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Excellence in Writing

An effective method for teaching writing skills

Student Writing Intensive Continuation Course Level A

by
Andrew Pudewa
& Jill Pike

Teacher's Manual

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

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Teacher Instructions.....	4
Scope and Sequence.....	7
Lesson 1 Units 1, 2 (Key Outlines and Summarizing)	9
Lesson 2 Units 1, 2 (Key Outlines and Summarizing)	11
“There, Their, and Their” Answers	12
Lesson 3 Unit 3 (Story Sequence)	13
Board Notes	14
Lesson 4 Unit 3 (Story Sequence)	15
Lesson 5 Editing, Prepositional Opener	16
“Two Frogs” Editing Answers	17
Lesson 6 Unit 4 (Summarizing a single reference).....	19
Lesson 7 Unit 4 (Summarizing a single reference).....	20
Lesson 8 Unit 4 (Summarizing a single reference), Editing Practice	21
“Crazy about Bach” Editing Answers	22
Lesson 9 Unit 4 (Summarizing a single reference).....	24
Lesson 10 Unit 4 (Summarizing a single reference).....	25
Lesson 11 Unit 4 (Summarizing a single reference).....	26
Lesson 12 Unit 4 (Summarizing a single reference), Editing Practice	27
“A Real Fiction” Editing Answers	28
Lesson 13 Unit 4 (Summarizing a single reference).....	30
Lesson 14 Unit 5 (Writing from Pictures)	31
Lesson 15 Unit 5 (Writing from Pictures)	32
Lesson 16 Unit 5 (Writing from Pictures), Editing Practice.....	33
“Puncty’s Practice” Editing Answers.....	34
Pictures for Writing with first line examples	35
2 Year Plan Break	36
Lesson 17 Unit 5 (Writing from Pictures)	37
Pictures for Writing with first line examples	38
Lesson 18 Unit 3 (Story Sequence)	39
Lesson 19 Unit 3 (Story Sequence), Decorations	40
Lesson 20 Unit 3 (Story Sequence), Sentence Openers.....	41
Lesson 21 Add Style to Unit 1 Paragraphs	42
Lesson 22 Unit 8 (Essay)	43
Lesson 23 Unit 8 (Essay)	44
Lesson 24 Unit 8 (Essay)	45
Lesson 25 Unit 8 (Essay), Editing Practice	46
“A Great State” Editing Answers	47
Lesson 26 Unit 8 (Essay)	48
Lesson 27 Unit 7 (Creative Writing)	49
Lesson 28 Unit 7 (Creative Writing)	50
Lesson 29 Unit 7 (Creative Writing), Final Exam Review.....	51
Lesson 30 Final Exam Instructions with Final Exam Answers	52
Lesson 31 Fiction Review: Units 3, 5.....	56
Lesson 32 Non-Fiction Review: Units 4, 8.....	57
Lesson Ideas for Next Year.....	58
Fiction Writing Assignment Ideas	59
Non-Fiction Writing Assignment Ideas	60
Appendix 1 <i>SWI Continuation Course</i> Level A Disc Times	61
Appendix 2 Sample Schedule for the <i>SWI Continuation Course</i> Level A.....	64
Appendix 3 “4 Deadly Errors of Teaching Writing” by Andrew Pudewa.....	69
“Marking and Grading” by Andrew Pudewa	72
Appendix 4 Silly Similes.....	75

Welcome to the *Student Writing Intensive Continuation Course* Level A.

Recommended Prerequisites

This course assumes that the student has completed the *Student Writing Intensive* Level A. Although review will be imbedded in the class presentations, the student should have a fair understanding of the following ideas:

- Note-taking and writing from “key word outlines” (Units 1 & 2)
- The six “Dress-up” techniques
- Story sequence (Unit 3)
- Titles
- Topic-clincher paragraph rule (Unit 4)

Students who have not completed the *Student Writing Intensive* but have equivalent experience may also be able to participate in this continuation course.

Course Objectives

At the end of this course a student will be able to:

- Use a variety of stylistic techniques including sophisticated vocabulary, complex sentence structure, and decorations such as similes
- Write basic reports
- Write stories following the Unit 3 Story Sequence Chart
- Write reports on pictures using the Unit 5 Writing from Pictures Model
- Write a 5-paragraph essay with introduction and conclusion
- Write letters following the Essay Model
- Edit their work for grammar, syntax, and usage

Course Pacing

These lesson plans provide enough writing assignments to use the course over one to two years.

One Year Plan: Although it is reasonable to complete the 30 lessons in one year, teachers should be sensitive to students’ needs and adjust the number of assignments as necessary to avoid overload. Recommended adjustments are provided in the teacher’s notes. Using this option, the last two extra lessons (31 and 32) are for review should you need a couple more lessons to round out your school year. You may repeat them as often as you wish.

