

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 1 Day 1***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

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Teach a Mini Lesson using *All Write* page 430-Place

1. What do adverbs of place tell the reader?

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2. Write 3 sentences using adverbs that describe *where*, *to where* and *from where*.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

**All Write**

Teach a Mini Lesson using *All Write* page 430-Manner and Degree

1. What are adverbs of manner? What does that mean?

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2. Create 5 sentences using adverbs of manner.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
\_\_\_\_\_

3. What are adverbs of degree?

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4. Create another 5 sentences using adverbs of degree.1

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
\_\_\_\_\_

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 1 Day 3***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

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Teach a Mini Lesson using *All Write* page 431-Positive Adverbs

1. Define positive adverb.

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2. Create 5 sentences solely using positive adverbs.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 1 Day 4***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 431-Comparative Adverbs

1. Define comparative adverb. \_\_\_\_\_

\_\_\_\_\_

2. Create 5 sentences solely using comparative adverbs.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 1 Day 5***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

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Teach a Mini Lesson using *All Write* page 431-Superlatives

1. Define superlative adverb. \_\_\_\_\_  
\_\_\_\_\_
2. Create 5 sentences solely using superlative adverbs.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
  - d. \_\_\_\_\_  
\_\_\_\_\_
  - e. \_\_\_\_\_  
\_\_\_\_\_

**All Write**

Teach a Mini Lesson using *All Write* page 431-Interjections

**Student activity:** Short answer and fill in the blank.

1. An interjection is a \_\_\_\_\_ or \_\_\_\_\_ that expresses strong \_\_\_\_\_.
2. Commas or \_\_\_\_\_ are used to separate interjections from the rest of the sentence.
3. Brainstorm as many interjections as you can think of. Make a list of at least 5.  
\_\_\_\_\_  
\_\_\_\_\_
4. As a class, write 5 sentences using those interjections. Decide if you need to use a comma or an exclamation mark.

**STEP ONE- PERSUASIVE ESSAY**

Read page 103 in *All Write*. Get an overview of the topic. Students will be choosing something of interest to them to write a persuasive essay about.

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 2 Day 2***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 432-Prepositions Intro

1. Define preposition. What three things can prepositions do?

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**STEP 2- PERSUASIVE ESSAY**

Read page 94 in *All Write*. Read the sample essay and discuss the basic model.

**All Write**

Teach a Mini Lesson using *All Write* page 432 prepositional phrases and common

**Student Activity:** Fill in the blank.

1. Prepositional phrases include a \_\_\_\_\_, the \_\_\_\_\_ of the preposition (noun or pronoun), and any words that \_\_\_\_\_ the object.
2. Prepositional phrases are used as \_\_\_\_\_ or adverbs.

**Directions:** Look at the list of common prepositions. Circle the prepositions in the following sentences.

E.D. slammed the door to her room and threw herself on the bed. Not one word! she thought. Neither her mother nor Zedediah had said a single word about her to Jeremy Bernstein. Her name hadn't even been mentioned.

STEP 3- PERSUASIVE ESSAY- Prewriting

Read page 95 in *All Write*. Have students brainstorm possible topics for their essay.

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***Surviving the Applewhites, Week 2 Day 4***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 433-Conjunctions Intro

1. Define conjunction. \_\_\_\_\_  
\_\_\_\_\_

**STEP 4- PERSUASIVE ESSAY- Gathering Details**

Read page 95 in *All Write*. Have students begin to gather details and ask question about what they know about their topic and what they'd like to learn more about in order to make a convincing argument.

**All Write**

Teach a Mini Lesson using *All Write* page 433-Coordinating Conjunctions

**Student Activity:** Fill in the blank.

1. A coordinating conjunction connects \_\_\_\_\_ parts: two or \_\_\_\_\_ words, \_\_\_\_\_, or \_\_\_\_\_.
2. What are the most common coordinating conjunctions? (See box at bottom of page). \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Use each one in a sentence of your own.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
  - d. \_\_\_\_\_  
\_\_\_\_\_
  - e. \_\_\_\_\_  
\_\_\_\_\_
  - f. \_\_\_\_\_  
\_\_\_\_\_
  - g. \_\_\_\_\_  
\_\_\_\_\_

**STEP 5- PERSUASIVE ESSAY- Gathering Details (part 2)**

Read page 95 in *All Write*. Continue gathering details and asking questions about what they know about their topic and what they'd like to learn more about in order to make a convincing argument.

