

Character Based Literacy Program All Write
Lupita Mañana, Week 1 Day 1

Name: _____

Date: _____

All Write

Read *All Write* pp111-113 (Introduction to Personal Narrative)

Student Activity: Short Answer (In complete sentences).

1. What is a personal narrative? _____

2. Besides reliving an important part of your life, what two other things can “happen” when you write a personal narrative? _____

3. What purpose does the opening few paragraphs have in this narrative? _____

4. What happens in the middle of the story? _____

5. How do authors often end their personal narratives? _____

6. What 2 specific characteristics define all forms of *personal writing* (journals, friendly letters, and personal narratives)? _____
7. What makes the personal *narrative* different? _____

8. What three key questions does the text suggest you think about when choosing a good subject to write about? _____

Character Based Literacy Program All Write
Lupita Mañana, Week 1 Day 2

Name: _____
 Date: _____

All Write

Read *All Write* pp. 113-114 (What makes a good subject?)

Student Activity: STEP 1: Autobiography/personal narrative:

- The *goal of this unit is for you to write a personal narrative about a specific event in your life.*
- Think of a memorable experience that happened over a short period of time.
- Fill out a 5W's chart to help you collect your details.

Who _____

What _____

Where _____

When _____

Why _____

How _____

Character Based Literacy Program All Write

Lupita Mañana, Week 1 Day 3

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 133 - rough draft

Student Activity: Short answer (In complete sentences).

1. What is your job when writing your first draft? _____

2. Name two ways you could start your autobiography. _____

STEP 2: ROUGH DRAFT

- Begin writing your first draft. Get as far as you can. Write on the back of the paper if you need more room

[illegible]

Character Based Literacy Program All Write
Lupita Mañana, Week 1 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 88-89 & 115 -118; developing style & improving your narrative.

STEP 3: Finish rough draft and review effective traits

- We are going to use this first personal narrative of the year to introduce the traits of effective writing.

* **Note to teacher:** Throughout this unit we will be revisiting the students' personal narratives and making revisions by examining different traits of effective writing. While a student and a teacher do not need to examine every trait in detail every time they write something, this initial writing activity provides us an opportunity to ***slow things down and take a closer look at what makes good writing.***

- The object here is to focus on the ***process of revision***-not just the product, or getting it turned in. For some of your students, this idea will take some getting used to.

Character Based Literacy Program All Write
Lupita Mañana, Week 1 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 33-38 revision @ organization

Student Activity: Fill in the blank.

1. When we talk about logical organization we mean that a paper has a clear _____, middle and _____.
2. Logical organization also means that the main ideas are supported by _____.
3. Good writing should be easy to _____.
4. One way of organizing a personal narrative is chronically (by time). Explain what this means.

STEP 4: Revising (Focus on Organization)

- Today, take a closer look at how you have organized your paper. Jot down how you decided to tell your story. Did you start at the beginning and go to the end? Did you start with the ending and then cut to the beginning? When writing creatively, an author has choices to make. The choices he or she makes impact the reader's experience.

- Share your writing with a peer. Get feedback and make revisions. Do they think your story is well organized? How could it be clearer and stronger?

Character Based Literacy Program All Write
Lupita Mañana, Week 2 Day 1

Name: _____
 Date: _____

All Write

Teach a Mini Lesson using *All Write* page 92-94: Revision @ word choice

Student Activity: Fill in the blank and short answer.

1. When authors talk about good *word choice* they are talking about writing with vivid _____, specific _____ and colorful _____.
2. Describe what a vivid verb would be versus a 'boring' verb: _____

3. Describe what specific versus general noun would be: _____

4. Name 3 colorful modifiers: _____

STEP 5: Revision and word choice

- Take a pencil and circle all the verbs in your paper.
- Then, go back and think about how you could make some of your choices more specific and colorful. Teachers, model what this could look like.
- Teachers, you may also want to put up a '**boring word graveyard**' on your wall. This is where you and the students decide on all the words that are 'dead' and that should not be used too often because they aren't specific enough. **Examples: nice, pretty, beautiful etc.** These can be verbs, nouns or modifiers.
- Also, start another word list on the wall that contains descriptive, creative, active verbs.
- Remember to remind students to use the thesaurus as necessary.

After they have gone through and revised their verbs, have them do the same thing with **nouns**.

Character Based Literacy Program All Write
Lupita Mañana, Week 2 Day 2

Name: _____
 Date: _____

All Write

Teach a Mini Lesson using *All Write* page 103 & 370 (definitions), p. 93 Revision @ modifiers/adverbs only

Student Activity: Short answer (Answer in complete sentences).