Two Year Plan: This option is good for students who usually need more time completing assignments, have any learning issues, or whose other schoolwork is heavy enough that a more leisurely pace would be beneficial. Lessons 1–16 can be completed the first year and lessons 17–32 the second year. Plan to spend two weeks on each lesson. The first week’s class time can be used to watch the lesson and start the assignment, and the second week’s class time can be used to go over the student’s rough draft, correct grammar and spelling, and discuss the remaining style to be completed over the next week.

Plan to meet with your student(s) once each week for about an hour. During this “class” you can watch the video and complete the work listed in “The Lesson” section of each lesson.

Then figure 30–60 minutes a day for the remaining week or two to complete the writing assignment. There is a sample daily schedule in Appendix 2. The complete listing of disc chapter titles and times is located in Appendix 1.

10-Week Plan: If you desire to get through these lessons more quickly, you can further condense the entire course into a ten-week intensive seminar. Since this course was originally taught in a ten-week session, you can do the same. Set aside 2½ hours each week to watch an entire disc and get started on the writing assignment. Use the remainder of the week to complete the assignment as given by Mr. Pudewa at the end of each disc. There is a document entitled “SICC-A 10-Class Handouts” on the CD-ROM if you decide to use this bare-bones option.

Class Materials

If you purchased the *Student Writing Intensive Continuation Course* new, you should have received a packet containing the Student Book. If you need more copies of the Student Book for additional students, you may purchase another copy as a packet or in e-book form. (Note: Parents may make additional copies of the Student Book for use with their own children. In all other cases, additional books should be purchased. Please refer to the copyright page for additional guidelines.)

Additional Student Books may be purchased from:
excellenceinwriting.com/SICC-A-SB (printed packet)
excellenceinwriting.com/SICC-A-SE (e-book)

First, follow the instructions to create a student binder, or you can simply continue to use the binder from the *Student Writing Intensive*. Once a notebook is assembled, the remaining student pages in the Student Book should be given to your student as he/she needs them during the course.

Although these lessons provide the writing prompts and many of the sources, it is easy to adjust the lessons to fit whatever you are studying. For the biographical essay, have your student choose famous people in the area of history or science you are studying. For the lessons on imitation of style, you can have your student retell stories from a time period in another voice, or even recount a historical event in another voice. You can be as creative as you wish, or simply follow the lessons as written.

Grading

To help you with grading, please read Mr. Pudewa’s articles entitled “The Four Deadly Errors of Teaching Writing” and “Marking and Grading,” both of which are found in Appendix 3 of this document.

Every lesson includes a grade sheet (behind the composition checklist) which the student should attach to his writing assignment before turning it in. Feel free to adapt them in any way you wish. If your student is struggling to incorporate all the elements of style, it is very appropriate to reduce the requirements for any assignment.

You may want to have students turn in their work a day or so before your next class, so you can have it graded before the next class session. So if your class is on Monday, homework is due by Friday evening (of that week for one-year plan students and of the next week for two-year plan students).

Student Samples

In addition to the teaching materials, a document containing the completed writing assignments from the students who took the original class is included on the CD-ROM. The student samples provided with each lesson are not by any means perfected, yet they represent the best efforts of the student participants. Last names have been deleted, and not every student's work is included in the collection. Hopefully they will provide students, parents, and teachers with a sense of what can be expected as well as what might be achieved by children of comparable age.

Teaching Writing: Structure and Style

It is recommended that teachers using this course also have access to our teacher's course, *Teaching Writing: Structure and Style*. To aid you in its use, suggestions of which portions to watch and when to watch them are included in the teacher's notes.

Excellence in Writing also has active support groups that are a great help to home and classroom teachers using our materials. You can find them by going to excellenceinwriting.com and clicking on the "Help and Support" tab.

Video Production & DVD Usage Comments

Because class sessions 1, 2, and 3 were recorded without student microphones, the students' comments and questions are difficult to hear; however, Mr. Pudewa tried to repeat their words as often as possible. Beginning with the fourth class, the students have microphones at their tables and can be heard clearly.

These DVDs are best viewed with a standard DVD player connected to a standard television set. If viewed on a flat panel computer display, the interlacing may create a fuzzy image occasionally; the DVDs are therefore better viewed with a smaller screen window.

Transcriptions of board notes are provided in this Teacher's Manual. If students wish to have more time to copy from the screen, it is possible to pause the video presentation, or students may copy from the teacher's manual.

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.

Lesson	Disc 2 Section Title	Disc 2 Time	Student Handouts for Lesson	Homework
6	Topic/Clincher and Details	1:12:43	"Johann Sebastian Bach"	"Harriet Tubman" Composition Checklist Grade Sheet
	Interesting and Important Facts	1:16:51		
	Johann Sebastian Bach	1:22:05		
	Key word Outline – J.S. Bach	1:27:42		
	Homework Assignment	1:41:09		
	Writing Checklist	1:48:10		
	End of Disc	1:49:41		

Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 3 starting at "Unit IV: Summarizing a Reference." (Viewing time is 52 minutes.) Review your syllabus pages 37–46.

