

# Student Writing Intensive

A Video Seminar for the Student



## Level C

Suitable for Advanced Middle School and High School

Welcome to the Student Writing Intensive.

This packet contains all the lessons and handouts that you will need to teach this course to your students.

Simply read through the instructions and then follow the Teacher Notes to know what to watch on the DVDs and how to direct your students.

Have fun writing!

*Andrew Pudewa  
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INSTITUTE FOR  
**Excellence in Writing**  
An effective method for teaching writing skills

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# *Using The Student Writing Intensive Level C*

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## **Student Writing Intensive Contents**

1 set of 4 DVDs

1 binder with tabs and style pages

1 packet of Level C Teacher Notes and Student Handouts/Checklists

## **Overview**

The Student Writing Intensive (SWI) was produced to give parents and teachers a jump-start for teaching writing to their students by providing direct instruction for students or model lessons for teachers. Although the SWI was taped over a single week's time, your students can enjoy the same lessons but at a more leisurely pace and with added practice to help them develop writing skills that will last.

The SWI provides all the handouts and supplementary materials you will need to teach your advanced middle school and high school students to write paragraphs, stories, reports, and essays all with added style. Simply follow the instructions on the Teacher's Notes page and provide your students with the appropriate source texts and checklists as directed.

The SWI is based on our teacher's seminar *Teaching Writing: Structure and Style*. If you have *Teaching Writing: Structure and Style*, you will find that each Teacher's Notes includes directions explaining which of the teacher's discs to watch in preparation for using the SWI. Although you can successfully use the SWI without the teacher's course, watching *Teaching Writing: Structure and Style* before watching the student lesson will provide you with many of the reasons behind the instruction given as well as other teaching tips to aid your student in writing. If you do not have the teacher's course, you can still use the SWI successfully. Reading the archived **Newsletter articles** on the Excellence in Writing website and exploring our **Support** section can be very helpful as well. Please see [www.excellenceinwriting.com](http://www.excellenceinwriting.com) for more information.

## **Class Management and Lesson Planning**

Each lesson offers a writing lesson followed by one or more writing assignments. Thus, a lesson is taught each week in one 45-60 minute session and then the student can spend the rest of the week working on the writing assignment and reinforcement materials independently with help as needed. Depending on the pace of the student, it can take one to two weeks to complete each lesson. A possible two-week planning schedule is included on each teacher's notes page. To complete the lesson in one week, just double up each day's recommendation.

The lessons are only suggestions. Feel free to speed up the pace or slow it down depending on the needs of your students. When teaching just a few students, most teachers use the SWI DVDs for instruction. If you are teaching a class of many students, however, it is often more effective to do the teaching yourself. Simply use the DVDs as your model for teaching the class.

Most of the instruction can be completed in under an hour, but some of the lessons require almost an hour to view the DVD. The Teacher's Notes will tell you the length of each DVD segment so that you can plan accordingly. Some lessons also require the teacher to give a review of concepts learned thus far.

After watching the DVD or receiving instruction from the teacher, students are given a writing assignment so they can apply what was just taught. Refer to the Scope and Sequence chart for an overview of units taught and source material used.

These lessons are meant to be very flexible for the teacher. Although some of the source materials must be used because they are presented on the DVD, many of the other handouts are optional reinforcement. Feel free to adjust the pace to fit your student. Some of the lessons are for review and reinforcement. If you want to move more quickly through the material, you can skip these reinforcement lessons.

You also can easily substitute alternative paragraphs, stories, and report source texts to make the writing lessons reinforce what your students are learning in other subjects. The checklists provided can be copied and used over and over for other writing assignments.

Each lesson includes a chart indicating exactly what is to be watched on the DVD, the viewing time, the handouts included for the lesson, and the optional handouts for the practice assignments. The handouts listed in the "Student Handouts for Lessons" section include the pages required to teach the lesson. The handouts listed in "Reinforcement Materials" are optional reinforcement assignments that you can use with your students as desired.

