



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Student Writing Intensive Continuation Course Level A

by
Andrew Pudewa
& Jill Pike

Student Book

Second Edition, 2012
Institute for Excellence in Writing, L.L.C.

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SWI Continuation Course Level A

Scope and Sequence

Lesson	Concepts Presented	Student Handouts	Homework Assignment
1 (Disc 1)	Dress-up review (“-ly,” who/which, because, quality adjective)	“The Brothers Grimm” and “H.W. Longfellow” (may substitute both texts)	Write one to two paragraphs.
2 (Disc 1)	More Dress-up review (strong verb, adverbial clause) There, Their, and They’re	They’re, There, and Their worksheet “Harriet Tubman” and “The Underground Railroad” (may substitute both texts)	Write one to two paragraphs.
3 (Disc 1)	Story Sequence Review	Story Sequence Model “The Two Frogs and the Well”	Write a three-paragraph story.
4 (Disc 2)	Review Topic/Clincher and Title rules	“The Greedy Dog” (may substitute)	Write a three-paragraph story.
5 (Disc 2)	Editing Practice Prepositional Sentence Openers	“Two Frogs” by Not Me Homework Assignment	Edit a story. Add a prepositional opener to a story.
6 (Disc 2)	Taking notes from a longer reference (Unit 4)	“Johann Sebastian Bach” “Harriet Tubman” (may substitute both texts)	Write two paragraphs from two articles.
7* (Disc 3)	Reading Student Samples Review taking notes from a longer reference	“Beethoven” “Sacagawea” (may substitute both texts)	Write two paragraphs from two articles.
8 (Disc 3)	Editing Practice	“Crazy about Bach” by Not Me “Levi Strauss” (may substitute)	Write one paragraph from one article.
9* (Disc 3)	(No Disc) Review taking notes from a longer reference	“Annie Oakley” “Theodore Geisel (Dr. Seuss)” (may substitute both texts)	Write two paragraphs from two articles.
10 (Disc 3)	Three-paragraph Essay	“Florence Nightingale” (6 pp.)	Write three paragraphs from one chapter of a book.
11* (Disc 3)	Read Student Samples Review three-paragraph Essay	“Peter of Haarlem” (4pp.) (may substitute)	Write three paragraphs from one chapter of a book.
12 (Disc 4)	Editing Practice	“A Real Fiction” by Not Me	Write three paragraphs from one chapter of a book.
13 (Disc 4)	“-ly” Sentence Opener	New “-ly” list	Write three paragraphs from one chapter of a book.
14 (Disc 4)	Writing from Pictures	Writing from Pictures Model “Woman and Bathtub” Pictures	Write a three-paragraph report about three pictures.
15 (Disc 5)	Writing from Pictures Review	Three sets of picture prompts	Write a three-paragraph report about one set of three pictures.
16 (Disc 5)	Quotes and Comma Usage VSS Sentence Opener	“Puncty’s Practice” Three sets of picture prompts	Write a three-paragraph report about one set of three pictures.

* This lesson could be omitted altogether if your student has demonstrated mastery of the subject or if you need to reduce the number of lessons.

Lesson	Concepts Presented	Student Handouts	Homework Assignment
17 (Disc 6)	Its vs. It's To, Too, and Two Clausal starters punctuation	Three sets of picture prompts	Write a three-paragraph report on one set of three pictures.
18 (Disc 6)	Story Sequence Review Writing a Sequel	(No lesson handouts)	Write a three-paragraph sequel.
19 (Disc 6)	Decorations: Simile	Simile Worksheet	Write a three-paragraph sequel.
20 (Disc 7)	Sentence Opener: “-ing”	Super Tricky #4	Write a three-paragraph prequel.
21 (Disc 7)	More on “-ing” openers	Imposter “-ing” openers	Paragraph re-write with style
22 (Disc 7)	Essay Model	Basic Essay Model	Write three body paragraphs.
23 (Disc 8)	Introduction/Conclusion	“Golden State Treasures” Sample Basic Essay “The Three F’s of Norway”	Write an introduction/conclusion to a body essay.
24*	No Disc Practice Introduction & Conclusion Writing	(No lesson handouts)	Write an introduction/conclusion to a body essay.
25 (Disc 8)	Editing Practice	“A Great State” by Not Me	Write an introduction/conclusion to a body essay.
26* (Disc 8)	No Disc Practice Introduction & Conclusion Writing	(No lesson handouts)	Write an introduction/conclusion to a body essay.
27 (Disc 9)	Letter Writing	“Dear Aunt Ann”	Write a five-paragraph letter.
28 (Disc 9)	Letter Writing	“Dear Nick”	Write a five-paragraph letter.
29 (Disc 9)	Preparation for Final Exam	(No lesson handouts)	Write a five-paragraph letter.
30 (Disc 9)	Final Exam	Final Exam	None
31*	(No Disc) Fiction Writing	Fiction Writing	Write a three-paragraph story.
32*	(No Disc) Non-Fiction Writing	Non-Fiction Writing	Write a five-paragraph report.