Interesting/Important

Topic/Clincher Rule

The Topic Sentence and the Clincher Sentence must repeat or reflect two or three key words.

The Lesson

- Read student stories from last week. Note the prepositional openers.
- Watch Disc 2 from "Topic and Clincher Detail" through the end of the disc. (Viewing time is about 37 minutes.)
- Concepts Presented:
 - Topic/Clincher and details
 - Finding interesting/important facts
 - J.S. Bach, key word outline
 - Homework assignment and writing checklist

I. J.S. Bach, inspired, composer

1. 10 yrs, both, ø parents, Christoph
2. sneak, copy ♪ sheets
3. job, trouble, # complicated
4. SDG = Soli Deo Gloria = God, Glory
5. mathematicians, computers, understand
Clincher

Homework

- Write a paragraph from your outline on Bach using the checklist you received in the lesson.
- Create a keyword outline from the "Harriet Tubman" article (or famous person of your choice) by choosing 5–6 details, and write a paragraph from that outline using the second column in the checklist. Don't forget the Topic/Clincher rule!
- Although Mr. Pudewa said on the DVD that the second paragraph was extra credit, inform your students that it is actually required. *One-year plan students may want to write only one of the paragraphs and use the second one for extra credit.*

*If you want to give your child the 2 good jokes Mr. Pudewa promised for the extra work, try these:

<p>Once upon a time, there was a policeman that saw a man sitting in a car with a tiger sitting next to him. The police officer said, "It's against the law to have a tiger in your car. Take him to the zoo."</p> <p>The next day the police officer saw the same man in the same car with the same tiger. The police officer said, "I thought I told you to take that tiger to the zoo."</p> <p>The man replied, "I did. He liked it. Now we're going to the beach."</p>	<p>An old Wild West fort is about to be attacked. The wily old General sends for his trusty Indian Scout. "You must use all your years of skill in trying to estimate the sort of army we are up against here."</p> <p>The trusty Indian Scout lay down and put his ear to the ground... "Large war party," he says, "maybe three hundred braves, four chiefs, two on black stallions, two on white stallions. All have war paint ... many, many guns. Medicine man also with them."</p> <p>"Good grief!" exclaims the General, "You can tell all of that just by listening to the ground?"</p> <p>"No, General," replied the Scout, "I can see under the gate."</p>
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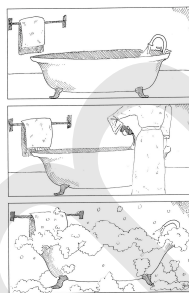
Lesson	Disc 4 Section Title	Disc 4 Time	Student Handouts for Lesson	Homework
14	Writing From Pictures	1:11:12	Writing from Pictures Model Woman and Bathtub set of pictures	Composition Checklist Grade Sheet
	3-Paragraph Story Outline	1:13:12		
	First Paragraph Details	1:15:12		
	Second Paragraph Details	1:23:47		
	Third Paragraph Details	1:28:07		
	Writing from the Outline	1:32:38		
	Writing Checklist	1:33:36		
	Homework Review and Scoring	1:36:20		
	Writing the First Paragraph	1:41:17		
	Conclusion	1:52:27		
	End of Disc	1:53:04		

Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 4 starting "Unit V: Writing from Pictures" and finishing at the "Pause for Practicum." (Viewing time is 32 minutes, plus time to complete the practicum.) Do watch the "Practicum Review" and "Samples" when you have completed your practicum. (Viewing time is 9 minutes). Review your syllabus pages 47–52.

The Lesson

- Read student reports.
- Watch Disc 4 starting at "Writing from Pictures" to the end of the disc. (Viewing time is about 42 minutes.)
- Concepts Presented:
 - Writing from pictures
 - Story outline
 - Paragraph details
 - Writing from outline
 - Checklist, review homework and scoring
 - Writing first paragraph.



- I. Bathtub, water running
 1. Mrs. Zelda Thimble, cat bath
 2. pitch, feather, skunk
 3. horrific, perfume, gooey
 4. cat show, 1 PM
 Clincher
- II. Z. special, deodorizing, soap
 1. clean, remove, stench
 2. late, show, lose
 3. worried, extra soap
 4. anxious, despises, bath
 Clincher
- III. Bubbles, overflowing
 1. cat, fighting, scratching
 2. slipped, dropped, hysterical
 3. knocked, churned, explosion
 4. Z. cat, buried, suds
 Clincher

Homework

- Using the outline created in class, write a three-paragraph story based on the set of pictures discussed in the lesson.
- Since this is more of a report on pictures and not a Story Sequence, be sure to follow the Topic/Clincher rule in every paragraph, and edit carefully using the composition checklist.