There are not usually indicators on the DVD as to when to stop the disc at the end of the lesson, so watch the directions closely lest you watch too far during the lesson.

## Checklists

One of the keys to our program is the Composition Checklist. This document serves as a clear assignment sheet with objective grading criteria so the student knows exactly what is required of him. Room to assign due dates is included for your convenience, but you can be as flexible about those dates as you wish. You can easily alter the assignment by adding or removing checkboxes to make assignments as long or short as you desire.

## Student Notebook

Each student will need to have a writing notebook. Classroom teachers and home educators are welcome to make copies of the SWI Notebook and handout pages for each of their students in their classroom or home, or you may simply prefer to purchase a ready-made notebook for each student. For home educators using the SWI discs in a co-op setting, each family should purchase a notebook for use with all the children in their own home.

Instruct your students to use the tabs in the notebook in the following manner:

<b>Models/Sources</b>	Use this area for current work: new handouts, outlines, models, checklists etc.
<b>Outlines/Compositions</b>	Place graded, completed work here. You may want to instruct students regarding what to save (the finished work only, perhaps a grading sheet) and what to discard (old models, outlines, first drafts, etc).
<b>Checklists</b>	This is a good place to keep extra materials such as extra checklists, structural models (e.g., Key Ideas page, Story Sequence, topic/clincher rule, brain inventory questions, etc.). You may even wish to flip the tab page around and re-label this tab to read “Structural Models.”
<b>Stylistic Techniques</b>	Place the Stylistic Techniques page here along with all style lists (-ly, prepositions, etc).
<b>Banned Words</b>	Blank Banned Words sheets can be found behind this tab.

Occasionally at the end of the disc, Mr. Pudewa may instruct students to organize their work in a different manner. Simply instruct your students to disregard these instructions. The suggested structure above will make a writing notebook that your student will use for years to come.

## Final Recommendations

- ⇒ **Watch the disc with your students.** Knowing what they have learned and the way they learned it will help you help them as they practice. This course is not meant to be completed by students independently. It should be used to facilitate the teacher/student relationship as the process of writing is modeled for the student.
- ⇒ **Spell words as needed.** Be your child’s human dictionary. Keep spelling lessons separate from writing practice.
- ⇒ **Provide help as your students ask.** If your student is struggling to choose key words or insert a dress-up, brainstorm together. Your modeling will help your student become more independent next time.
- ⇒ **Edit instead of correct.** When your students hand you their written work, do what an editor does. Go through the piece making minimal spelling and grammatical corrections and then hand it back with a smile, telling them to write it up. Use their mistakes to dictate what you will teach in your next writing/grammar lesson.
- ⇒ **Adjust the pacing according to the ability of the student.** Each lesson will usually take at least one to two weeks to complete. Provide whatever helps students need to achieve success on each page. The practice pages are optional. If your student has mastered the material, feel free to skip the extra practice and move on to the next lesson.

Thank you for purchasing this program. We truly appreciate the opportunity to be of service. Our hope is that it will give you and your students a huge boost in enthusiasm for writing and powerful tools to help them be more successful in whatever writing challenges they may face in the coming years. Please let us know if there is any way we can assist you toward that goal.