* This lesson could be omitted altogether if your student has demonstrated mastery of the subject or if you need to reduce the number of lessons.

Student Writing Notebook

Contents

Key Ideas Page
Stylistic Techniques
Adverb List
Prepositions/Clausal Starters
Adverbs for Essays
Banned Words List – Verbs
Banned Words List – Adjectives

Note: The original *Student Writing Intensive* binder pages listed at left were printed on colored paper. Those original colors are printed in the upper right hand corner of each page for reference.

Instructions

If your student completed one of the *Student Writing Intensive* courses, then you can simply continue to use that notebook. If not, or if your SWI notebook is beyond repair, purchase a one-inch three ring binder (with a clear plastic sleeve on the front for the title page) and one set of five-tab dividers.

If you are building a new notebook, label your five dividers as follows:

Models/Sources Checklists	Outlines/Compositions	Structural Models	Style Charts	Banned Words
------------------------------	-----------------------	-------------------	--------------	--------------

Insert the 7 pages to follow into your notebook as described below.

Place the “Key Ideas” page right in the front of the binder (before the tabs). Alternatively, it can be kept in the front of the “Structural Models” section.

Models/Sources Checklists	Use this area for all new handouts, outlines, models, checklists, etc. that are currently being worked on.
Outlines/ Compositions	Place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet or outline) and what to discard (old models, outlines, 1 st drafts, etc.).
Structural Models	Place the “Key Ideas Page” here, or place it in the front of the tabs. As more structural posters are given to your student in a lesson, add them to this section. Some of the models to keep here would be: Story Sequence, Writing from Pictures, Essay Model, etc.
Style Charts	The “Stylistic Techniques” page abides here along with all style lists (“-ly Adverbs,” “Prepositions,” etc.).
Banned Words	Put the “Banned Words” sheets behind this tab. For your convenience, the banned word pages included here have the banned words and substitute suggestions from the SWI-A.

Note: Some SWI binders had “Current Work” and “Completed Work” for the first two tabs. Those tabs work just as well, since that is actually how the notebook ends up being sorted.

The rest of this document contains all the student handouts, homework assignments, checklists, and grading sheets necessary to complete the course. You may keep these in a folder and hand them out as you need them, or create another divider to keep them all in the notebook.

Student Name: _____

SICC A First Half Grade Summary

Lesson Number	Assignment	Points Achieved	Total points possible	Percent
1*	Writing paragraphs		13 or 17	
2*	Writing paragraphs		15 or 21	
3	Write a story		27	
4	Write a story		27	
5	Homework Sheet			
6	Write 2 paragraphs from a longer source		27	
7	Write 2 paragraphs from a longer source		27	
8	Write 1 paragraph from a longer source		18	
9	Write 2 paragraphs from a longer source		27	
10	Write 3 paragraphs from a book or chapter		42	
11	Write 3 paragraphs from a book or chapter		42	
12	Write 3 paragraphs from a book or chapter		42	
13	Write 3 paragraphs from a book or chapter		45	
14	Write 3 paragraphs from a set of pictures		48	
15	Write 3 paragraphs from a set of pictures		48	
16	Write 3 paragraphs from a set of pictures		50	
1 st Half Grade	Total Points			
	Final Grade (Add the points and divide by the total number of assignments.)			