Example First Paragraph:

Hot water was **pouring** into the **bathtub**. Mrs. Zelda P. Thimble desperately needed to give her Scottish Fold cat a bath. [3] Tragically, her adorable fluffy feline friend had wandered into a tar pit, although she miraculously escaped and bolted into the barn, where she became smothered with feathers and hay. [2] To make matters worse, "Fluffy" fled straight into a skunk's nest, which resulted in a heavily perfumed collision. Because the county fair cat show was in only two hours, Mrs. Thimble was crazily trying to **fill** the **bathtub** with **water**.

There are many options for writing lessons for next year. Below are some ideas for you to consider.

1. Enjoy Andrew Pudewa again in the *Student Writing Intensive Continuation Course* Level B, geared for Middle School students. This course on DVD goes through the nine units again in greater depth.
2. Teach your students using one of Excellence in Writing's Theme-Based Writing lessons.
3. Try some of the other supplements to writing that IEW offers:
 - a. Mini-Books (for report writing)
 - b. *Student Resource Notebook* by Lori Verstegen
 - c. *Developing Linguistic Patterns through Poetry Memorization* by Andrew Pudewa
 - d. *A Word Write Now* by Loranna Schwacofer
 - e. *Teaching the Classics* by Adam Andrews
4. Continue to work on the structure that they have learned. Detailed writing suggestions are provided on the next two pages.
 - a. 2 months on Unit 4: Summarize a chapter of a history/science book into one paragraph.
 - b. 1–2 months on Unit 5: comic strips, picture out of history book, picture out of newspaper.
 - c. 2–3 months on Unit 6: Reports on famous people, animals, plants, places, historical events you are studying.
 - d. 2–3 months on Unit 7: Reports about their pet, relatives, hobbies, room, favorite toy, favorite game, the yard, what would you do if..., letter writing, etc.

To learn more about any of these products, go to excellenceinwriting.com and click on "Products."

Appendix 1

SICC-A Disc Times

SWI Continuation Course Level A Disc 1

Scene Titles	Lesson #	Time
Introduction	1	00
Dress-up Review: “-ly” words		4:10
Dress-up Review: who/which		9:19
Dress-up Review: because, qual adj		18:11
Dress-up Review: strong verb	2	22:58
Dress-up Review: adverbial clause		31:24
There, their, they’re		33:53
There, their, they’re exercise		37:11
Pause for Exercise	3	39:58
Reading There, their, they’re		00
Story Sequence		3:55
Story Sequence: Characters/Setting		7:06
Story Sequence: Conflict/Problem		11:00
Story Sequence: Climax/Solution		12:44
“The Two Frogs and the Well”		17:14
Story Sequence: “The Two Frogs”		20:01
Solution: “The Two Frogs”		30:30
Writing the Story – Checklist		37:19
Finding “-ly” words for story		40:43
Finding Strong Verbs for Story		46:12
Finding Quality Adj for Story		48:48
Class Overview		56:24
One last joke		59:30
End of Disc		1:01:54

SWI Continuation Course Level A Disc 2

Scene Titles	Lesson #	Time
Opening Jokes	4	00
Review of Topic/Clincher		4:26
Reading Stories		8:20
Correcting Papers		17:28
Editing Practice	5	19:50
Editing Practice: Two Frogs		27:49
Editing for Dress-ups		36:06
More Editing Practice		39:37
Checking for Dress-ups		55:25
Preposition Charades		58:26
Prepositional sentence openers		1:03:25
Indicators and Rules		1:09:44
Topic/Clincher and Details		1:12:43
Interesting and Important Facts		1:16:51
Johann Sebastian Bach	6	1:22:05
Keyword Outline – J.S. Bach		1:27:42
Homework Assignment		1:41:09
Writing Checklist		1:48:10
End of Disc	1:49:41	
(Lesson 7 skips ahead to watch the “Reading Student Samples” at the end of Disc 3)		

SWI Continuation Course Level A Disc 3

Scene Titles	Lesson #	Time
Introduction	8	00
Dress-ups and Sentence Openers		4:23
Editing Practice: Titles		10:34
Editing Practice: 1 st sentence		15:17
Editing Practice: 2-4 th Sentences		20:59
Editing Practice: 5-6 th sentences		25:06
Editing Practice: 7-8 th sentences		31:25
Editing Practice: 9-10 th sentences		37:53
Editing Practice: Dress-ups	42:38	
(There is no DVD viewing for Lesson 9.)		
Three Paragraph Essay	10	49:57
Florence Nightingale Sample		54:16
Florence Nightingale: Topics		56:13
Florence Nightingale: Topics (2)		1:05:46
Florence Nightingale: Topics (3)		1:14:00
Florence Nightingale: Listing/Choosing Topics		1:21:12
Florence Nightingale: Plan. Para. 2	1:25:22	
Florence Nightingale: Plan. Para. 3	1:29:56	
Review Assignment	11	1:33:58
Reading Student Samples	7	1:38:51
Conclusion	11	1:49:07
End of Disc		1:55:59

