

Character Based Literacy Program All Write
If You Come Softly, Week 1 Day 1

Name: _____
Date: _____

All Write

Student Activity: Fill in the blank and short answer

1. When writing to persuade, your goal as the writer is to get readers to do what?

2. What is an “opinion” statement?

3. Write your own opinion statement about whether schools should require school uniforms.

4. After you have chosen a topic that interests you (which we will do tomorrow) there are essentially 5 steps to the process of writing a persuasive essay. Please list and describe each step *in your own words*.

STEP 1: _____

STEP 2: _____

STEP 3: _____

STEP 4: _____

STEP 5: _____

Character Based Literacy Program All Write
If You Come Softly, Week 1 Day 2

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. A sentence is made up of _____ that express a complete thought.
2. Name 3 ways you might **end** a sentence?
3. In order to express a **complete thought**, what **two** things does a sentence need?
4. Define subject:
5. Define predicate:

Directions: Circle the subject and underline the predicate in each sentence.

1. I met Jeremiah.
2. Henry waved when he saw me.
3. I smiled at Henry.
4. I glanced down.

The elevator door slid open quietly.

PERSUASIVE ESSAY STEP 1: (pages 94-95)
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Note to teacher: There are 6 steps to writing this persuasive essay. The objective is to write two short essays (one at a time) following the same 6 steps.

☐ Today the essay's topic will be: **personal values that guide me**. Start brainstorming a list as a class and follow up with your own list at your desk. This is the **subject** of your essay.

☐ **Examples might be:** Being honest to my family and friends; trying my best; believing in people; and so forth. Try to come up with 8-10 values.

- ☐ Look at the large list on the board and your personal list and decide which **3 beliefs** you would like to include in your persuasive essay.
- ☐ Your goal will be to write **2 supporting reasons for each value that guides you**. Look at page 92 for a graphic organizer to help with this task.
- ☐ In order to do that it might be helpful to **gather details**. This involves making a **list** of all your ideas about the topic.
- ☐ Next, create the **line diagram** on page 92 and fill in your values and their supporting experiences/details.
- ☐ Decide on your **audience**. Perhaps this will be something you share with your parent, friend or teacher. You will be persuading them that you actually live up to these three personal values—that your actions are in line with your words.

Character Based Literacy Program All Write
If You Come Softly, Week 1 Day 3

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. Define in your own words what the **simple subject** is: _____

Underline the simple subjects in the following sentences: (Be careful...some of them are tricky!)

1. Although they lived in Seattle, they came east once a year at Hanukkah.
2. My sisters and brothers had all moved on a long time ago.
3. "Things were different then," she said slowly.
4. "You don't know that," I said, getting angry.
5. Outside, the rain was falling steadily, drumming against the windowpane.

PERSUASIVE ESSAY STEP 2: (page 96-outline)

- ☐ Take a look at your line diagram. If it is helpful to you, transfer those thoughts into a **sentence outline**.
- ☐ Taking this step will put you in the best position to write your first draft tomorrow.
- ☐ Make sure that you add **counter-arguments** to each talking point. Would anyone disagree with your beliefs and think perhaps they were different? How so?

Character Based Literacy Program All Write
If You Come Softly, Week 1 Day 4

Name: _____
Date: _____

All Write

Week 1, Day 4

Student Activity: Fill in the blank.

1. A complete subject is a simple subject AND _____.

Underline the complete subject in the same sentences:

1. Although they lived in Seattle, they came east once a year at Hanukkah.
2. My sisters and brothers had all moved on a long time ago.
3. "Things were different then," she said slowly.
4. "You don't know that," I said, getting angry.
5. Outside, the rain was falling steadily, drumming against the windowpane.

PERSUASIVE ESSAY STEP 3: First draft

- ☐ After reading page 97 about the beginning and middle of your essay, begin your opening paragraph. Remember to give the reader a head's up about what you will be writing about.
- ☐ Write about 2 of your 3 beliefs and their subsequent rationale. Use your outline as a guide. It's practically already written for you! 😊 (We will write about the 3rd belief and create an ending tomorrow.)
- ☐ Remember: at this point you just want to get your ideas down on paper. We will revise and edit later.