1. What is a modifier? _____

2. What does it mean to say a word has a particular *connotation*? _____

3. Give an example. _____

4. Define adverb: _____

STEP 6: Revision with modifiers (specifically adverbs today)

- Take a look at your paper. By now you have added more colorful verbs.
- Circle any adverbs you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adverbs you would like to add.
- Make those changes.

Character Based Literacy Program All Write
Lupita Mañana, Week 2 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 93 - Revising @ adjectives only.

Student Activity: Answer the following questions.

1. Strong, colorful _____ make nouns more interesting and your writing clearer.
2. Write 4 very boring, overused adjectives and then 4 more specific adjectives.

OVERUSED

SPECIFIC

_____	_____
_____	_____
_____	_____
_____	_____

STEP 7: Revision with modifiers (specifically adjectives today)

- Take a look at your paper. By now you have added more specific nouns.
- Circle any adjectives you already have in your paper.
- Can you revise any of these to make your writing clearer to your reader?
- Now go back and ask yourself if there are any additional adjectives you would like to add.
- Make those changes.

Character Based Literacy Program All Write
Lupita Mañana, Week 2 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 94 & 387 Revision @ voice

Student Activity: Fill in the blank.

1. _____ is the special way a writer expresses ideas and feelings.
2. _____ reveals the writer's personality.

STEP 8: Revision and voice

- Think of a song or singer that you think has a strong voice in his or her music.

- How would you describe that voice?

- You have the same thing. You are a unique individual with your own voice.

- Share your writing with someone who knows you and your voice - a peer, a teacher, an aide, or parent. Ask them if you think your writing sounds like YOU.

- What could you add to make it sound more like you?

- Make revisions as necessary.

Character Based Literacy Program All Write
Lupita Mañana, Week 2 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 116 -Adding dialogue (review quotation marks pp.323-324)

Student Activity: Answer the following questions in complete sentences.

1. What does dialogue add to someone's writing? _____

2. Do all stories need dialogue? Why or why not? _____

STEP 9: Revision and dialogue

- Add at least 1 series of dialogue to your story.

Character Based Literacy Program All Write
Lupita Mañana, Week 3 Day 1

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 116 - adding reflections

Student Activity: Please answer the following questions in complete sentences.

1. Reflections help the readers understand what? _____

2. Why would that be important? _____

STEP 10: Revision and reflections

- Add reflections to your writing where you see it is appropriate.

Character Based Literacy Program All Write
Lupita Mañana, Week 3 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 45 Revision & sentence style.

Student Activity: Please answer these questions in complete sentences.

1. If you were describing the idea of sentence fluency or sentence style to a friend, what would you say? _____

2. What makes effective sentence style flow smoothly? _____

3. Do you think varying the length of sentences would help make the piece more interesting? Support your answer. _____

STEP 11: Revision and sentence style

- Play with the length of your sentences.
- Examine your transitions.
- Are your sentences easy on the ear?
- Make appropriate revisions.

Character Based Literacy Program All Write
Lupita Mañana, Week 3 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 44, 66 editing and correct copy.

Student Activity: Please answer the following questions.

1. Why is correct punctuation important? _____

2. What would be lost if we couldn't read your writing because it was too messy or if spelling or punctuation mistakes got in the way of reading it? _____

3. In this stage, we are looking for errors in: punctuation, spelling, grammar and _____.

STEP 12: Editing and correct copy

- Have students correct punctuation, spelling, grammar and capitalization.
- Tomorrow they will peer edit, so don't have them write their final copies yet.

Character Based Literacy Program All Write
Lupita Mañana, Week 3 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* pages 39-42 Group advising.

Student Activity: Short answer.

1. It is the **listener's** job to do what? _____

2. Why is this step important in the writing process? _____

STEP 13: GROUP/PEER ADVISING

- Students should practice being in the listener's role and give constructive feedback to a peer.

Character Based Literacy Program All Write
Lupita Mañana, Week 3 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 42 Response checklist.

Student Activity: Short answer.

List the main things you are looking for before writing your final draft.

1. _____

• _____

• _____

2. _____

• _____

• _____

3. _____

• _____

• _____

4. _____

• _____

• _____

• _____

STEP 14: Response checklist

- Have students use the checklist to guide any last responses to their paper.
- Word process final drafts.

Character Based Literacy Program All Write
Lupita Mañana, Week 4 Day 1

Name: _____
Date: _____

All Write

Teach a Mini Lesson reviewing the material from Week One.

No Worksheet Today. Review the material covered in *ALL* Write for Week One.

Character Based Literacy Program All Write
Lupita Mañana, Week 4 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson reviewing the material from Week Two.

No Worksheet Today. Review the material covered in *ALL* Write for Week Two.

Character Based Literacy Program All Write
Lupita Mañana, Week 4 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson reviewing the material from Week Three.

No Worksheet Today. Review the material covered in *ALL* Write for Week Three.