SWI Continuation Course Level A Disc 4

Scene Titles	Lesson #	Time
Introduction	12	00
Editing Practice: Dudley Doright		3:18
Editing Practice: Sentence Two		7:38
Editing Practice: Sentence Three		12:12
Editing Practice: Sentence Four		15:40
Editing Practice: Sentence Five		25:05
Editing Practice: Sentence Six/Seven		27:56
Editing Practice: Sentence Eight		32:37
Editing Practice: Dress-ups		37:55
Editing Practice: Prep. Opener		46:30
Editing Practice: Topic/Clincher		49:20
“-ly” sentence opener		13
A New “-ly” word list	58:16	
Taking the “-ly” off an “-ly”	14	1:08:30
Writing From Pictures		1:11:12
3-Paragraph Story Outline		1:13:12
First Paragraph Details		1:15:12
Second Paragraph Details		1:23:47
Third Paragraph Details		1:28:07
Writing from the Outline		1:32:38
Writing Checklist		1:33:36
Homework Review and Scoring		1:36:20
Writing the First Paragraph		1:41:17
Conclusion	1:52:27	
End of Disc	1:53:04	

SWI Continuation Course Level A Disc 5

(There is a little skipping around on this disc.)

Scene Titles	Lesson #	Time
Introduction/Humor	16	00
Quotes and Commas		4:01
Editing Practice: "Puncty's Practice"		8:22
Editing Practice: Topic/Clincher		17:08
Reading Student Stories		15
Review of Sentence Openers	16	30:24
VSS Sentence Opener		37:56
VSS Examples		41:40
Rewriting Sentences with Various Openers		44:17
Writing from Pictures Review	15	55:30
Getting Topic Sentences from Pictures		59:48
Getting Details by Asking Questions		1:07:24
Writing Assignment Information		1:10:27
End of Disc		1:16:37

SWI Continuation Course Level A Disc 6

(There is a little skipping around on this disc.)

Scene Titles	Lesson #	Time
Introduction/Humor	17	00
Reading Student Papers		6:05
Its vs. It's and Too, To, Two		17:46
New Clausal Word: unless		29:43
Clausal Starters and Commas		36:39
One More Student Paper		41:36
Decoration: Simile	19	45:00
Simile Worksheet		53:45
Indicating Similes	18	1:07:19
Story Sequence Review		1:10:24
The Cow Who Wouldn't Come Down		1:19:02
Writing a Sequel or Rewriting Story		1:33:03
Writing Checklist		1:44:52
Conclusion		1:50:30
End of disc		1:52:15

SWI Continuation Course Level A Disc 7

Scene Title	Lesson #	Time
Humor	20	00
Silly Similes		1:07
Reading Student Stories		5:19
Sentence Opener: "-ing"		17:10
"-ing" worksheet		21:32
More "-ing" worksheet		29:00
Problems with "-ing" openers		39:58
Imposter "-ing" openers		49:21
Make a Sentence with Two Verbs	21	53:11
Make a Correct "-ing" Sentences		59:31
Make an Incorrect "-ing" sentence		1:03:50
Make an Imposter "-ing" Sentence		1:09:34
A Five-Paragraph Essay	22	1:11:56
Essay Model		1:14:34
Writing About a Place		1:18:54
Choosing Topics about a Place		1:24:52
Writing Assignment		1:36:15
Encyclopedia Practice		1:41:28
Assignment Details		1:49:02
End of Disc		1:55:44

SWI Continuation Course Level A Disc 8

(There is a little skipping around in this disc.)

Scene Titles	Lesson #	Time
Introduction	25	00
Reading Student Papers		4:45
Editing Practice		13:36
Editing Practice: Sentence 2		17:35
Editing Practice: Sentence 3 & 4		18:07
Editing Practice: Sentence 5		20:50
Editing Practice: Sentence 6		23:50
Editing Practice: Sentence 7		25:07
Editing Practice: Sentence 8		29:04
Editing Practice: Sentence 9		31:51
Editing Practice: Sentence 10	34:24	
Editing Practice: Dress-ups	36:24	
Basic Essay Model Review	23	45:35
Sample Essay		54:57
Don't Use "I"		1:02:13
Another Sample Essay		1:03:53
Intro Exercise: Choosing Topics		1:10:19
Intro Exercise: Getting Attention		1:12:09
Intro Exercise: State First Topic		1:20:31
Intro Exercise: State Second Topic		1:25:16
Intro Exercise: State Third Topic		1:31:24
Intro Exercise: Finish Up		1:38:36
Assignment Details	1:43:41	
Checklist Details	1:45:40	
End of Disc	1:50:35	

(There is no DVD viewing for Lesson 24 or 26.)

SWI Continuation Course Level A Disc 9

(There is a little skipping around in this disc.)