Character Based Literacy Program All Write
If You Come Softly, Week 1 Day 5

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. What makes a compound subject special?

Circle the compound subjects in the following sentences.

1. Mike and I enjoyed a good laugh together.
2. The motorcycle and the car were both in need of repair.
3. My sunglasses and regular glasses were both on my dresser at home.
4. Suzie and Matilda both loved Oreos.
5. Dolphins and otters are so playful in the water.

PERSUASIVE ESSAY STEP 4: Ending paragraph

- ☐ Finish your 3rd point.
- ☐ Double-check and make sure you have added a counter-argument to each point, however brief.
- ☐ Decide on a powerful ending. Restate your position and summarize main points.
- ☐ We will work on revisions tomorrow. 😊

Character Based Literacy Program All Write
If You Come Softly, Week 2 Day 1

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. What is a simple predicate and how is it like a simple subject? _____

Underline the simple predicates in the sentences below:

1. The phone rang early.
2. I leaned against the wall and exhaled.
3. I smiled and shook my head.
4. They had been together almost four years.
5. Anne told me stories.

PERSUASIVE ESSAY STEP 5: Revision

☐ Read each question in this revision section. Read your paper 4 different times, each time answering and addressing another question.

☐ If you have time, read your paper aloud to a peer. Ask them to name one thing they want to know more about and one thing they may get rid of. Revise your paper as you see fit to make it stronger and clearer.

Character Based Literacy Program All Write
If You Come Softly, Week 2 Day 2

Name: _____
Date: _____

All Write

Week 2, Day 2

Short answer:

1. Define complete predicate: _____
2. How is it like a complete subject? _____

Circle the complete predicate in each sentence.

1. Jeremiah sat on the sidelines, eyeing the gym.
2. He watched Rayshon and Kennedy move with the rest of the team.
3. He was friendly and popular.
4. Rayshon was a sophomore.
5. They had been sitting on the bleachers waiting for the coach to show up.

PERSUASIVE ESSAY STEP 6: Editing

- ☐ Check your revised paper for **spelling** errors.
- ☐ Check your paper for **grammar**. Read it aloud softly to yourself. Does it sound correct? Let your ears help you. If you have questions use the *All Write* book to help you answer them.
- ☐ Check your paper for **capitalization**.
- ☐ Check your paper for **punctuation**.
- ☐ Write up a **final draft**. **Share** with classmates.

All Write

Student Activity: Short answer.

1. In your own words, explain what a compound predicate is. _____

2. If you were going to teach someone this, what could you tell them that would help them remember what it means? _____

Underline the compound predicates in each sentence.

1. At Seventy-Second Street, I cut through the park and bumped smack into a black guy.
2. Maybe their mothers talked and cried in the same hospital.
3. I turned and watched him.
4. The women sang and danced all night long.
5. The kids ran and jumped over the hurdles.

2nd PERSUASIVE ESSAY STEP 1: (pages 94-95)
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- ☐ Today's new essay topic will be: ***privileges that middle school students should have***. As a class, brainstorm a list of possible privileges that you should have.
- ☐ **Examples might be:** We should only have to go to school 4 days a week; We should be allowed to learn on couches; We should be allowed to leave campus for lunch; and so forth.
- ☐ **Sort the examples.** Pull out those that are completely impossible (like having no school at all). Keep those that are possible.
- ☐ Look at the large list on the board and decide which privilege you would like to write a persuasive essay about. This will be your **topic**.

- ☐ Now that you have a topic we need to **gather details**. This involves making a **list** of all your ideas about the topic.
- ☐ Next, generate three **main supporting points**. Look at page 92 for a graphic organizer to help with this task.
- ☐ Decide on your **audience**. Will it be the principal of your school? The teachers?

