the following questions.

1. What are the kinds of two-part essays that you could write?

2. Why is it more difficult to write a two-part essay than it is to write a one-part essay?

3. Fill in the starter sentences to generate ideas that you could use for a two part essay.

Problem and solution:

_____ could be fixed if _____

Cause and effect:

When _____ happened, I _____

Comparison and contrast:

Before and after:

Once I _____, but now _____

Character Based Literacy Program Write Ahead
Quarter 5, Week 6, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 117 Evaluating Expository Essays

Activity: Use the Assessment Rubric to evaluate your expository essay.

_____ STIMULATING IDEAS

The essay...

- contains an effective thesis statement.
- contains specific facts, examples, or quotations to support the thesis.
- thoroughly informs readers.

_____ LOGICAL ORGANIZATION

- includes a clear beginning, a strong middle, and an effective ending.
- presents ideas in an organized manner.
- uses transitions to link sentences and paragraphs.

_____ ENGAGING VOICE

- speaks clearly and knowledgeably.
- shows that the writer is truly interested in the topic.

_____ ORIGINAL WORD CHOICE

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

_____ EFFECTIVE SENTENCE STYLE

- flows smoothly from one idea to the next.
- shows a variety of sentence lengths and structures.

_____ CORRECT, ACCURATE COPY

- observes the basic rules of writing.
- follows the format required by the teacher, or follows some other effective design.

Is your expository essay effective? What would you change?

Character Based Literacy Program Write Ahead
Quarter 5, Week 6, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 117 Writing Persuasive Essays

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

1. What does it mean to persuade someone?

2. Is it easy to persuade someone to agree with your beliefs? Why or why not?

3. Why do you think a persuasive essay is the most challenging form of writing?

4. What is the pattern that a persuasive essay usually follows?

5. Why is it important to be very knowledgeable about the topic of your persuasive essay?

6. What are the two types of thinking that are required for writing a persuasive essay?

1. _____

2. _____

Character Based Literacy Program Write Ahead
Quarter 5, Week 6, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 118-119 Sample Persuasive Essay

Activity: Read the sample persuasive essay and answer the following questions.

1. What is the author trying to argue to the reader?

2. How does the author begin his essay? Is this introduction effective?

3. What is the thesis of this persuasive essay?

4. How does the thesis effect the organization of this persuasive essay?

5. What is the topic of the first paragraph?

6. What is the topic of the second paragraph?

7. What is the topic of the third paragraph?

8. Why does the author include an opposing viewpoint? Does this strengthen or weaken his own argument?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 120-121

Read: pg. 120-121 Writing Guidelines

Activity: Use the writing guidelines to write your own persuasive essay.

1. Choose a topic for your persuasive essay. Make sure that your topic is specific and that it is argumentative.

Topic: _____

2. Gather details for your persuasive essay.

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

Make sure you have three main supporting points.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 120-121

Read: pg. 120-121 Writing Guidelines

Activity: Using the topic and the details you gathered, write the first draft of your persuasive essay.

Make sure to include a beginning, a middle, and an ending.

Activity: After you have completed your first draft, revise and edit your writing.

Use the checklist on page 121 to revise your work.

Edit your first draft checking for style and correctness.

Character Based Literacy Program Write Ahead
Quarter 5, Week 7, Day 2

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 122-124

Read: pg. 122-124 Using a Graphic Organizer, Thinking Through an Argument

Activity: Read about graphic organizers and answer the following questions.

1. Why are graphic organizers less strict than outlines?

2. Why are graphic organizers helpful when you are planning your essay?

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

1. Why is it important to make sure that your argument is well thought out?

2. How should you begin an effective persuasive essay?

3. What are the three categories of opinion statements that you can use in your persuasive essay?

1. _____

2. _____

3. _____

4. What is a statement of fact?

5. What is a statement of value?

6. What is a statement of policy?

Character Based Literacy Program Write Ahead
Quarter 5, Week 7, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 122-124

Read: pg. 122-124 Using a Graphic Organizer, Thinking Through an Argument

Activity: Read about thinking through an argument and answer the following questions.

1. How does using a qualifier make an opinion easier to support?

2. Why does having more types of support strengthen your argument?

3. Why might an expert testimony be a valuable way to support your argument?

4. What does it mean when you make a concession statement?

5. Why would you include a concession statement in your persuasive essay?

6. Why is it important to show respect for an opposing argument when making a concession statement?

Character Based Literacy Program Write Ahead
Quarter 5, Week 7, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 125 Evaluating Persuasive Essays

Activity: Use the assessment rubric to evaluate your 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 5, Week 7, Day 5

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 211 Writing Observation Reports

Activity: Read the introduction to writing observation reports.

