

Student Intensive Continuation Course

A Video Seminar for the Student



STUDENT MATERIALS

Level A

32 Lessons Using the SICCA

Contents:

Section 1: Student Writing Notebook

Section 2: Student Lesson Handouts

Note: This document is for single-sided printing.



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

*Andrew Pudewa
Jill Pike*

© Copyright 2001 by Andrew Pudewa
© Copyright 2008 by Jill Pike
Fourth Printing, 2011

All rights reserved.

No part of this DVD set or e-book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author, except as provided by USA copyright law and the specific policy below:

The student materials contained in the accompanying CD-ROM or e-book may be freely printed and copied by a teacher or mentor for use in a classroom or with any group of students.

Note: Any group or school wishing to charge a fee for the collective viewing (by multiple families) of this resource should contact IEW for details on our terms and conditions for a licensing agreement.

The Institute for Excellence in Writing
www.excellenceinwriting.com
800.856.5815

Section 1: Student Writing Notebook

Contents

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

Instructions

Purchase:

- A one-inch three ring binder (with a clear plastic sleeve on the front for the title page)
- One set of five-tab dividers

One of these pages can be used to insert in the front of your binder as a cover/name page. If your binder does not have a plastic sleeve, you can simply place it in the front of your notebook.

Label your five dividers as follows and insert the appropriate pages into the notebook.

- Work in Progress: Use this area for all new handouts, outlines, models, checklists, etc. that are currently being worked on.
- Completed Work: 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, 1st drafts, etc.).
- Structure Models: Place the “Key Ideas Page” here. 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.
- Stylistic Techniques: The Stylistic Techniques page abides here along with all style lists (-ly, 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.

Section 2 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.

Lesson	Disc #	Page Description	Page #
		Student Grade Summary: First Half	1
		Student Grade Summary: Second Half	2
Lesson 1	Disc 1	Paragraphs (Brothers Grimm, Longfellow)	3
		Composition Checklist	4
		Grade Sheet	5
Lesson 2	Disc 1	There, Their, and They're	6
		Paragraphs (Harriet Tubman, Underground Railroad)	7
		Composition Checklist	8
		Grade Sheet	9
Lesson 3	Disc 1	Story Sequence Model	10
		“The Two Frogs and the Well”	11
		Composition Checklist	12
		Grade Sheet	13
Lesson 4	Disc 2	“The Greedy Dog”	14
		Composition Checklist	15
		Grade Sheet	16
Lesson 5	Disc 2	“Two Frogs” Editing Practice	17
		Homework Assignment (no grade sheet)	18
Lesson 6	Disc 2	“Johann Sebastian Bach”	19
		“Harriet Tubman”	20
		Composition Checklist (for both articles)	21
		Grade Sheet	22
Lesson 7	Disc 3	“Beethoven”	23
		“Lou Gehrig”	24
		Composition Checklist (for both articles)	25
		Grade Sheet	26
Lesson 8	Disc 3	Editing Practice “Crazy about Bach” by Not Me	27
		“Walter Reed”	28
		Composition Checklist	29
		Grade Sheet	30
Lesson 9	No Disc	“Deborah Sampson”	31
		“Gutenberg”	32
		Composition Checklist (for both articles)	33
		Grade Sheet	34
Lesson 10	Disc 3	Florence Nightingale: “The Lady with the Lamp” (6 pages)	35
		Composition Checklist	41
		Grade Sheet	42
Lesson 11	Disc 3	“Martin Luther King, Jr.” (3 pages)	43
		Composition Checklist	46
		Grade Sheet	47

Lesson	Disc #	Page Description	Page #
Lesson 12	Disc 4	Editing Practice “A Real fiction” by Not Me	48
		Composition Checklist	49
		Grade Sheet.....	50
Lesson 13	Disc 4	-LY Adverbs List 2 (to be placed behind “Stylistic Techniques” tab)	51
		Composition Checklist	52
		Grade Sheet.....	53
Lesson 14	Disc 4	Writing from Pictures Model	54
		“Woman and Bathtub” Pictures for Writing	55
		Composition Checklist	56
		Grade Sheet.....	57
Lesson 15	Disc 5	“Betty, Mixing” Pictures for Writing.....	58
		“Man, Playing, Guitar” Pictures for Writing	59
		“Ball, Flying, Air” Pictures for Writing.....	60
		Composition Checklist	61
		Grade Sheet.....	62
Lesson 16	Disc 5	Editing Practice “Puncty’s Practice”	63
		“Flag, Limp, Clouds” Pictures for Writing.....	64
		“Man, Reading, Lamp” Pictures for Writing.....	65
		“Princess, Elephant, Walking” Pictures for Writing.....	66
		Composition Checklist	67
		Grade Sheet.....	68
Lesson 17	Disc 6	“Man, Woman, Missing” Pictures for Writing	69
		“Vase, Man, Searching” Pictures for Writing.....	70
		“Woman, Reading, Library” Pictures for Writing.....	71
		Composition Checklist	72
		Grade Sheet.....	73
Lesson 18	Disc 6	Composition Checklist	74
		Grade Sheet.....	75
Lesson 19	Disc 6	Simile Worksheet.....	76
		Composition Checklist	77
		Grade Sheet.....	78
Lesson 20	Disc 7	The Super-Tricky #4 “-ing” Opener	79
		Composition Checklist	80
		Grade Sheet.....	81
Lesson 21	Disc 7	Imposter #4 Openers	82
		Composition Checklist	83
		Grade Sheet.....	84
Lesson 22	Disc 7	Basic Essay Model.....	85
		Composition Checklist	86
		Grade Sheet.....	87