Scene Titles	Lesson #	Time
Humor	29	00
Things to Know for Final Exam		3:42
Sentence Opener Testing		9:05
Story Sequence Chart Testing		17:23
Topic/Clincher Testing		21:11
Essay Model Review		22:04
More Final Exam Stuff		29:42
Writing Letters – To Whom	27	35:05
Thank You Note		39:48
Sample letter		43:38
Writing to Grandma – A Real-Life Story		53:41
Another Sample Letter	28	56:56
Letter Assignment Details		1:05:43
Decoration: Alliteration		1:11:02
Writing Checklist		1:21:02
End of Class 9		1:24:37
FINAL EXAM	30	
Humor		00
Reading Student Letters		4:34
Exam Instructions		12:11
End of disc		18:28

Appendix 2

Sample Schedule for the SICC-A

This schedule provides the **two-year plan** direction to break the homework down into manageable tasks. If you are doing this as a co-op class, Day 6 would be another lesson day where students can meet with their teacher, look over the homework completed thus far, and get direction and help if needed.

If you are doing the **one-year plan**, you will be doing one lesson per week and deleting some of the assignments to make it more manageable. Even though an assignment is removed, the lesson viewing should still happen on schedule. Count “Day 2–3” as “Day 2”; “Day 4–5” as “Day 3,” etc.

If your student is finding the schedule too much, either reduce the homework (only require half the assignments), or spend more time on some of the longer homework assignments.

Lesson	Day(s)	The Lesson and Homework
1	1	Complete Lesson 1 according to the Teacher’s Notes. <i>If students are very competent with Units 1 and 2, you may want to combine lessons one and two and reduce the homework. One-year plan students may write on one or two paragraphs.</i>
	2-3	Write a paragraph on the Brothers Grimm (or alternate paragraph) using the outline created during the lesson. Edit using the composition checklist.
	4-5	Create a KWO (key-word outline) on Longfellow (may substitute).
	6-7	Write a paragraph on Longfellow from the outline created.
	8-9	Edit the Longfellow paragraph using the composition checklist. All homework due tomorrow.
2	1	Complete Lesson 2 according to the Teacher’s Notes. <i>One-year plan students may use the second paragraph as extra credit.</i>
	2-3	Write a paragraph on Tubman (may substitute) using the outline created during the lesson. Edit using the composition checklist.
	4-5	Create a KWO on the Underground RR (may substitute).
	6-7	Write a paragraph on the Underground RR using the outline.
	8-9	Edit the Underground RR paragraph using the composition checklist. All homework due tomorrow.
3	1	Complete Lesson 3 according to the Teacher’s Notes.
	2-3	Finish the story outline changing characters as desired.
	4-5	Begin writing the story.
	6-7	Finish writing the story, and work on the style required according to the checklist.
	8-9	Finish writing up the story neatly. Homework due tomorrow.
4	1	Complete Lesson 4 according to the Teacher’s Notes. <i>One-year plan: You may wish to spend two weeks on this assignment and delete the lesson 4 assignment to accommodate this.</i>
	2-3	Finish the story outline changing characters as desired.
	4-5	Begin writing the three-paragraph story.
	6-7	Finish writing the story, and work on the style required according to the checklist.
	8-9	Finish writing up the story neatly. Homework due tomorrow.
5	1	Complete Lesson 5 according to the Teacher’s Notes. <i>One-year students may finish the story begun last week and add this new style as they edit their paragraphs. Two-year plan students may want to only spend one week on this lesson and move onto lesson 6 next week.</i>
	2-3	Begin adding one prepositional opener to each paragraph of last week’s story.
	4-5	Re-edit the story fixing any awkward parts using the composition checklist.
	6-7	Re-write/type the story neatly.
	8-9	Homework due tomorrow.

