

Adventures in Writing

Implementing the Structure and Style® Method

Teacher's Manual

First Edition © June 2023

Institute for Excellence in Writing, L.L.C.

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Adventures in Writing: Implementing the Structure and Style® Method Teacher's Manual

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Lesson 1: Nile River, Yangtze River

Preparation: *Teaching Writing: Structure and Style*
Watch the sections for Unit 1: Note Making and Outlines.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Structure: Unit 1: Note Making and Outlines
Introduction to Structure

Subject: Nile River, Yangtze River



UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Nile River, Yangtze River

Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *dwelt*, *vast*

Assignment Schedule

Day 1

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Nile River.”
3. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
4. Write your key word outline (KWO) by copying the key words onto the outline. Use symbols, numbers, and abbreviations when possible.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Day 2

1. Look at the vocabulary cards for Lesson 1. Complete Vocabulary Practice.
2. Try to add one vocabulary word to your KWO.
3. Give an oral report using your KWO. Read. Think. Look up. Speak.

Day 3

1. Read and discuss “Endangered Species of the Yangtze River.”
2. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
3. Write your KWO.
4. Try to add one vocabulary word to your KWO.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Lesson 1: Nile River, Yangtze River



Unit 1

Students will benefit from reading the source text and beginning KWOs with a teacher. Teachers should plan to teach New Structure, New Style, and introduce the vocabulary words.

UNIT 1: NOTE MAKING AND OUTLINES

Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use one of your KWOs to give an oral report to a friend or family member. Read. Think. Look up. Speak. If applicable, be prepared to give an oral report in class.

Literature Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix I.

Introduction to Structure

In this book you will learn to write with *structure* and with *style*. This lesson explains structure.

Structure

What is structure? The dictionary says structure is “the way that parts of something are arranged or put together.”

What has structure? Think of a castle. Before the castle was built, someone had to draw plans for the builders. The builders had to follow the plans so that each part of the castle was in its proper place. The royal family would not have wanted a dungeon next to the bedrooms. Each part had to be placed in its own special spot. Each step had to be completed in order to give the castle its proper structure.

In some ways, writing a paper is similar to building a castle. A paper contains facts and ideas. If you begin writing without a plan, your facts and ideas will probably end up in the wrong place. Your paragraph will not be structured well, and your readers might not understand what you are trying to say. So, in this course you will “draw plans” before you write. Your “plans” will be key word outlines, which we abbreviate KWO.

New Structure

Note Making and Outlines

Begin by reading the source text. Choose two or three key words in each sentence that tell the sentence's main idea. Circle the words.

Write the KWO.

To write a key word outline (KWO), place the key words on the outline. Do not write more than three words on a line. You may also use symbols, numbers, and abbreviations. They are "free." Separate key words, symbols, numbers, and abbreviations with commas.

Key words are the most important words that tell the main idea.

Symbols can be drawn faster than it takes to write the word.

Numbers include numerals like 1, 2, 3, and 1st, 2nd, 3rd.

Abbreviations are commonly accepted forms of shortened words.

Can you guess what each of the following mean?



Test the KWO.

After you finish writing your KWO, you must test it. To test a KWO, begin by putting the source text away. Use only your notes. If a note is unclear, check the source text and fix your KWO.

Use the KWO for an oral report (optional).

A KWO is used to write a paper. It can also be used to give an oral report.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences. With practice, you can use your KWO to give an oral report about a source text.

Using the KWO

The primary purpose of the KWO is to write a paper. Students test the outline to ensure the key words can be used to write a sentence.

The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

When students test the outline, they will look at the words on each line as they form complete sentences. If a note is unclear, students should look at the source text and fix the outline.






A secondary use of the KWO is to give an oral report. Do not have students practice this activity until the outline works.

When students use the KWO to give an oral report, they should follow the process: Read. Think. Look up. Speak.

Andrew Pudewa teaches, "You may look at your notes, and you may speak to your audience, but you may not do both at the same time."

Encourage students to use symbols, numbers, and abbreviations.

A symbol is legal if it can be written in less time than it takes to write the word.

Symbols	 = ship	 = to/across/next	 = ribbon	 = many/more/several
Numbers	123 = numbers			
Abbreviations	ppl = people	 = north		

Read and Discuss

As you read the source text, define words students may not know.

Show students where Africa is located on a map.

Trace the Nile River from Lake Victoria to the Mediterranean Sea and explain how it would look from space.

