

New Excellence in Writing- SWI B (grades 6-8)

Box 1: Class Description

This year-long course covers the elementary language arts content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

Box 2: Learning Materials

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are: Student Writing Intensive Level B (Teacher Notes & Student Handouts), SWI-Group B DVD pack, and optional Teaching Writing: Structure & Style Notebook and DVD series.

(make additions as you see fit)

Box 3: Learning Goals/Performance Objectives

September:

Complete Lesson 1: Identify key words, create key word outlines, and learn to use key word outlines in paragraphs. Introduce who/which clause, summarizing from notes.

Introduce Lesson 2: Reinforce key word outline. Introduce style, “ly” words. Revising and editing using composition checklist.

October:

Complete Lesson 2: Continue to practice who/which clause and “ly” words.

Introduce Lesson 3: Continued use of key word outlines, introduce strong verbs, banned words, “ly” words, and who/which clause, and because clause.

Continue work on writing process from pre-write to final draft with emphasis on revising and editing.

November:

Complete Lesson 4: Choosing a title, reinforce style learned thus far, and strong verbs.

Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

Complete Lesson 5: Reinforce skills learned in lesson 4, emphasis on key word outline and writing process.

December:

Complete Lesson 6: Dress up review, new banned words, quality adjective, adverbial clause. Continue to practice use of key word outline.

January:

Complete Lesson 7: Introduce story writing, create Story Sequence Chart, identify story elements, reinforce dress ups and key word outline.

Introduce Lesson 8: Practice creative story writing using story sequence chart. Reinforce dress ups and key word outlines. Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

February:

Complete Lesson 8.

Complete Lesson 9: Practice creative story writing to reinforce use of story sequence chart and dress ups. Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

Introduce Lesson 10: Practice creative story writing using fairy tales.

March:

Complete Lesson 10: creative story writing using fairy tales, introduce sentence openers: subject, prepositional, -ly, V.S.S. Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

Introduce Lesson 11: Report writing, topic clincher rule, outlining from multiple sources, and collecting topics from multiple sources.

April:

Complete Lesson 11: Complete written report started last month using composition checklist.

Complete Lesson 12: Write a report on a subject of the student's choice. Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

May:

Complete Lesson 13: Introduce new banned words and sentence openers: clausal , “ –ing” Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

Introduce Lesson 14: Create a Brain Inventory/ Taking Notes from Your Brain and begin writing on specific topic. Use of key word outline and dress ups practiced.

June:

Complete Lesson 14: Continue work on writing process from pre-write to final draft with continued practice on revising and editing using topic chosen for brain inventory last month.

Complete Lesson 15: Create key word outline on another topic from your brain inventory. Continue work on writing process from pre-write to final draft with continued practice on revising and editing.

(make additions and deletions as you see fit)

Box 4: Learning Activities

The first four days of the week, the student will complete a part of the lesson from the curriculum mentioned above. A detailed outline for the curriculum is found in the teacher's manual under course schedule (pg. 3). The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected.

(make additions and deletions as you see fit)

Box 5 Progress Criteria/ Methods of Evaluation

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- * observation and/or correction of daily and/or weekly work and progress
 - * daily or weekly discussion of assignments, readings, writings
 - * correction of work done incorrectly
 - * portfolio kept of student work, at least weekly
 - * standardized testing (iReady, state assessments, Iowa Tests, etc.)
- (make additions and deletions as you see fit to the asterisks.)

Box 6 Weekly Hours

Please estimate the number of hours your student will work on this course each week.