

## Student Writing Intensive Levels A, B, and C Compared

Lesson	SWI A Concepts Presented	SWI A Homework	SWI B Concepts Presented	SWI B Homework	SWI C Concepts Presented	SWI C Homework
1	Unit 1: Key Word Outline “Sea Snakes” and Unit 2: Summarizing from Notes	Write one paragraph. Outline and write two more paragraphs (Desert Tarantula, Pillbug).	Unit 1: Key Word Outline “The Sea Wasp” and Unit 2: Summarizing from Notes Combining ideas with who/which	Write one paragraph. Outline and write two more paragraphs (Introducing Cephalopods, Cephalopod Abilities).	Unit 1: Key-word Outline “Music, Jefferson, and the Declaration” and Unit 2: Summarizing from Notes Combining ideas with who/which	Write one paragraph. Outline and write two more paragraphs (Standard Time, Doctors).
2	Teacher reinforces Outlines and Summarizing	Outline and write three paragraphs (Starfish, Oysters, Pearls).	Unit 1 & 2 Review using “the Farmer and His Sons” Introduce Style “-ly” adverbs	Write one paragraph. Outline and write another (The Donkey and His Driver).	Teacher reinforces Outlines and Summarizing	Outline and write two paragraphs (More than Eight Legs, Color for Life)
3	Review Unit 1 using “The Boy and the Nuts” Introduce Dress-ups: -ly, who/which	Write one paragraph. Outline and write another paragraph (The Cocks and the Eagle).	More Style: Who/which, Strong verbs Banned words: said, thought, go/went Because clause	Outline and write two paragraphs (Alice Sees the White Rabbit, Dorothy and the Cyclone).	Unit 3: Story Sequence Reinforce who/which	Write a three paragraph story based on “The Miller, His Son, and their Donkey”
4	Choosing a title Strong Verb Banned Words (said, see/saw, go/went)	Two more outlines and paragraphs (The Donkey and His Driver, Peter the Great)	Choosing a title Finishing Guidelines	Outline and write two paragraphs (The Gordian Knot, Carthage)	Introduce Style (“-ly” adverb, who/which clause, strong verb, quality adjective, adverbial clause) Introduce checklist, Common mistakes	Outline and write a three paragraph story based on “The Cocks and the Eagle”
5	Teacher reinforces Outlines and Summarizing and style learned thus far	Outline and write four paragraphs (The Mongols, Genghis Kahn, Camp Life, Family Life)	Teacher reinforces Outlines and Summarizing and style learned thus far	Outline and write two paragraphs (False Teeth, Anesthetics)	Choosing a title	Outline and write a three paragraph story based on “King Midas”
6	Review Style More Banned Words (thought) Quality Adjectives -ly imposters Because clause	Outline and write two paragraphs (Our First President, Andrew Jackson)	Review Style Ban see/saw Quality Adjectives Ban good, bad Adverbial clause	Outline and write two paragraphs (Blood Transfusions, Antiseptic)	Dress-up Review Hidden adjectives Sentence Openers (subject, prepositional, “-ly” adverb, clausal, VSS)	Create an outline and write two paragraphs on Timbuktu using all the new style
7	Unit 3 Story Sequence.	Write a three paragraph story based on “The Boy Who Cried Wolf”	Unit 3 Story Sequence	Write a three paragraph story based on “The Lion and the Shepherd”	Unit 4 Note Taking on “Plants Respond to Music” and Study Skills	Write a paragraph and create another outline and write a second paragraph using the “Advances in Medicine” article

<b>Lesson</b>	<b>SWI A Concepts Presented</b>	<b>SWI A Homework</b>	<b>SWI B Concepts Presented</b>	<b>SWI B Homework</b>	<b>SWI C Concepts Presented</b>	<b>SWI C Homework</b>
8	Review Titles Teacher reinforces Story Writing	Outline and write a three paragraph story based on "The Princess and the Pea"	Acting Exercise Title review	Outline and write a three paragraph story based on "The Salt Merchant and His Ass"	Taking Notes from a Live Lecture More Study Skills Adding Opinion	Create an outline and write a paragraph using articles or lectures of your choice)
9	Teacher reinforces Story Writing	Outline and write a three paragraph story based on "The Lion and the Mouse"	Dress up review Review Dress-ups More Banned words (eat, big) Hidden quality adj	Outline and write a three paragraph story based on "The Serpent and the Eagle"	Advanced Style (dual verbs, dual adj) -ing opener	Create an outline and write a paragraph using articles or lectures of your choice)
10	Review Dress-ups More Banned words (eat, good) Changing Adverbs to Adjectives Adverbial Clause	Outline and write a three paragraph story based on a fable or tale of your choice	Sentence openers: Subject, prepositional, "-ly" adverb, VSS	Outline and write a three paragraph story based on a fable or tale of your choice	Unit 6 Report Writing using the "Apes" mini-books Topic/clincher rule	Write three paragraphs about Apes
11	Unit 4/6 Report Writing using "Whooping Crane" mini-books	Write 1-3 paragraphs about Whoopers	Unit 4/6 Report Writing using "Humpback Whales" mini-books	Write three paragraphs about Humpback Whales	Conclusion to Report Writing	Write report paragraphs using library books
12	Conclusion to Unit 4/6	Write report paragraphs based on "Ant" articles	Conclusion of Report Writing	Write report paragraphs using library books	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
13	Review Dress-ups New Banned Words (like, bad, fun)	Write report paragraphs using library books	Dress-up review Ban like, fun Sentence openers: Clausal, "-ing"	Rewrite paragraphs from lessons 1-3 adding the style learned so far.	Unit 8: Basic Essay Rhetoric model Super-essay model	Write an essay on any subject (no research)
14	Unit 7 Creative Writing	Write one or more paragraphs on any topic from your brain	Brain Inventory Choosing Topics Asking Questions	Write one or more paragraphs on any topic from your brain	Conclusion of Essay Writing	Write an essay on any subject (no research)
15	Conclusion to Unit 7	Write one or more paragraphs on any topic from your brain	Conclusion to Unit 7	Write one or more paragraphs on any topic from your brain	Teacher review Essay Writing	Write an essay on any subject (no research) or try an SAT Essay Prompt