Locate Key Words

Model how to find key words. Reread the first sentence. Ask your students what words are main idea words. The words chosen for this sample are *Africa*, *longest*, *world*; however, the students may pick *Africa*, *longest*, *river*.

Have students circle two or three key words in each sentence of the source text.

Sentence by sentence, repeat the process by questioning and circling as the students give key word suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**Nile River**

The Nile River in Africa is the longest river in the world. It begins in the rivers that flow into Lake Victoria, and it empties into the Mediterranean Sea. It flows north through or along ten countries. Every year floods deposit dirt and fine sand, called silt, in the soil along the sides of the river. This silt helps the plants thrive. From space the Nile looks like a green ribbon against the Sahara Desert. Many people depend on it for farming, transportation, and electricity.

Mechanics

Capitalize proper nouns.



The KWOs in the Teacher's Manual are only samples. Every class and each student will have unique outlines.

Sample

Lesson 1: Nile River, Yangtze River

Key Word Outline

Did you circle two or three key words in each sentence of the source text?
On the lines below, write two or three key words from each sentence of
"Nile River." Use symbols, numbers, and abbreviations when possible.
There is one line for each sentence.

1. NR, Africa, longest, world
2. Lake Victoria → Mediterranean Sea
3.  , along, 10, countries
4. floods, silt, soil
5. silt, plants, thrive
6. space, N,  , Sahara Desert
7. ++, depend, farming, transportation

Test your KWO. This is a test of the outline, not your memory. Look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

To give an oral report, follow the pattern.

- Read a line of notes.
- Think of a sentence.
- Look up so your eyes are not on the paper.
- Speak in complete sentences.

Writing the KWO

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *Nile River* is the title, when forming the KWO simply write NR.

Proper nouns such as *Lake Victoria*, *Mediterranean Sea*, and *Sahara Desert* count as one key word. Encourage students to correctly capitalize and spell these words as they write their KWOs.

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

Using the KWO

Students test the outline to ensure the key words can be used to write a sentence.

The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

On Day 1 students write and test the KWO.

On Day 2 students can use the KWO to practice giving an oral report.

Read and Discuss

Define *endangered* and *species*.

Show students where China and the Yangtze River are located on a map.

Locate Key Words

Reread the first sentence. Ask your students, "If I want to remember the main idea of that sentence, what three words are key words?" The words chosen for this sample are *three*, *endangered*, *animals*; however, the students may pick other words.

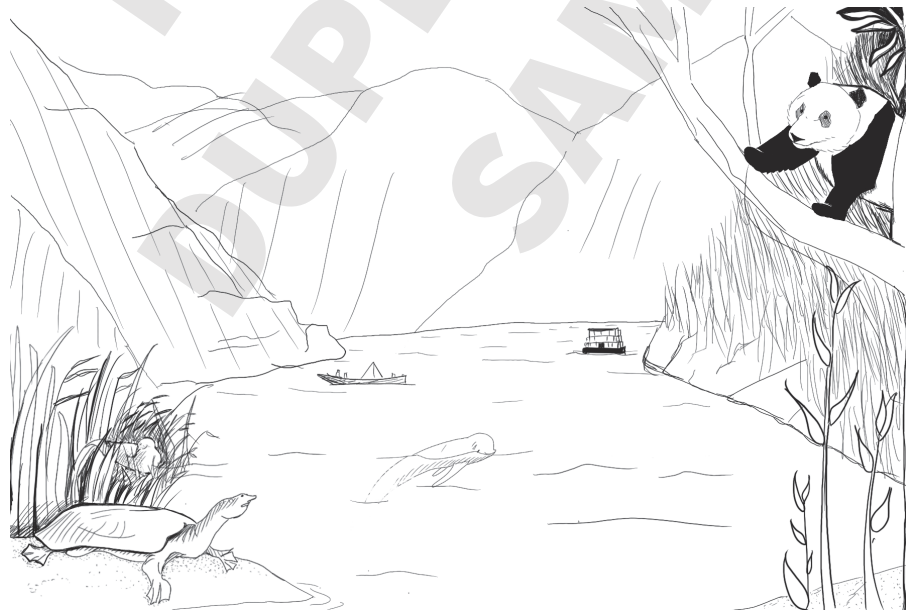
For instance, *home*, *endangered*, *species* would also work.