**Andrew Pudewa and Jill Pike**

# Student Writing Intensive Level C

## Scope and Sequence

Lesson	DVD Lesson (Necessary)	Reinforcement Lesson (Optional)	Required Sources	Optional Sources
Lesson 1 Disc 1	Unit I: Key Word Outlines and Unit II: Summarizing from Notes Combining ideas with who/which		Music, Jefferson & the Declaration	Standard Time Doctors
Lesson 2	No DVD this lesson	More Unit I & II		More than Eight Legs Color for Life
Lesson 3 Disc 1	Unit III: Story Sequence Reinforce who/which		The Miller, His Son, and their Donkey	
Lesson 4 Disc 1	Introduce Style (-ly adverb, who/which clause, strong verb, quality adjective, adverbial clause) Introduce checklist Common mistakes			The Cocks and the Eagle
Lesson 5 Disc 1	Choosing a title	Reinforce titles by titling all written work thus far		King Midas
Lesson 6 Disc 2	Dress-up Review Hidden adjectives Sentence Openers (subject, prepositional, -ly, clausal, VSS)			Timbuktu (2 paragraphs)
Lesson 7 Disc 2	Note Taking and Study Skills		Plants Respond to Music	Advances in Medicine
Lesson 8 Disc 2	Taking Notes from a Live Lecture More Study Skills Adding Opinion		(Live lecture provided on disc)	(Articles or lectures of your choice)
Lesson 9 Disc 3	Advanced Style (dual verbs, dual adj) -ing opener			(Article or lecture of your choice)
Lesson 10 Disc 3	Unit VI Report Writing Topic/clinch rule		Apes Mini-books (4 of them)	
Lesson 11 Disc 3	Conclusion to Report Writing	Review style and evaluate writing		(Library research)
Lesson 12 Disc 4	Sentence Openers (review, -ed opener) Participles Decorations (question, quote, conversation, 3sss, dramatic opener/closing, simile/metaphor, alliteration)			(Rewrite paragraphs from Lesson 1 using all style learned thus far)
Lesson 13 Disc 4	Unit 8: Basic Essay Rhetoric model Super essay model		(Your brain)	
Lesson 14 Disc 4	Conclusion of Essay Writing	Reinforce Style and Essay Writing		(Subject of your choice)
Lesson 15 (No DVD)		Reinforce Essay Writing SAT Essay prompt		SAT Essay Prompt

# Student Writing Intensive C Time Signatures

Note: The time signatures usually zero out after the writing pauses, so that is why the times seem confusing. Also, there are no built in breaks for the lessons, so follow the directions closely regarding which scenes you are to watch for each lesson.

## Disc 1

00:00	Introduction
2:39	“Music, Jeff. & Dec. of Independence
4:36	Key Word Outline “Music, Jefferson...”
16:20	Testing the Key Word Outline
23:23	Connecting Ideas with “who/which”
27:06	Double Spacing, No Erasing
33:01	Pause for Writing
00:00	Reading “who/which” clauses
2:50	Story Sequence Chart
6:33	Story Sequence: characters/setting
10:12	Story Sequence: conflict/problem
13:27	Story Sequence: climax/resolution
16:45	“The Miller, His Son and the Donkey”
20:11	Story Sequence “The Miller...”
29:39	Changing the Story Details
37:11	Dress-ups
39:46	Dress-up: “ly” word
43:49	Dress-up: “who/which” clause
44:42	Dress-up: strong verb
50:45	Dress-up: quality adjective
56:13	Dress-up: adverbial clause
1:00:26	Writing Checklist
1:04:18	The Most Common Mistakes
1:04:57	Final Writing Instructions
	Pause for Writing
00:00	Writing a Title
6:21	Reading student samples
12:43	Conclusions

## Disc 2

00:00	Reading Student Stories
3:28	Review of Dress-ups
10:48	Hidden Adjectives
12:38	Sentence Openers
15:26	Sentence Openers: Subject
18:07	Sentence Openers: Prepositional
24:14	Sentence Openers: “ly” openers
31:48	Sentence Openers: clausal
39:22	Sentence Openers: VSS
45:38	Indicators for Sentence Openers
47:15	Note Taking
50:32	Planning a Paragraph
53:42	Write in Your Books!
1:00:43	Finding Interesting or Important Facts
1:06:58	Pause for Outlining
00:00	Taking Notes from Live Lecture
3:07	Practice Lecture
15:46	The Secret of Studying Effectively
26:09	Practice Telling Back from Notes
30:14	Pause for “Telling Back” Practice
00:00	Writing Checklists & Instructions
4:56	Pause for Writing
00:00	Adding Own Opinion
4:48	Reading Student Reports