All Write

Student Activity: Fill in the blank.

1. A **modifier** is a word or group of words that _____ another word.

Underline the modifiers in the following paragraph. Remember some modifiers will describe verbs and others will describe nouns.

I used to think it didn't matter—that everyone in this world had the same chance, the same fight. Imagine two babies born—one white, one black. Maybe their mothers shared the same hospital room and talked low—when all the excited visitors were gone and the hospital was heavy with sleep—about their futures.

PERSUASIVE ESSAY STEP 2: (page 96-outline)

- ☐ Take a look at your line diagram. If it is helpful to you, transfer those thoughts into a **sentence outline**.
- ☐ Taking this step will put you in the best position to write your first draft tomorrow.
- ☐ Make sure that you add **counter-arguments** to each talking point. Would anyone disagree with your beliefs and think perhaps they were different? How so?

All Write

Student Activity: Fill in the blank.

1. A clause is a group of words that has a _____ and a _____.
2. An **independent** clause expresses a _____ thought and can stand _____ as a sentence.

Underline the independent clauses in the following sentences.

3. He was taller than I had remembered and had pulled his hair back into a ponytail.
4. I stared at him without saying anything, not sure what he was talking about.
5. He ran his finger across it, then tapped it lightly and winked at me.
6. It rained again on Friday, a warm, steady rain that turned the whole city gray.
7. That's what the rain made me feel now as it slammed against the windowpane—that I should stop hoping.

PERSUASIVE ESSAY STEP 3: First draft

- ☐ After reading page 97 about the beginning and middle of your essay, begin your opening paragraph. Remember to give the reader a head's up about what you will be writing about.
- ☐ Write about 2 of your 3 privileges and their subsequent rationale. Use your outline as a guide. It's practically already written for you! 😊 (We will write about the 3rd privilege and create an ending tomorrow.)
- ☐ Remember: at this point you just want to get your ideas down on paper. We will revise and edit later.

All Write

Student Activity: Short answer.

1. What is a dependent clause? _____

2. When an independent and dependent clause are in the same sentence, what is it called? _____

Student Activity: Circle the dependent clauses in these sentences. Then go back and underline the independent clauses. Put a “C” by those sentences that are complex.

1. He was taller than I had remembered and had pulled his hair back into a ponytail.
2. I stared at him without saying anything, not sure what he was talking about.
3. He ran his finger across it, then tapped it lightly and winked at me.
4. It rained again on Friday, a warm, steady rain that turned the whole city gray.
5. That’s what the rain made me feel now as it slammed against the windowpane—that I should stop hoping.

PERSUASIVE ESSAY STEP 4: Ending paragraph

- ☐ Finish your 3rd point.
- ☐ Double-check and make sure you have added a counter-argument to each point, however brief.
- ☐ Decide on a powerful ending. Restate your position and summarize main points.
- ☐ We will work on revisions tomorrow. 😊

Character Based Literacy Program All Write
If You Come Softly, Week 3 Day 2

Name: _____
Date: _____

All Write

Student Activity: Fill in the blank.

1. A **phrase** is a _____ of related _____ that, unlike a _____, does not have a _____ and a _____.
2. What are the three basic kinds of phrases? _____

Directions: Can you find different phrases in the following sentences? Label noun phrases with an N, verbal phrases with a V, and prepositional phrases with a P.

He unzipped his knapsack and started rummaging through it. After a moment, he came up with a Snickers bar. He searched through it some more and came up with a Swiss Army knife and cut the Snickers bar down the middle, handed half to me and put the knife back in his knapsack.

PERSUASIVE ESSAY STEP 5: Revision

- ☐ Read each question in this revision section. Read your paper 4 different times, each time answering and addressing another question.
- ☐ If you have time, read your paper aloud to a peer. Ask them to name one thing they want to know more about and one thing they may get rid of. Revise your paper as you see fit to make it stronger and clearer.

All Write

Student Activity: Fill in the blank.