Sentence by sentence, repeat the process by questioning and circling as the students give key word suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**Endangered Species of the Yangtze River**

The Yangtze River is home to three of the world's most endangered species of animals. This river in China is the world's third-longest river. The black and white giant panda lives in the bamboo forests around the upper Yangtze River. Finless porpoises dodge boat traffic in the river. The Yangtze giant softshell turtle lives in the lower Yangtze River floodplain. It is nearly extinct. Almost a thousand species of other animals also call this river home.




Sample

Lesson 1: Nile River, Yangtze River

Key Word Outline

Did you circle two or three key words in each sentence? On the lines below, write two or three key words from each sentence of “Endangered Species of the Yangtze River.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

1. YR, 3, ++ endangered, animals
2. China, 3rd, longest, R, world
3. g. panda, bamboo, forests, ↑ YR
4. finless porpoises, , traffic, R
5. Y softshell, turtle, floodplain
6. nearly, extinct
7. 1000, animals, home

Test your KWO. This is a test of the outline, not your memory. Look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

To give an oral report, follow the pattern.

- Read a line of notes.
- Think of a sentence.
- Look up so your eyes are not on the paper.
- Speak in complete sentences.

Reminder

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Train students to use numerals on the KWO. Numerals are always faster than spelling the word.

Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 3 students write and test the KWO.

On Day 4 students can use the KWO to practice giving an oral report.

Vocabulary

Students study vocabulary to become better thinkers, speakers, and writers.

Print the vocabulary cards for Lesson 1. Hold up the cards. Read each definition and ask your students to guess which word it matches by looking at the pictures.

Allow students to use derivatives (forms) of words.

The sample sentences are, of course, only suggestions. If students ask for help, offer an idea. Listen as they read their sentences aloud.

UNIT 1: NOTE MAKING AND OUTLINES

Vocabulary Practice

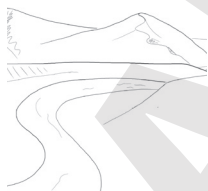
- Listen** to someone read the vocabulary words for Lesson 1 aloud.
- Speak** them aloud yourself.
- Read** the definitions and sample sentences on the vocabulary cards.
- Write** two sentences using one of this lesson's vocabulary words in each sentence. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.



dwell _____

The giant panda dwells in the bamboo

forests near the upper Yangtze River.



vast _____

The Nile River flows through the vast

Sahara Desert.

Think about the words. Can you use them in your KWOs?

Lesson 2: Roman Hoplite, American Quarter Horse

Structure: Unit 1: Note Making and Outlines

Subject: Roman hoplite, American Quarter Horse

Lesson 2: Roman Hoplite, American Quarter Horse

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 2: Roman Hoplite, American Quarter Horse

Goals

- to practice the Unit 1 structural model
- to create a key word outline (KWO)
- to use new vocabulary words: *organized*, *sprint*



Assignment Schedule

Day 1

1. Play Build-a-Man. Directions for this game and other games can be found in the Teacher's Manual.
2. Review Introduction to Structure and New Structure in Lesson 1.
3. Read and discuss "Roman Hoplite."
4. Reread the source text and circle two or three key words in each sentence. Remember, the key words are words that tell the main idea of the sentence.
5. Write your KWO and then test it.

Day 2

1. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
2. Try to add one vocabulary word to your KWO.
3. Give an oral report using your KWO. Read. Think. Look up. Speak.

Day 3

1. Read and discuss "American Quarter Horse."
2. Reread the source text and circle two or three key words in each sentence.
3. Write your KWO and then test it.

Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use your KWO and give an oral report to a friend or family member. Read. Think. Look up. Speak. If applicable, be prepared to give an oral report in class.

Build-a-Man

See Appendix IV for game directions. For this lesson use the following phrases and bonus questions.

VERY GREAT IN SIZE
Bonus: What is the vocabulary word?
vast

THREE KEY WORDS
Bonus: In addition to two or three key words, what may you write on each line of a KWO? *symbols*, *numbers*, and *abbreviations*

Read and Discuss

Read each source text with your students and ask questions to get them thinking about the information they will be working with. It is also important to make sure students understand words in the text that may be unfamiliar to them.

Locate Key Words

With each source text, model how to find key words. Reread the first sentence. Ask your students, "If I want to remember the main idea of that sentence, what three words are key words?" (Circle those words.)

Encourage students to give suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**Roman Hoplite**

The hoplite was a foot soldier in the Roman army. He wore heavy armor and carried a large round shield. During battle hoplites fought with swords and spears. Hoplites marched in a formation called a phalanx. This was a tightly packed group of soldiers six to eight men deep. For defense they interlocked their shields. Working together, the hoplites were able to break through the enemy's lines successfully.