## Disc 3

00:00	Reading Student Reports
3:46	Dress-up Review
8:39	Dual Verbs
13:45	Dual Adjectives
19:40	More Dress-up Review
21:45	Sentence Opener Review
29:11	Sentence Opener: “-ing”
44:16	Indicators for Dress-ups & Openers
48:15	Topic/Clincher
55:30	Mini-book Examples of Topic/Clincher
58:35	Highlighting Topic/Clincher Keywords
1:03:56	Adding More Mini-books
1:13:59	Pause for Highlighting Practice
00:00	Checking Highlighting Results
2:48	Listing Topics from Multiple Sources
7:44	Finding Common Topics
9:40	Choosing Topics
12:03	Outlining a Topic
18:34	Creating a Fused Outline
21:45	Writing a Paragraph from a Fused Outline
23:36	Writing Checklist
25:35	Pause for Writing
00:00	Reading Student Reports
4:26	Conclusion
6:17	End

## Disc 4

00:00	Reading Student Reports
6:48	Sentence Openers Review
9:46	Sentence Opener: “-ed”
7:52	Present, Past, and Dangling Participles
9:12	Decorations
21:16	Decoration: question
22:46	Decoration: quotation/conversation
25:01	Decoration: 3SSS
28:11	Decoration: dramatic open/close
30:12	Decoration: simile/metaphor
38:18	Decoration: alliteration
44:06	Basic Essay Model
50:56	Essay Introduction
55:43	Essay Topics & Conclusion
1:01:47	Aristotelian Rhetoric Model
1:03:41	Planning a Composition Length
1:09:24	Expanded Essay Model
1:10:23	Super Essay Model
1:14:31	5 Paragraph Essay on Spoons
1:19:40	Choosing & Ordering Topics for Spoon essay
1:25:28	Thinking Up the Details – Asking Questions
1:38:58	Writing Assignment and Instructions
1:40:24	Pause for Writing
00:00	Reading Spoon Essays
7:04	Conclusion

Lesson	Disc 1 Times	Disc 1 Chapter Title	Student Handout(s) for Lesson	Reinforcement Materials
1	00:00	Introduction	"Music, Jeff. & Dec. of Independence" Composition Checklist  (Note: Student checklists are usually printed on the back of the source texts.)	"Standard Time" Composition Checklist  "Doctors" Composition Checklist
	02:39	"Music, Jeff. & Dec. of Independence"		
	04:36	Key Word Outline "Music, Jefferson..."		
	16:20	Testing the Key Word Outline		
	23:23	Connecting Ideas with "who/which"		
	27:06	Double Spacing, No Erasing		
	33:01	Pause for Writing		

## Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 1 (97 min) and read pages 1-14 in your seminar notebook.

## The Lesson

- Watch Disc 1 of the Student Writing Intensive and stop at the writing pause. Be sure you watch through the portion where Mr. Pudewa introduces the who/which clause (*viewing time is approximately 33 minutes*).
- Have your students write up "Music, Jefferson, and the Declaration of Independence" as directed by Mr. Pudewa on the disc.
- Concepts presented on the DVD:
  - Key word outline
  - Summarize from notes (Units 1, 2)
  - Introduce dress-up: who/which clause
- Once your student finishes this or any other writing assignment in the future, plan a time for you to review his writing, make spelling/grammar corrections, brainstorm any other necessary elements to meet the requirements of the checklist, and have the student write up a final copy of the assignment for keeping. For more help with editing and grading, check out the "Newsletter Archives" on the IEW website ([www.excellenceinwriting.com](http://www.excellenceinwriting.com)).