**Optional Review. If you decide to skip any assignments, simply cross them out.*

Student Name: _____

Second Half Grade Summary

Lesson Number	Assignment	Points Achieved	Total points possible	Percent
17	Write 3 paragraphs from a set of pictures		50	
18	Write a 3-paragraph story sequel		50	
19	Write a 3-paragraph story sequel		50	
20	Write a 3-paragraph story prequel		50	
21	Rewrite or write two paragraphs		36	
22	Write a 3-paragraph essay body		50	
23	Write a 5-paragraph essay		85	
24	Write a 5-paragraph essay		85	
25	Write a 5-paragraph essay		85	
26	Write a 5-paragraph essay		85	
27	Write a Letter		95	
28	Write a Letter		95	
29	Write a Letter			
30	Final Exam		85	
31	Fictional Writing		(80)	
32	Essay Writing		(100)	
2 nd Half Grade	Total Points			
	Final Grade			
	(Add the points and divide by the total number of assignments.)			

**Optional Review. If you decide to skip any assignments, simply cross them out.*

Johann Sebastian Bach

J.S. Bach was born in 1685 into a very musical German family. His father taught him to play violin from a young age, and many of his brothers were professional musicians. By the time he was ten years old, both his parents had died, and he went to live with his older brother Christoph. Christoph taught him organ and clavier (an early piano-like instrument), but he was not allowed to go into his brother's music library or have his own music papers, since they were very valuable. Because he was determined to have his own collection of music, he would sneak into the library late at night and copy, by hand, his brother's music sheets. By copying a lot of music, he learned much about composing and music theory.

When he was 15 years old, he moved to a boarding school where he sang in the choir and also studied history, literature, religion, and music theory. He began to write his own compositions, and at 18 years of age he got a job as a church organist. He had several other jobs playing in churches, but he often got in trouble because people thought his compositions seemed too complicated or too different. Although he had many different jobs teaching and conducting throughout his life, he did not become a famous composer until many years after he died.

Bach was a devout Christian and wrote most of his music for church services. He dedicated his music to God and made notations on his manuscripts like "JJ" and "SDG." He would often write **S D G**, which stands for *Soli Deo Gloria*, meaning "To God alone be the glory," at the end of his compositions. **J J** stands for *Jesu juva*, which is Latin for "Help, O Jesus," and Bach would write this near the beginnings of works.

Bach's first wife died, and he remarried once. Between both wives, he had a total of 20 children, although only 10 of them survived to adulthood. Some of his compositions were written as exercises for his own children, many of whom became musicians and composers. He was almost totally blind during his last few years, and he died at the age of 65. Oddly, it wasn't until many decades after he died that his greatest compositions were published and widely performed.

Many people consider Bach to be one of the greatest geniuses of all time. His music is so complicated and perfect in form that modern day musicologists and mathematicians have used computers to try to understand his melodic patterns and harmonies. Certainly every serious music student will at some time play the complicated and joyous music of Johann Sebastian Bach.

Harriet Tubman

Harriet Tubman was born around 1820. She was an American bondswoman who escaped from slavery in the South to become a leading Abolitionist before the American Civil War. She risked her life many times and personally led approximately 300 slaves to freedom along a route which was called the “Underground Railroad.” This was neither a railroad, nor was it underground, but was a network of helpful people and safe places where slaves could hide as they traveled from the South to the North.

Harriet was born a slave, and from early childhood she worked as a maid, a nurse, a field hand, a cook, and a woodcutter. In about 1844, she married John Tubman, who was a free black man.

In 1849, because she heard that she was about to be sold, she escaped and fled to Philadelphia. In December 1850, she made her way back south to Baltimore, Maryland, and led her sister and two children to freedom. That journey was the first of some 19 increasingly dangerous trips into Maryland. Over the next decade, she conducted upward of 300 fugitive slaves along the Underground Railroad to Canada.

By her extraordinary courage, ingenuity, persistence, and iron discipline which she enforced upon those she helped, she became the railroad’s most famous conductor and was known as the “Moses of her people.” Rewards offered by slaveholders for her capture eventually totaled \$40,000. Abolitionists, however, celebrated her courage.

About 1858 she bought a small farm near Auburn, New York, where she and her aged parents lived thereafter. From 1862 to 1865 during the Civil War, she served as a scout and spy, as well as nurse and laundress, for Union forces in South Carolina.