**Mechanics**

Capitalize proper adjectives.



Sample

Lesson 2: Roman Hoplite, American Quarter Horse

Key Word Outline

Did you circle two or three key words in each sentence of the source text?

On the lines below, write your KWO. Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

1. H,  soldier, Roman army
2. heavy, armor, large 
3. H, battle, swords + spears
4. H, marched, formation, phalanx
5. group, soldiers, 6–8, , deep
6. defense, interlocked, 
7. together, break, enemy, 

Test your KWO. If a note is unclear, check the source text and fix your KWO.

To give an oral report, follow the pattern.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

Is it becoming easier for you to retell your notes to someone?

Reminder

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Symbols are not pictures. Symbols save time. They can be drawn faster than it takes to write the word.

Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 1 students write and test the KWO.

On Day 2 students can use the KWO to practice giving an oral report.

Read and Discuss

Discuss how long a quarter of a mile is. Quarter Horses can run this distance in twenty-one seconds.

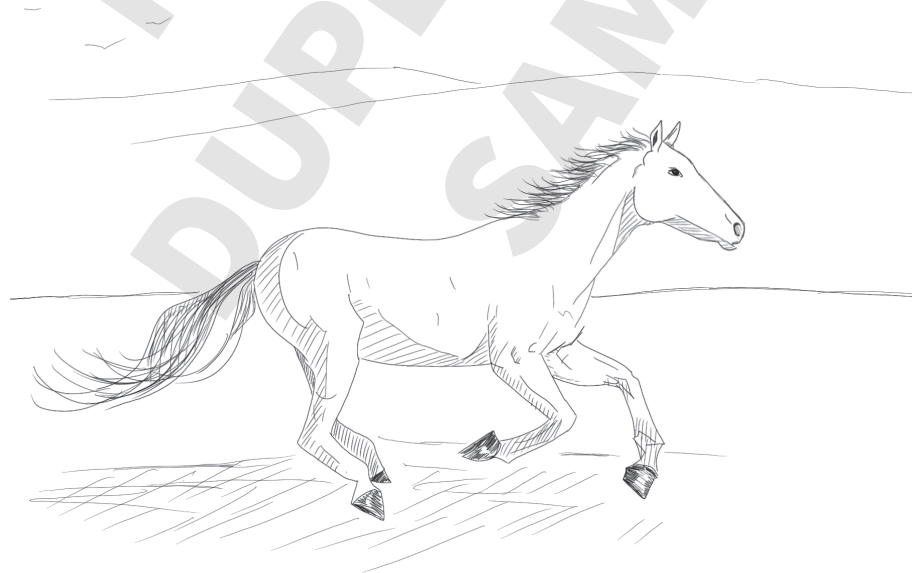
Locate Key Words

Sentence by sentence, find and circle key words.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**American Quarter Horse**

The American Quarter Horse is a cross between Spanish and English horses. These horses can run up to fifty-five miles per hour for short distances. Because they can run a quarter of a mile faster than other breeds, they are called Quarter Horses. Farmers and ranchers like Quarter Horses because they can stop suddenly and turn quickly. These motions are helpful for herding cattle. The American Quarter Horse is the most popular horse breed in the United States.



Sample

Lesson 2: Roman Hoplite, American Quarter Horse

Key Word Outline

After you have circled two or three key words in each sentence, write your KWO.

1. Am 1/4 horse = Spanish + English
2. run, 55 mph, short, distances
3. 1/4 horse, 1/4 mi, faster, breeds
4. ranchers, 😊, stop, quickly
5. helpful, herding, cattle
6. Am 1/4 horse, ++ popular, breed, US

Test your KWO. If a note is unclear, check the source text and fix your KWO.

To give an oral report, follow the pattern.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 3 students write and test the KWO.

On Day 4 students can use the KWO to practice giving an oral report.

Vocabulary

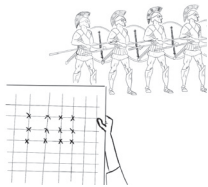
Help students find a way to use *organized* when telling back the first KWO and *sprint* when telling back the second KWO.

Encouraging students to use new words expands their vocabulary.