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

1. _____

2. _____

3. _____

4. _____

5. _____

2. Why is it important to be a skilled observer?

3. How can observing the world help you to be a better writer?

4. What are the things that you can write about in an observation report?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 212-214

Read: pg. 212-214 Sample Science Observation Report, Writing Guidelines

Activity: Read the sample science observation report and answer the following questions.

1. How does the author begin their scientific report?

2. What does the author include in the middle part of the report? What does he observe?

Activity: Read the writing guidelines for a science observation report and answer the following questions.

1. What are science observation reports based on?

2. Why is it necessary to ask a question when writing a science observation report?

3. Where should you go to gather details for your science observation report?

4. What is a hypothesis?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 212-214 Sample Science Observation Report, Writing Guidelines

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

1. What are the five parts of a science observation report?

1. _____

2. _____

3. _____

4. _____

5. _____

2. Why is it important to revise your science observation report?

3. Why is it important to use a serious tone of voice in your observation report?

4. Why should you edit your science observation report after you complete your revisions?

Character Based Literacy Program Write Ahead
Quarter 5, Week 8, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 215 Writing Summaries

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

1. What is a summary?

2. What does it mean to paraphrase?

3. Why is writing a summary an effective study technique?

4. What should you include in a summary?

5. Should you include examples and descriptive details in your summary? Why or why not?

6. What things should you look for as you are reading?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 216-218

Read: pg. 216-218 Sample Summary, Writing Guidelines

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

1. What does the author include in the first sentence of his summary?

2. Why should only the most important details be included in a summary?

Activity: Choose a chapter or a section from the book you are reading in class and write a summary of that section.

Use the writing guidelines to help you write your summary.

1. Gather details by skimming the section to get the overall meaning.

Then look up key words that are new to you.

Read the selection again and list the main idea and the important supporting ideas.

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 216-218

Read: pg. 216-218 Sample Summary, Writing Guidelines

Activity: Use the writing guidelines to write your own summary.

1. Using the details that you gathered yesterday, write the first draft of your summary.

Make sure that the first sentence states the main point of the reading.

Arrange your sentences in the most logical order.

2. After you have written the first draft of your summary, revise your writing using the checklist on page 218.

3. After you have completed your revisions, edit your summary using the checklist on page 218.

4. Once you have completed your revisions and edits, write a final draft of your summary.

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 219 Writing Research Reports

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

1. What are the steps of the research process?

- _____
- _____
- _____

2. How long are most research reports?

3. What are the things that are usually required when writing a research report?

4. What are the three things that separate research reports from other types of school-related writing?

- _____
- _____
- _____

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

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. How does the author conclude 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 5, Week 9, Day 3

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 225-227

Read: pg. 225-227 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 Civil War. 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 5, Week 9, Day 4

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 225-227

Read: pg. 225-227 Writing Guidelines

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. Do you think it would be better to use a graphic organizer or an outline for a research report? Why?

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 228-231

Read: pg. 228-231 Writing Guidelines

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

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

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

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

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

a. _____

b. _____

c. _____

d. _____

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

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 228-231

Read: pg. 228-231 Writing Guidelines

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

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

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

3. What does it mean to plagiarize?

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

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

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

Name: _____
Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 228-231

Read: pg. 228-231 Writing Guidelines

Activity: Use the revising guidelines to revise the sample research report on page 220-224.

1. Does the opening paragraph introduce the topic in an interesting way and state the thesis, or focus, of the report?

2. Does the information in each middle paragraph support the thesis? Are these paragraphs organized in the best order? Does any information need to be added, cut, or made clearer?

3. Does the final paragraph do one or more of the following things: Restate the focus, summarize the supporting points, and/pr make important final points about the topic?

4. Did the author include any quotations or examples?

5. Are there any charts or drawings? Are they clear?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 232-234 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?

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

Name: _____
Date: _____

8. Bridge to a language activity

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

Read: pg. 232-234 Giving Credit for Information, Adding a Works Cited Page

Activity: Answer the following questions about citing sources.

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

Activity: Create citations for a variety of sources.

1. Create a citation for a book that you are reading:

Citation: _____

2. Create a citation for a magazine:

Citation: _____

3. Create a citation for an electronic source:

Character Based Literacy Program Write Ahead
Quarter 5, 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).