After the Civil War she settled in Auburn and began taking in orphans and the elderly, and she eventually founded the Harriet Tubman Home for Indigent Aged Negroes. This home later attracted the support of former Abolitionist comrades, and it continued in existence for some years after her death. In the late 1860s and again in the late 1890s she applied for a federal pension for her Civil War services. Some 30 years after her service, Congress passed a law providing her with a small pension of \$20 a month.

She died at the age of 93, having dedicated her entire life to fighting for freedom and to caring for others. She remains a great example of a woman whose selflessness and determination helped change many people’s lives.

Composition Checklist

- ☐ Write a paragraph about J.S. Bach using the outline created in class.
- ☐ Create another outline and write a second paragraph about Harriet Tubman (or any other famous person you like).

Remember:

- Choose what is interesting or important to you in each article.
- Be sure that your first sentence is a **topic**, what the paragraph will be about.
- No more than 5–6 details.
- Don't forget the Topic/Clincher rule.
- Also, check for spelling as that is now on the grade sheet.

First draft due date (for editing): _____

Final draft due date: _____

- ☐ Composition is double-spaced
- ☐ Dress-ups marked with underline
- ☐ Sentence Opener numbers are marked in margin or in brackets in front of the sentence: []
- ☐ Topic and Clincher sentences repeat or reflect 2–3 key words (highlighted or bold)
- ☐ Title repeats key words of final sentence

Dress-ups	J.S. Bach	Harriet Tubman
“-ly” adverb		
“who/which” clause		
“because” clause		
quality adjective		
strong verb		
when, while, where, as, since, if, although		

Banned adjectives: big, good, bad, fun

Banned verbs: see/saw, eat/ate, said, like, thought, go/went

Sentence Opener	J.S. Bach	Harriet Tubman
② Prepositional		

General:

Turned in on time ___ (3)
Title centered - top ___ (1)
Name under title ___ (1)
Font/Spacing ___ (1)

Indicators:

Dress-ups underlined ___ (3)

Dress-ups (one each paragraph):

“-ly” adverb ___(1) ___(1)
“who/which” ___(1) ___(1)
“because” clause ___(1) ___(1)
quality adjective ___(1) ___(1)
strong verb ___(1) ___(1)
adverbial clause ___(1) ___(1)

Sentence Openers:

[2] Prepositional ___(1) ___(1)

Topic/Clincher ___(1) ___(1)

Spelling < 3 errors per ¶ ___(1) ___(1)

Total Score: _____ out of 27 possible = _____%

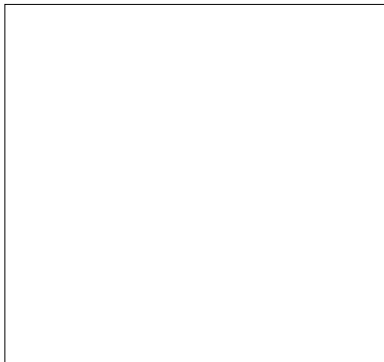
90% or higher = Excellent

89% or lower = Resubmit Please

Place this sheet behind your Structural Models tab for future reference.

Writing from Pictures

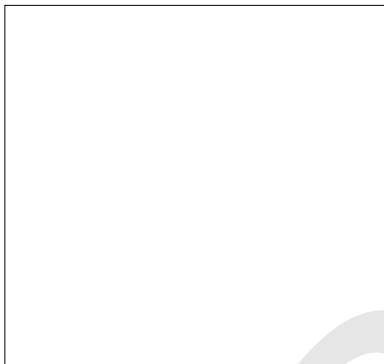
Key Point: Topic Sentence = Central Fact of Picture
(What do you see? How did it get that way? What did you see?)