Sample *SWI Continuation Course* Level A Schedule, Continued

Lesson	Day(s)	The Lesson and Homework
6	1	Complete Lesson 6 according to the Teacher’s Notes. <i>On the one-year plan, you may need to reduce the assignment and only write on one of the articles; the other one can be extra credit.</i>
	2-3	Write a paragraph on Bach from the outline created during the lesson, and edit using the composition checklist.
	4-5	Create a KWO on the Tubman article (or person of choice).
	6-7	Write a paragraph on Tubman (or alternate article), and edit using the composition checklist.
	8-9	Finish writing up both paragraphs neatly. Homework due tomorrow.
7	1	Complete Lesson 7 according to the Teacher’s Notes. <i>On the one-year plan, you may need to reduce the assignment and only write on one of the articles. Either plan: If students are very competent with Unit 4, this lesson can be combined with lesson 8. Reduce the homework to one or two paragraphs.</i>
	2-3	Write a paragraph on Beethoven (or alternate) using the outline created in the lesson, and edit using the composition checklist.
	4-5	Create an outline using the Sacagawea (or alternate) article.
	6-7	Write a paragraph on Levi Strauss or another article, and edit using the composition checklist.
	8-9	Finish writing up both paragraphs neatly. Homework due tomorrow.
8	1	Complete Lesson 8 according to the Teacher’s Notes. <i>Two-year students might want to spend a single week on this lesson or add a second article.</i>
	2-3	Create an outline of the Levi Strauss (or alternate) article.
	4-5	Write a paragraph from the outline.
	6-7	Using the composition checklist, edit the paragraph.
	8-9	Finish writing up the paragraph neatly. Homework due tomorrow.
9	1	Complete Lesson 9 according to the Teacher’s Notes. <i>On the one-year plan, you may need to reduce the assignment and only write on one of the articles. On either plan, if you need to reduce the number of lessons, this lesson may be omitted.</i>
	2-3	Write a paragraph on the Annie Oakley article (or alternate) using the outline created in the lesson, and edit it using the composition checklist.
	4-5	Create a keyword outline using the Theodore Geisel (Dr. Seuss) article (or alternate).
	6-7	Write a paragraph using the Theodore Geisel (Dr. Seuss) (or alternate) outline, and edit using the composition checklist.
	8-9	Finish writing up both paragraphs neatly. Homework due tomorrow.
10	1	Complete Lesson 10 according to the Teacher’s Notes. <i>On the one-year plan, you may want to spend two weeks on this assignment. If so, delete the lesson 11 assignment and finish this one that week instead.</i>
	2-3	Write the first F.N. paragraph from the outline created during the lesson. Begin the second F.N. paragraph.
	4-5	Write the second and third F.N. paragraph.
	6-7	Edit the paragraphs using the composition checklist.
	8-9	Write up the paragraphs neatly. Homework due tomorrow.
11	1	Complete Lesson 11 according to the Teacher’s Notes. <i>On the one-year plan, students will be finishing their Florence Nightingale essay instead of writing on Peter of Haarlem</i>
	2-3	Write first paragraph on Peter of Haarlem (or alternative) from the outline created in class.
	4-5	Write the second and third paragraphs.
	6-7	Edit work using the composition checklist.
	8-9	Write up the paragraphs neatly. Homework due tomorrow.

Sample *SWI Continuation Course* Level A Schedule, Continued

Lesson	Day(s)	The Lesson and Homework
12	1	Complete Lesson 12 according to the Teacher’s Notes. <i>On the one-year plan, you may need two weeks to complete this assignment. You can delete the lesson 13 assignment and finish this one that week instead.</i>
	2-3	Find and read an article on a famous person. Think of three topics. Make tick marks for notes. Create outline for three paragraphs.
	4-5	Begin writing the three paragraphs.
	6-7	Finish writing, and edit the paragraphs using the composition checklist.
	8-9	Write up the paragraphs neatly. Homework due tomorrow.
13	1	Complete Lesson 13 according to the Teacher’s Notes. <i>One-year plan students will be finishing their report from last week. Spend the class time looking over what they have done so far and helping them continue on.</i>
	2-3	Create outline for three paragraphs. Begin writing first paragraph from the outline.
	4-5	Finish writing first and begin second and third paragraphs.
	6-7	Finish third paragraph, and edit using the composition checklist.
	8-9	Write it up neatly. Homework due tomorrow.
14	1	Complete Lesson 14 according to the Teacher’s Notes. <i>Since this story was fully discussed in class, one-year students should be able to complete it in one week, but be sensitive to their needs. Adjust the assignment as necessary.</i>
	2-3	Change the outline if desired. Begin writing first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs using the composition checklist. Homework due tomorrow.
15	1	Complete Lesson 15 according to the Teacher’s Notes. In class, choose a picture and begin creating an outline for the picture. <i>One-year plan students may need two weeks to complete this assignment. If so, simply delete the lesson 16 assignment and spend two weeks on this one instead.</i>
	2-3	Finish the three-paragraph outline based on picture choice. Begin writing first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs using the composition checklist. Homework due tomorrow.
16	1	Complete Lesson 16 according to the Teacher’s Notes. In class, choose a picture and begin creating an outline for the picture in class, or go over last week’s rough draft. <i>One-year students may continue writing on last week’s assignment instead of beginning a new one.</i>
	2-3	Finish the three-paragraph outline. Begin writing first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs using the composition checklist. Homework due tomorrow.
17	1	Complete Lesson 17 according to the Teacher’s Notes. <i>One-year students may need more than one to complete this story, but since this is their third try, they may be able to accomplish it in a single week.</i>
	2-3	Finish three-paragraph outline. Begin writing first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs using the composition checklist. Homework due tomorrow.