<u>Music, Jefferson, Declaration</u>
1. J. Adams, B. Franklin, Th. Jeff
2. 1 <sup>st</sup> draft, agreed, → artistic, precise
3. A-rough, F-sick, P-controversial, J-task
4. landlady, recorded, struggle
5. pacing, accomplish, little
6. sent home, violin
7. arrived, play, quiet
8. few days, complete, ready
9. music, unlock, genius, receptive
10. few know, violin, country

## Reinforcement Exercises

- Extra practice paragraphs provided: "Standard Time" and "Doctors."
- Feel free to substitute other paragraphs if desired.
- Composition Checklists are printed on the back of each source paragraph.

## Possible two-week schedule for Lesson 1

If you desire to do the lesson in a single week, simply double-up on the suggested pacing.

Week	Day	Lesson	Homework
1	1	Complete Lesson 1	
	2		Write a paragraph from the “Music, Jefferson, Declaration” outline created in the lesson.
	3		Edit the paragraph using the composition checklist. Have a parent or teacher check your paragraph.
	4		Write or type the corrected paragraph neatly and hand it in.
	5		Create a key-word outline from the “Standard Time” paragraph (you may substitute another source).
2	1		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	2		Write or type the corrected paragraph neatly and hand it in.
	3		Create a key-word outline from the “Doctors” paragraph (you may substitute another source).
	4		Write a paragraph from the outline. Edit the paragraph using the composition checklist. Have a parent or teacher check the paragraph.
	5		Write or type the corrected paragraph neatly and hand it in.

*(Lesson 1 Handout)*

### Music, Jefferson and the Declaration of Independence

The committee assigned the task of writing the Declaration of Independence consisted primarily of John Adams, Benjamin Franklin, Thomas Jefferson, and unofficially, Thomas Paine. The first draft contained the basic points they all agreed upon, but they also knew that the language used in the final document would have to be artistic and inspiring as well as precise. Adams was too rough, Franklin too sick, and Paine too controversial to author the final draft; thus the task fell to Jefferson. His landlady recorded in her journal the struggle he had in completing his task. Upstairs, she would hear him pacing the floor endlessly; he seemed to accomplish little for many days. Then he sent home for one of his violins. After it arrived, Jefferson would pace a little, then play for half an hour or so. Then quiet descended upon the house for a while. In a few days, the vital document was complete and ready for presentation. Playing music may have helped unlock his linguistic genius, or perhaps it made him be more receptive to the words of destiny: “When in the course of human events....” Either way, few people know the important role the violin played in the founding of our country.

This story is told as part of the tour given in the historical house where Thomas Jefferson stayed while he worked on the final draft of the Declaration of Independence.

## Composition Checklist

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Paragraph on: Music, Jefferson, and the Declaration of Independence

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

- Composition is double-spaced
- “who/which” marked with underline
- Name is on the paper

Dress-up

who/which clause	
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*(Important! Save this completed paragraph for a rewrite in Lesson 12.)*

**Directions:**

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

### Standard Time

In the days before the railroad, time depended upon where you stood. Each town set its clock according to the position of the sun in the sky. Since stagecoach schedules did not follow a timetable, this system worked fine. Railroads prided themselves on maintaining a to-the-minute timetable. However, since noon in New York was really 12:12 in Boston and 12:16 in Portland, Maine, conductors spent considerable time constantly adjusting their watches. Although the time issue in the cities was manageable, for speeding express trains a few-minute's mistake could make the difference between a clear track and a fatal collision. William Frederick Allen, a former engineer on the Camden and Amboy Railroad, determined to make time reform a reality. Dividing the country into four time zones, Allen aimed to provide a railroad timetable that everybody could understand and rely on. Railroad travel would be safer and speedier. Allen's plan for Railroad Standard Time was finally adopted by the railroads to go into effect at noon, November 18, 1883. By 1918 Congress finally gave the Interstate Commerce Commission the legal power to mark off time belts following Allen's railroad time belts. Now our country was truly united in land and time.