I. Central Fact = _____

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

Clincher = central fact _____



II. Central Fact = _____

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

Clincher = central fact _____

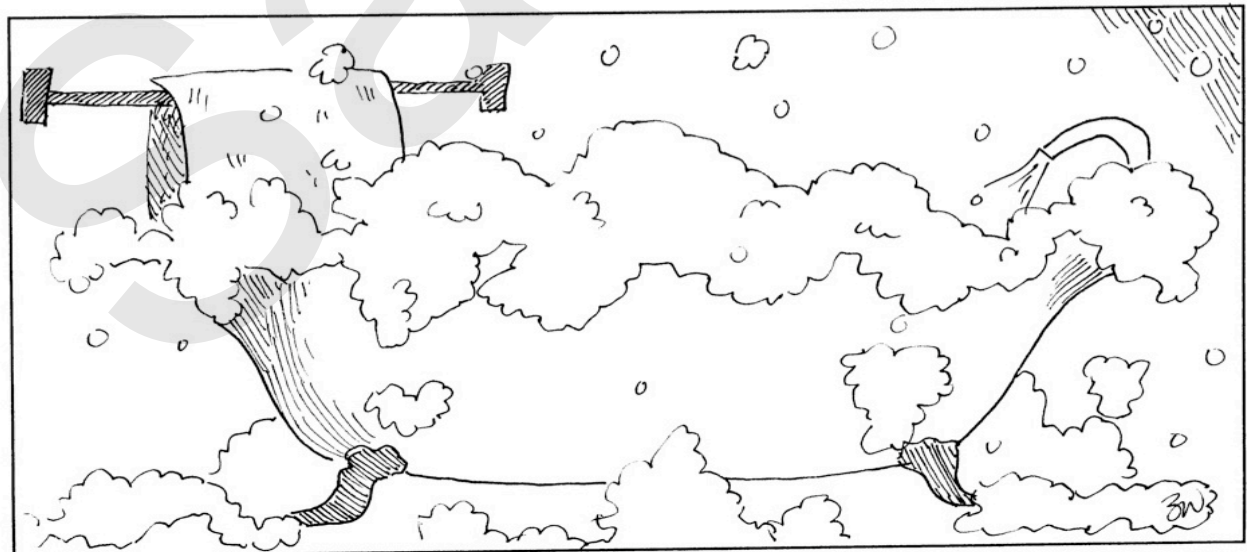
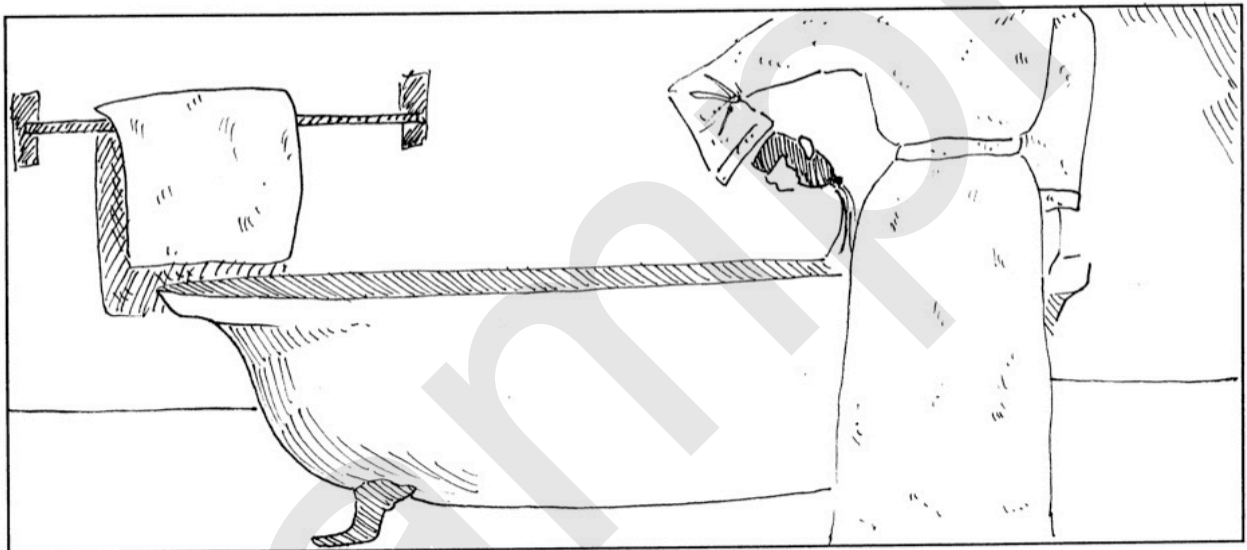
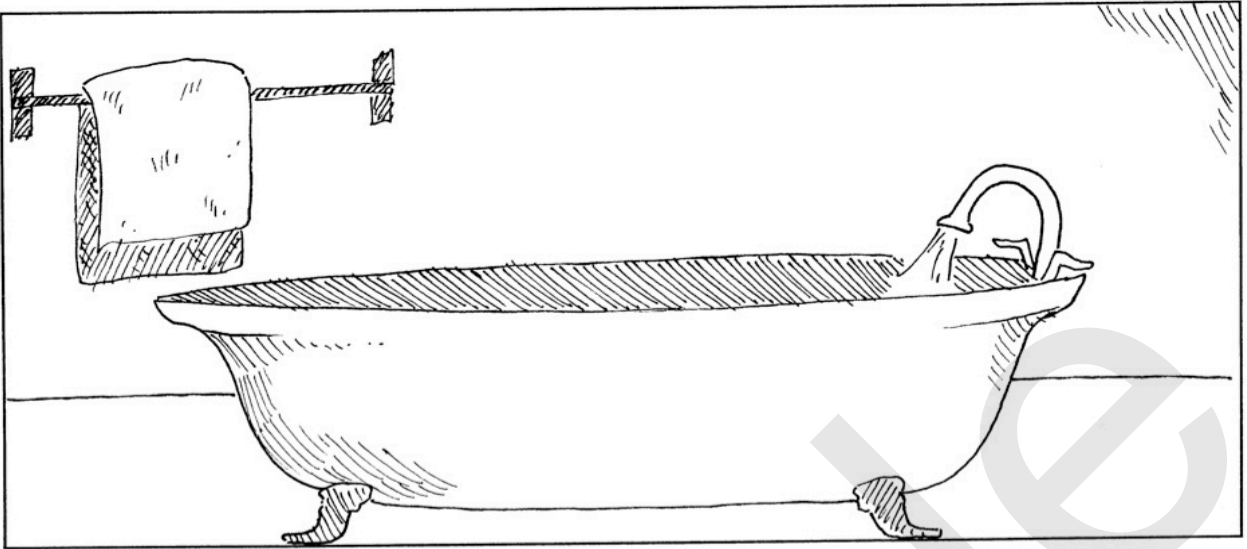


