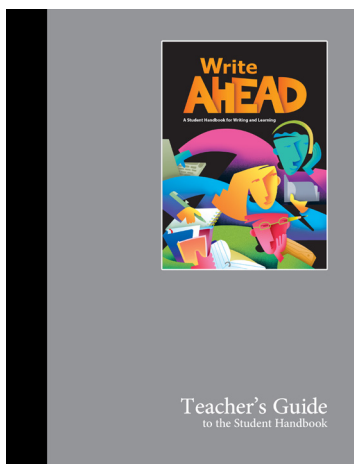
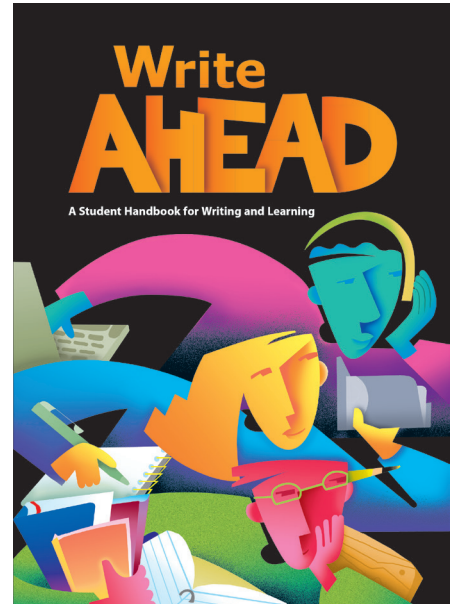


Welcome to the *Write Ahead* Program!

Write Ahead is the perfect handbook for freshman and sophomore writers, readers, test takers, and learners.

- Dozens of high-interest student models engage and inspire high school writers.
- Guidelines and checklists help students write in all modes: narrative, explanatory, argumentative, response, research, creative, and workplace.
- Students improve critical learning skills—from close reading to listening and speaking, from note-taking to test-taking, from critical thinking to media literacy.
- *Write Ahead* supports learning in all subject areas: English, science, social studies, and math.

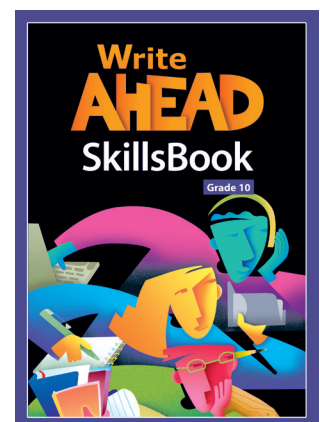
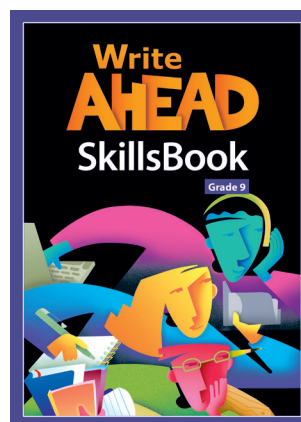


The free, online *Write Ahead Teacher's Guide* leads you page by page through the student handbook. Check out k12.thoughtfullearning.com/WAHTG:

- Scope and Sequence
- Yearlong Timetable
- Getting-Started Activities
- Chapter-by-Chapter Guide to the Student Handbook
- Assessing Writing
- Activities and Handouts

The *Write Ahead SkillsBooks* provide leveled language practice for the rules and examples in the “Proofreader’s Guide.”

- Punctuation
- Mechanics
- Usage
- Spelling
- Sentences
- Grammar



Getting Started with *Write Ahead*

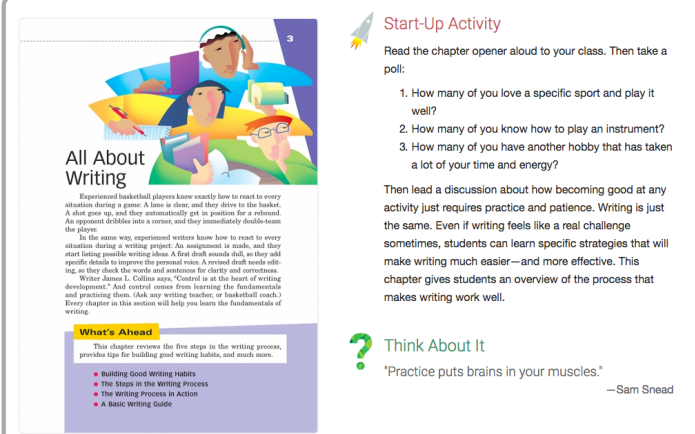
Week	<i>Write Ahead</i> Handbook or <i>SkillsBook</i> (SB9 or SB10)
1	Getting-Started Activities Why Write? 1 Journal Writing 129–132
2	All About Writing 3–10 One Writer's Process 11–18 Conventions: Creating Clear Sentences (Part 1) 77–79, 526–531 <ul style="list-style-type: none"> • SB9 47–52 • SB10 41–48
3	Traits of Effective Writing 19–24 9 Personal Narrative 145–154 10 Biographical Essay 160–164

Step 1 Go to the free *Teacher's Guide* k12.thoughtfullearning.com/WAHTG.

- Select the suggested **Yearlong Timetable** to see what you'll be teaching.
- Select **Getting-Started Activities** to introduce the program.

Step 2 Select the chapter you want to teach, such as “All About Writing.”

- Read the **Start-Up Activity** and **Think About It** quotation.
- Note the **Common Core State Standards** you are teaching.
- Follow the **page-by-page guidelines** for teaching the material.
- Use **download activities, minilessons, additional models, more topics, and many more resources.**



Start-Up Activity
Read the chapter opener aloud to your class. Then take a poll:

1. How many of you love a specific sport and play it well?
2. How many of you know how to play an instrument?
3. How many of you have another hobby that has taken a lot of your time and energy?

Then lead a discussion about how becoming good at any activity just requires practice and patience. Writing is just the same. Even if writing feels like a real challenge sometimes, students can learn specific strategies that will make writing much easier—and more effective. This chapter gives students an overview of the process that makes writing work well.

Think About It
“Practice puts brains in your muscles.”
—Sam Snead

Complex Sentences Proofreader's Guide
530

A complex sentence has one independent clause (simple sentence) and one or more dependent clauses. Though a dependent clause has a subject and a predicate, it is not a complete thought unless it is attached to an independent clause. Subordinating conjunctions (such as *because*, *when*, *although*, *since*, *before*, and *even though*) or relative pronouns (*who*, *that*, and *which*) introduce dependent clauses.

Randy applied for a job at the grocery store **because Yolanda worked there**. (“Because” introduces the dependent clause at the end of the sentence.)

Since he was working in produce, he rarely saw Yolanda, **who worked in the bakery**. (Two dependent clauses and an independent clause form this complex sentence.)

Directions In the sentences below, underline the dependent clauses and circle the subordinating conjunctions or relative pronouns.

1. Randy enjoyed the job (even though) he didn't see Yolanda much.

Step 3 Integrate *SkillsBook* activities with authentic student writing.

- Teach rules and examples from the “Proofreader’s Guide” in *Write Ahead* as shown in the Yearlong Timetable.
- Assign practice activities from *Write Ahead SkillsBook* Level 9 or Level 10.
- Have students immediately apply their learning to their compositions.

Step 4 Assess writing using **checklists, peer-response sheets, rubrics, and sample assessments.**

- Prepare students for success on **high-stakes writing assessments.**