Lesson	Disc #	Page Description	Page #
Lesson 23	Disc 8	“Golden State Treasures” Essay Model.....	88
		Sample Basic Essay Model.....	89
		“The Three F’s of Norway” The Bare Bones of Essay Structure.....	90
		Composition Checklist.....	91
		Grade Sheet.....	92
Lesson 24	No Disc	Composition Checklist.....	93
		Grade Sheet.....	94
Lesson 25	Disc 8	Editing Practice “A Great State” by Not Me.....	95
		Composition Checklist.....	96
		Grade Sheet.....	97
Lesson 26	Disc 8	Composition Checklist.....	98
		Grade Sheet.....	99
Lesson 27	Disc 9	Informational Letter “Dear Aunt Ann”.....	100
		Composition Checklist.....	101
		Grade Sheet.....	102
Lesson 28	Disc 9	Thank You Letter “Dear Nick”.....	103
		Composition Checklist.....	104
		Grade Sheet.....	105
Lesson 29	Disc 9	Homework Sheet.....	106
Lesson 30	Disc 9	Final Exam (6 pages).....	107
Lesson 31	No Disc	Fiction Review (Story Sequence or Writing from Pictures).....	113
		Grade Sheet for Story Writing.....	114
Lesson 32	No Disc	Non-Fiction Review: Report or Essay.....	115
		Grade Sheet for Report or Essay writing.....	116
Certificate	No Disc	Completion Certificate.....	117

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.)			

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.)				

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

Instructions: Create a key word outline for each of the following paragraph(s), and then write a paragraph from each outline using the “Lesson 1 Composition Checklist.”

The Brothers Grimm

The Brothers Grimm were famous storytellers from the early nineteenth century. They lived in Germany and listened to everyone’s stories. They collected the many stories and fairy tales that had been passed down from generation to generation. In 1812 they published *Children’s and Household Tales*. This collection later became known as *Grimm’s Fairy Tales*. It included some of the world’s most famous stories, including “Cinderella,” “Hansel and Gretel,” “Rapunzel,” and ‘Rumpelstiltskin.’ They also began a German historical dictionary, which they never finished.

Henry Wadsworth Longfellow

Do you know who wrote *Paul Revere’s Ride*? Henry Wadsworth Longfellow penned that poem and many others that we are very familiar with. He is one of the best known and beloved of all American poets. Born on February 27, 1807, in Portland, Maine, Longfellow grew up during the War of 1812. He witnessed the Civil War. He wrote his poems out of a love for his country and a desire that all Americans appreciate their country as he did. In addition, his poems are just plain fun to read and bring to mind that life is good.

Composition Checklist

Write _____ paragraph(s) from your outline(s).

First Draft due date (for editing): _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined and name is on the paper
- Title repeats key words of final sentence

Dress-ups	I	II
“-ly” adverb		
“who/which” clause		
“because” clause		
quality adjective		

Banned adjectives: big, good, bad, fun

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)

If 1 paragraph: Total Score: _____ out of 13 possible = _____%

If 2 paragraphs: Total Score: _____ out of 17 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Once upon a time _____ were two children who felt that _____ shoes were too tight. One of them exclaimed, "Look, over _____!"

She had seen a shoe store and thought _____ was a good chance they would be able to enlarge _____ shoes.

"Hi," greeted the shopkeeper, "How are your shoes?"

"_____ too tight," replied the first child.

"Yes, _____ awful," sobbed the second.

"Well now," empathized the shopkeeper, "_____, _____, _____, let's see what we can do. Put them on the shelf over _____ and I'll take a look at them."

"_____ my favorite shoes," sniffled the first child.

"Maybe _____ laces are too short," cried the second.

The shopkeeper called _____ parents. "About your children's shoes," he confided, "_____ really too small." "I'd just go to Kinney Shoes and buy them a new pair over _____," he advised.

"_____ good kids to try to take care of _____ shoes, even when _____'s no way to fix them," he thought as he hung up and smiled.

Instructions: Create a key word outline for each of the following paragraph(s), and then write a paragraph from each outline using the “Lesson 2 Composition Checklist.”

Harriet Tubman

Harriet Tubman’s daring rescues helped hundreds of slaves escape to freedom. She became the most famous leader of the Underground Railroad. She was called “Moses” after the Biblical Moses, who led the Jews from Egypt. Tubman never was caught. She never lost a slave on any of her nineteen rescue trips. Rewards for her capture once totaled about \$40,000.