**All Write**

Teach a Mini Lesson using *All Write* page 433-Correlative Conjunctions

**Student Activity:** Fill in the blank.

1. A correlative conjunction is used in \_\_\_\_\_.
2. What are the most common correlative conjunctions? (see box at bottom of page).

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3. Use each pair in a sentence of your own.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_
- e. \_\_\_\_\_  
\_\_\_\_\_
- f. \_\_\_\_\_  
\_\_\_\_\_

**STEP 6- PERSUASIVE ESSAY- Organizing Facts/Outline**

Read page 96 in *All Write*. Read about using an outline. Students may find this helpful or they may find another graphic organizer helpful. The basic idea is to have them think through what a logical argument that included all their facts would look like.

**All Write**

Teach a Mini Lesson using *All Write* page 433-Subordinating Conjunction

**Student Activity:** Fill in the blank.

1. A subordinating conjunction introduces the \_\_\_\_\_ clause in a \_\_\_\_\_ sentence.
2. What are the most common subordinating conjunctions? (see box at bottom of page). \_\_\_\_\_  
\_\_\_\_\_
3. Use 5 of them in sentences of your own.
  - a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_
  - d. \_\_\_\_\_  
\_\_\_\_\_
  - e. \_\_\_\_\_  
\_\_\_\_\_

STEP 7- PERSUASIVE ESSAY- Finishing Facts/Outline

Read page 96 in *All Write*. Finish the outline.

**Character Based Literacy Program All Write**  
**Surviving the Applewhites, Week 3 Day 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**All Write**

Teach a Mini Lesson using *All Write* page 292-Word Parts

**Student Activity:** Short answer.

1. Define prefix: \_\_\_\_\_
2. Define suffix: \_\_\_\_\_
3. Define roots: \_\_\_\_\_
4. Why would it be helpful to know what some prefixes, suffixes and roots meant?  
How could that be helpful?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STEP 8- PERSUASIVE ESSAY- Beginning**

Read page 97 in *All Write*. Have students write the beginning of their paper. Reference also pages 17-22 on traits of effective writing. At this stage, they should be focusing on the traits of *ideas* and *organization*.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**All Write**

Teach a Mini Lesson using *All Write* page 292-Word Families

1. Describe word families. Why would they help you when you are reading?

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2. Can you think of an example? \_\_\_\_\_

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**STEP 9- PERSUASIVE ESSAY- Middle**

Read page 97 in *All Write*. Have students write the MIDDLE of their paper. Reference also pages 17-22 on traits of effective writing. At this stage, they should be focusing on the traits of *ideas* and *organization*.

**Character Based Literacy Program All Write**  
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**All Write**

Teach a Mini Lesson using *All Write* page 293-Prefixes ambi→ bi

- ☐ Note to student and teacher: Learning prefixes, suffixes and roots is an extremely helpful thing to know as it makes deciphering the meaning of words that much easier. Rather than just memorizing them, which can get tedious, interacting with them in a more meaningful way increases comprehension and retention.
- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.

**STEP 10- PERSUASIVE ESSAY- middle (part 2)**

Read page 97 in *All Write*. Have students continue writing the MIDDLE of their paper. Reference also pages 17-22 on traits of effective writing. At this stage, they should be focusing on the traits of *ideas* and *organization*.

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 4 Day 1***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 293-circum→hyper

**STEP 11- PERSUASIVE ESSAY- End**

Read page 97 in *All Write*. Have students write the END of their paper. Reference also pages 17-22 on traits of effective writing. At this stage, they should be focusing on the traits of *ideas* and *organization*.

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 4 Day 2***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 293-im→micro

**STEP 12- PERSUASIVE ESSAY- Revision (voice)**

Read page 97 in *All Write*. Read over basic revision suggestions. Also, focus on trait of *voice* (pages 20 & 22).

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 294-mono→poly

**STEP 13- PERSUASIVE ESSAY- Revision (word choice)**

Read page 97 in *All Write*. Read over basic revision suggestions. Also, focus on trait of *word choice* (pages 20 &22).

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Name: \_\_\_\_\_

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***All Write***

Teach a Mini Lesson using *All Write* page 294-post→sub

STEP 14- PERSUASIVE ESSAY- Editing and Correct Copy

Read page 97 in *All Write*. Read over basic editing suggestions. Also, focus on trait of *accurate and correct copy* (page 21).

**Character Based Literacy Program All Write**  
***Surviving the Applewhites, Week 4 Day 5***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

***All Write***

Teach a Mini Lesson using *All Write* page 294-trans→uni

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| STEP 15- PERSUASIVE ESSAY- finish editing and write final draft |
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