## Composition Checklist

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Paragraph on: \_\_\_\_\_

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

- Composition is double-spaced
- “who/which” marked with underline
- Name is on the paper

Dress-up

who/which clause	
------------------	--

*(Important! Save this completed paragraph for a rewrite in Lesson 12.)*

## Lesson 1 Reinforcement

### **Directions:**

*Outline the following paragraph on a separate piece of paper.*

*Test your outline by telling the paragraph back to someone using just your outline.*

*Write a paragraph from your outline using the Composition Checklist.*

### Doctors

In Europe during the nineteenth century, doctors were split into two distinct classes. The learned physician was a dignified man who carried a gold-headed cane and commonly wore a powdered wig, a coat of red satin, and buckled shoes. This “Doctor of Physick” knew Latin and Greek, as he had been to the university and acquired many technical terms. His learning was more talk than practice, for what was taught in the universities was mostly grand theories about how the body was supposed to operate. They did not spend much time on the details of human anatomy, and dissection of bodies was considered improper. Despite all his learning, the physician was squeamish about the human body. Refusing to dirty his hands, he would not touch wounds or perform operations. These tasks were left for the more lowly class: the Barber-Surgeons. These craftsmen did not know learned languages or read books but knew how to carve and cut and sew up the human body. Since the surgeons practiced more hands-on training, their experience produced better treatments for wounds and injuries. Unfortunately, the learned physicians refused to listen to the lowly barber surgeons. It would be many years before these classes merged into one.

## Composition Checklist

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Paragraph on: \_\_\_\_\_

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

- Composition is double-spaced
- “who/which” marked with underline
- Name is on the paper

Dress-up

who/which clause	
------------------	--

*(Important! Save this completed paragraph for a rewrite in Lesson 12.)*



## What next?

You can have your student continue practicing what he has learned by giving assignments using what he is already studying in history, science and literature.

### **Keyword Note Taking and Summarizing from Notes**

If your student still struggles to make an outline independently, then spend some practice time here. You can take paragraphs out of your science or history book, reader, World Magazine, or encyclopedia.

### **Story Sequence Chart**

Continue to write stories using ones they have read as models. Fairy tales, Aesop's fables, Bible stories, and historical stories all make great models. You can even write up a family story ("The Day I Dropped the Spaghetti on the Carpet").

### **Reports from Multiple Sources with Topic/Clincher Paragraph**

If your student outlines single paragraphs easily, then continue to work on this unit. Continue to use the library as a resource, increasing the complexity of the source material. For instruction in doing a full-blown research report including footnotes and bibliography, consider the Continuation Course described below. If you liked the mini-books and want to use more of those, you can purchase a packet of them from IEW.

### **Essay Writing**

Your child's brain is a wealth of information once he learns to ask questions. Continue to encourage this process by doing essays on things he knows, from hobbies to friends to what is happening in the news. Prompts can also be found online at many educational sites. Just put "writing prompts" in your browser, and you will get more ideas than you could ever use. College Board's website [www.collegeboard.com](http://www.collegeboard.com) has helps on essay writing for both the SAT and college applications. IEW also has a High School Essay Intensive that explores this unit more deeply while preparing the student to tackle SAT essays and college application prompts.

## More Lessons on DVD

If you would like to have Andrew continue to teach your student to write more in-depth research reports, writing from pictures, essays, and more, then you will want to get **Student Writing Intensive Continuation Course Level C**. This course picks up where the Student Writing Intensive left off and offers more lessons on nine DVDs with thirty-six lesson suggestions. Contact IEW for more information.

## Teacher's Seminar

IEW is committed to teacher training. If you would like more training for yourself to enable you to teach writing, then check out our seminar for the teacher—*Teaching Writing: Structure and Style*. It is available both as a live seminar and DVD. Go to our website ([www.excellenceinwriting.com](http://www.excellenceinwriting.com)) for more information, schedules, and video excerpts.

## Writing Lessons

If you are looking for writing lessons to go with whatever you are studying in history or literature, our Theme Based Writing Lessons are a great place to start. Sample lessons are available on the Excellence in Writing website.