The Underground Railroad

The Underground Railroad helped slaves in the Southern States escape to the Northern States and Canada during the mid-1800s. It was not really a railroad. It was a series of secret places and people who helped slaves escape. The places that the slaves could hide were called stations. The people who helped the slaves were called conductors. The slaves traveled however they could. They usually traveled at night and hid during the day.

Composition Checklist

Write _____ paragraph(s) from your outline(s).

First Draft due date (for editing): _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined and name is on the paper
- Title repeats key words of final sentence

Dress-ups	I	II
“-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

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)

If 1 paragraph: Total Score: _____ out of 15 possible = _____ %

If 2 paragraphs: Total Score: _____ out of 21 possible = _____ %

90% or higher = Excellent

89% or lower = Resubmit Please

(Place this model behind your Structural Models tab.)

Story Sequence Model

I. Characters/Setting

Who? — like

When does it happen? *(image/mood)*

Where do they live or go?

II. Problem/Conflict

What do they want or need?

What do they think?

What do they say?

What do they do?

III. Climax, Resolution

How solved?

Message/Lesson

Epilogue

Final Clincher repeats title

The Two Frogs and the Well

attributed to
Aesop

Two Frogs lived together in a marsh. But one hot summer there was a drought. Their marsh dried up, so they left it to look for another place to live, for frogs much prefer damp places if they can get them. By and by they came to a well. One of them looked down into it and said to the other, “This looks a nice cool place. Let us jump in and make ourselves comfortable here. We’ll have the place all to ourselves!” But the other replied, “Not so fast, my friend. Supposing this well dried up like the marsh? How should we get out then?”

Composition Checklist

Write a three-paragraph story using the story sequence model.

First Draft due date (for editing): _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined and name is on the paper
- Title repeats key words of final sentence

Dress-ups	I	II	III
“-ly” adverb			
“who/which” clause			
quality adjective			
strong verb			
when, while, where, as, since, if, although			
“because” clause			

Banned adjectives: big, good, bad, fun

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

Typing Guidelines for SWI Continuation Course Assignments

- Margins should be 1” top and side. Page number (if document is more than one page) should be at top of page, italic, in this style: *Page 2 of 3* (beginning on second page).
- Preferred Font choices: Times Roman, Times New Roman, New York, or equivalent serif font
- Font sizes: 12 point
- Spacing should be 1.5
- Paragraphs should be in block format with one extra space between.
- Dress-ups must be underlined.
- Sentence numbers do not need to be in margin, but should be in square brackets [] before each sentence within the body of the next.
- Decorations, if assigned, should be in ***bold italic***.
- Paragraph Topic/Clincher key words which reflect or repeat should be in **bold**. (See student samples.)

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) ___(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)

Total Score: _____ out of 27 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

The Greedy Dog
Attributed to Aesop

Once upon a time there was a dog who was very greedy. When he had a bone or bit of meat, he would not let anyone else come near. One day this dog had a big bone. As he went over a bridge, he happened to look into the stream and saw another dog with a bone! Not realizing that he was seeing his own reflection, he became very jealous and began to bark at the dog. His own bone fell out of his mouth and fell into the stream and sank forever. Greediness never pays.

Composition Checklist

Write a three-paragraph story using the story sequence model.

First Draft due date (for editing): _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined and name is on the paper
- Title repeats key words of final sentence

Dress-ups	I	II	III
“-ly” adverb			
“who/which” clause			
quality adjective			
strong verb			
when, while, where, as, since, if, although			
“because” clause			

Banned adjectives: big, good, bad, fun

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

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) ___ (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)

Total Score: _____ out of 27 possible = _____ %

90% or higher = Excellent

89% or lower = Resubmit Please

Editing marks: To make it a capital, write over it with a capital or underline it 3 times.
Use a caret (^) to insert a word
To make a capital letter a lower case, put a slash (/) through the letter

Two Frogs
by
Not Me

Once there lived two frogs. One was a carefree young fellow named Freddy. Although the other one was a little crabby and named Phineas. Summer came and sadly there was not much rain. Sadly there was a drought. Which made their swamp dry up. Because of the lack of moisture, they became miserable, they had to leave and quickly look for a new home.

After a while, they saw a well. Freddy was excited and said, "Wow, this well which would make a great home! Let's jump in. The water is deep, it is cool. "Not so quickly," said Phineas solemnly. You're a little too hasty! Don't you think your new home might also possibly dry up, then what would you do my dear little friend? Freddy argued, "Oh, come on Uncle Phineas! Don't worry so much. It can't dry up that fast. If the water gets low, we'll just jump out and move on. You worry too much. You shouldn't worry about it." Phineas who worried about the danger.

To be continued....

Name: _____

Due Date: _____

- Take one of your stories written already; edit it just like you did this story.
- Also, see if you can add in a prepositional sentence opener to EACH paragraph of your story. You can always try the “poke the preposition list and make a sentence” method of getting the openers in each of your story’s paragraphs. You can add them to existing sentences, or add a sentence.

Sentence Opener	I	II	III
①			
② Prepositional			
③			
④			
⑤			
⑥			

No Grade Sheet!