UNIT 1: NOTE MAKING AND OUTLINES

Vocabulary Practice

- Listen** to someone read the vocabulary words for Lesson 2 aloud.
- Speak** them aloud yourself.
- Read** the definitions and sample sentences on the vocabulary cards.
- Write** the part of speech and the definition beside the word.



organized _____

adjective; arranged or planned in an

effective way



sprint _____

verb; to run very fast for a short distance

Think about the words. Can you use them in your KWOs?

Lesson 3: Orchestra and Conductor

Structure: Unit 1: Note Making and Outlines
Subject: orchestra and conductor

Lesson 3: Orchestra and Conductor

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 3: Orchestra and Conductor

Goals

- to practice the Unit 1 structural model
- to create a 2-paragraph KWO
- to use new vocabulary words: *melodious*, *observe*



Assignment Schedule

Day 1

1. Read and discuss “Orchestra and Conductor.”
2. Reread the first paragraph of the source text and circle two or three key words in each sentence.
3. Write your KWO for the first paragraph.
4. Test your KWO.

Day 2

1. Read and discuss “Orchestra and Conductor” again.
2. Reread the second paragraph of the source text and circle two or three key words in each sentence.
3. Write your KWO for the second paragraph.
4. Test your KWO.

Day 3

1. Complete Structure Review.
2. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.
4. Using your KWO, practice giving an oral report.

Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use your KWO and give an oral report to a friend or family member. Read. Think. Look up. Speak.

Read and Discuss

Discuss the various types of instruments mentioned in the source text: strings, woodwinds, French horns, percussionists.

Locate Key Words

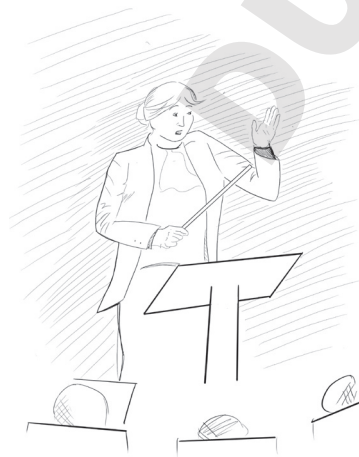
Sentence by sentence, find and circle key words.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**Orchestra and Conductor**

The people who play in an orchestra are seated according to the sound of their instruments. The quiet strings are placed on the front row. With a more powerful sound, the woodwinds and brass sit behind the strings. The French horns are on the right. This helps the sound from their bells to reach the audience. Percussionists stand at the back and the side. The arrangement of the instruments helps to create beautiful music.

The musicians play together by watching the conductor. Conductors lead the musicians with their hands and a baton. They control the speed, volume, and mood of the music. They



may also use facial expressions to guide the orchestra. They can raise their eyebrows, scowl, or smile. A conductor must read many lines of music at one time. The musicians must pay close attention to the conductor.





From now on, each KWO will begin with a Roman numeral. Each Roman numeral represents one paragraph. In Units 1 and 2 the KWOs have one line for each sentence.

Sample






Lesson 3: Orchestra and Conductor

Key Word Outline

The KWO begins with a Roman numeral. Each Roman numeral represents one paragraph. Write the note for the first sentence of the first paragraph next to Roman numeral I.

- I.   , orchestra,  , sound, instruments
1. quiet, strings, front
2. woodwinds + brass, behind
3. French horns, right
4. sound, bells → audience
5. percussionists, back, side
6. arrangements, instruments, beautiful 

Write the note for the first sentence of the second paragraph next to Roman numeral II.

- II. musicians, play,  , conductor
1. C, lead, hands, baton
2. control, speed, vol, mood 
3. expressions, guide, orchestra
4. ↑, eyebrows, scowl, 
5. C, read, ++ lines 
6. musicians,  , attention, C

Test the KWO.

Reminder

After writing *conductor* the first time, simply write C.

Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 1 students write and test the first paragraph of the KWO.

On Day 2 students write and test the second paragraph of the KWO.

On Days 3 and 4 students can use the KWO to practice giving an oral report.

Structure Review

Key words are the most important words that tell the main idea.

Two or three words can be placed on a KWO line.

Symbols, numbers, and abbreviations are free.

After you write a KWO, you have to test it.

UNIT 1: NOTE MAKING AND OUTLINES

Structure Review

Review page 13. Answer these questions orally.

What is a key word?

How many words can you put on one line of a KWO?

When you write a KWO, what are free?

After you write a KWO, what do you have to do?

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 3 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the correct words in the blanks. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

The melodious sound of the bells reaches the audience.

Musicians observe the conductor to play their instruments.

Think about the words. Can you use them in your KWO?