III. Central Fact = _____

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

Clincher = central fact _____

Ask questions to get details:
where? who? how? when? what? why? before? after? outside?



Composition Checklist

- ☐ Write three paragraphs based on the “Woman and the Bathtub” pictures. You may follow the outline created in the lesson, or create your own.

First draft due date (for editing): _____

Final draft due date: _____

- ☐ Composition is double-spaced
☐ Dress-ups marked with underline
☐ Sentence Opener numbers are marked in margin or in brackets in front of the sentence: []
☐ Topic and Clincher sentences repeat or reflect 2–3 key words (highlighted or bold)
☐ Title repeats key words of final sentence

Dress-ups	I	II	III
“-ly” adverb (not the first word)			
“who/which” clause			
“because” clause			
quality adjective			
strong verb			
when, while, where, as, since, if, although			

Banned adjectives: big, good, bad, fun

Banned verbs: see/saw, eat/ate, said, like, thought, go/went

Sentence Opener	I	II	III
② Prepositional			
③ “-ly” adverb			

General:

Turned in on time	___ (3)
Title centered - top	___ (1)
Name under title	___ (1)
Font/Spacing	___ (1)

Indicators:

Dress-ups underlined	___ (2)
Sentence Openers numbered	___ (2)
Topic/Clincher key words bold	___ (2)

Dress-ups (one each paragraph):

“-ly” adverb	___ (1)	___ (1)	___ (1)
“who/which”	___ (1)	___ (1)	___ (1)
“because” clause	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)
adverbial clause	___ (1)	___ (1)	___ (1)

Sentence Openers:

[2] Prepositional	___ (1)	___ (1)	___ (1)
[3] “-ly” adverb	___ (1)	___ (1)	___ (1)

Topic/Clincher

Topic reflects picture	___ (1)	___ (1)	___ (1)
Clincher reflects topic	___ (2)	___ (2)	___ (2)

<u>Spelling < 3 errors per ¶</u>	___ (1)	___ (1)	___ (1)
-------------------------------------	---------	---------	---------

Total Score: _____ out of 48 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please