In order to know what 'special verbal phrases' are, we need to know the 3 different kinds of verbal phrases. They have fancy names, but are really not that difficult. Turn to **page 425** and fill in the following answers.

1. A *gerund* is a _____ form that ends in _____ and is used as a _____.
2. A *participle* is a verb form that ends in _____ or _____ and is used as an _____.
3. An *infinitive* is a verb form introduced by the word _____. It is used as a _____, an _____
or an adverb.

Now, back to **page 405**:

Define what a verbal phrase is and brainstorm an example of each one aloud as a class.

Can you locate some in the text?

PERSUASIVE ESSAY STEP 6: Editing

- ☐ Check your revised paper for **spelling** errors.
- ☐ Check your paper for **grammar**. Read it aloud softly to yourself. Does it sound correct? Let your ears help you. If you have questions use the *All Write* book to help you answer them.
- ☐ Check your paper for **capitalization**.
- ☐ Check your paper for **punctuation**.
- ☐ Write up a **final draft**. **Share** with classmates.

Character Based Literacy Program All Write
If You Come Softly, Week 3 Day 4

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. Name the 3 **different types** of sentences. _____

2. Define each one. _____

Directions: Label the following sentences with: S (for simple); Cp (for compound); and Cx (for complex)

1. Jeremiah stared out the window.
2. His father eyed him and smiled.
3. A new church was bombed almost once a week now.
4. His father frowned and thought for a moment.
5. Marion was standing in the doorway holding a small white card.

Character Based Literacy Program All Write
If You Come Softly, Week 3 Day 5

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. In what way is thinking like math? _____
2. What does the word **recall** mean? _____
3. You recall when you _____
(List 2 things)
4. List the 3 main strategies the book suggests for helping you recall information?

5. What other memorizing strategies have you used to help you RECALL information? _____

6. If you were going to write 2-5 test questions on your reading today that tested a student's recall, what could they be? _____

Character Based Literacy Program All Write
If You Come Softly, Week 4 Day 1

Name: _____
Date: _____

All Write

Student Activity: Short answer and true/false.

1. What does it mean to understand information? _____

2. T or F: If you can explain you understand it.
3. T or F: If you know how something works, you understand it.
4. T or F: If you can restate important details you don't understand it.
5. Explain 3 ways to increase your understanding. _____

6. Which method do you like best? Why? _____

7. Write a test question about this chapter that would test a student's level of *understanding*. _____

Character Based Literacy Program All Write
If You Come Softly, Week 4 Day 2

Name: _____
Date: _____

All Write

Student Activity: Fill in the blank.

1. When you _____ information, you use it.
2. You can use information to solve _____ in school and in _____.
3. What lesson in the book so far could you *apply* in your own life? Explain. _____

Character Based Literacy Program All Write
If You Come Softly, Week 4 Day 3

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. When you analyze information, you do what? _____

2. Name 4 ways to break information down into parts. _____

3. Write 3 questions using the text as a prompt that would require students to analyze something. _____

4. Explain the 2 tips the text offers for analyzing. Do you agree with these tips? Do you think they'd be helpful? _____

Character Based Literacy Program All Write
If You Come Softly, Week 4 Day 4

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. When you synthesize, what are you doing in your own words? _____

2. Name 3 incidences where you would be synthesizing. _____

3. Can you come up with a question about the novel in which students would have to synthesize information in order to answer it? _____

Character Based Literacy Program All Write
If You Come Softly, Week 4 Day 5

Name: _____
Date: _____

All Write

Student Activity: Short answer.

1. What are you doing when you evaluate something? _____

2. If you ate at 2 different restaurants in order to tell me which one was better, would you be evaluating? _____
3. Name one of the most important factors before you evaluate something? _____

4. If I were to ask you to evaluate this book versus the last one, what would your answer be? _____

On page 250 there are guidelines for all the different types of thinking. Read through the guidelines. Then playfully quiz one another to see if you really know the different types.