Sample *SWI Continuation Course* Level A Schedule, Continued

Lesson	Day(s)	The Lesson and Homework
18	1	Complete Lesson 18 according to the Teacher's Notes. <i>One-year plan students may need two weeks to complete this story. Consider eliminating next week's assignment.</i>
	2-3	Finish creating an outline for the story sequel. Begin writing.
	4-5	Finish the three-paragraph story sequel.
	6-7	Edit the story using the composition checklist.
	8-9	Homework due tomorrow.
19	1	Complete Lesson 19 according to the Teacher's Notes. <i>One-year plan students may be continuing last week's story instead of starting a new one.</i>
	2-3	Finish creating an outline for the story sequel. Begin writing.
	4-5	Finish the three-paragraph story sequel.
	6-7	Edit the story using the composition checklist.
	8-9	Homework due tomorrow.
20	1	Complete Lesson 20 according to the Teacher's Notes. <i>One-year plan students may need two weeks to complete this story. Since next week's assignment is simply adding new style to older paragraphs, they can easily continue this story next week. Use the Lesson 20 checklist.</i>
	2-3	Finish creating an outline for the story prequel. Begin writing.
	4-5	Continue writing the three-paragraph story prequel.
	6-7	Finish the three-paragraph story prequel.
	8-9	Edit the story using the composition checklist. Homework due tomorrow.
21	1	Complete Lesson 21 according to the Teacher's Notes. <i>One-year plan students will continue writing their story from last week.</i>
	2-3	Add style to two earlier paragraphs, OR create a two-paragraph outline from a longer source.
	4-5	Finish working on the paragraph(s).
	6-7	Edit the paragraph using the composition checklist.
	8-9	Homework due tomorrow.
22	1	Complete Lesson 22 according to the Teacher's Notes. <i>One-year plan students may need two weeks to complete this assignment. If so, continue writing the body next week, and work on the intro/conclusion as the lesson 24 assignment.</i>
	2-3	Create a three-paragraph outline on one subject from an encyclopedia article. Begin writing.
	4-5	Finish writing the three paragraphs on a single subject.
	6-7	Edit the three paragraphs using the composition checklist.
	8-9	Homework due tomorrow.
23	1	Complete Lesson 23 according to the Teacher's Notes. <i>One-year students will continue to work on their body paragraphs this week and will write the introduction/conclusion next week. Two-year students may only need a single week to complete this assignment.</i>
	2-3	Create an outline and write the introduction to the three-paragraph essay written in Lesson 22.
	4-5	Create an outline and write the conclusion to the three-paragraph essay written in Lesson 22.
	6-7	Edit the essay using the composition checklist.
	8-9	Homework due tomorrow.

Sample *SWI Continuation Course* Level A Schedule, Continued

Lesson	Day(s)	The Lesson and Homework
24	1	Complete Lesson 24 according to the Teacher's Notes. <i>One-year students will write their introduction/conclusion to their Lesson 22/23 report.</i> <i>Two-year students may only need a single week to complete this assignment.</i>
	2-3	Create an outline & write the introduction to the three-paragraph report written in Lessons 10–13.
	4-5	Create an outline & write the conclusion to the three-paragraph report written in Lessons 10–13
	6-7	Edit the essay using the composition checklist.
	8-9	Homework due tomorrow.
25	1	Complete Lesson 25 according to the Teacher's Notes. <i>One-year students can write their introduction/conclusion to their Lesson 10/11 report.</i> <i>Two-year students may only need a single week to complete this assignment.</i>
	2-3	Create an outline & write the introduction to the three-paragraph report written in Lessons 10–13.
	4-5	Create an outline & write the conclusion to the three-paragraph report written in Lessons 10–13.
	6-7	Edit the essay using the composition checklist.
	8-9	Homework due tomorrow.
26	1	Complete Lesson 26 according to the Teacher's Notes. <i>One-year students can write their introduction/conclusion to their Lesson 12/13 report.</i> <i>Two-year students may only need a single week to complete this assignment.</i>
	2-3	Create an outline & write the introduction to the three-paragraph report written in Lessons 10–13.
	4-5	Create an outline & write the conclusion to the three-paragraph report written in Lessons 10–13.
	6-7	Edit the essay using the composition checklist.
	8-9	Homework due tomorrow.
27	1	Complete Lesson 27 according to the Teacher's Notes. <i>One-year students may need two weeks to complete this assignment. If so, have them continue working on it next week instead of starting a new letter.</i>
	2-3	Create an outline for a five-paragraph informational letter.
	4-5	Write the letter body (three topics).
	6-7	Write the letter intro/conclusion.
	8-9	Edit the letter using the composition checklist; write up neatly. Homework due tomorrow.
28	1	Complete Lesson 28 according to the Teacher's Notes. <i>One-year students may be continuing to finish their letter from last week.</i>
	2-3	Create an outline for a five-paragraph thank you letter.
	4-5	Write the letter body (three topics).
	6-7	Write the letter intro/conclusion.
	8-9	Edit the letter using the composition checklist; write up neatly. Homework due tomorrow.
29	1	Complete Lesson 27 according to the Teacher's Notes.
	2-3	Create an outline for a five-paragraph letter.
	4-5	Write the letter body (three topics).
	6-7	Write the letter intro/conclusion.
	8-9	Edit the letter (no checklist!) and write it up neatly. Homework due tomorrow.
30	1	No homework.
31, 32		These lessons are optional and can be used by teachers doing the two-year plan to ensure enough writing assignments to fill the remainder of the year. By now students should be able to pace themselves for their writing. Figure one to two weeks to complete each assignment depending upon the student's ability.