

Discoveries in Writing

Implementing the Structure and Style® Method

Teacher's Manual

First Edition © January 2024
Institute for Excellence in Writing, L.L.C.

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

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Lesson 1: Mount Everest, Matterhorn

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: Mount Everest, Matterhorn



Lesson 1: Mount Everest, Matterhorn

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Mount Everest, Matterhorn

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: *harsh*, *summit*

Assignment Schedule

Day 1

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Mount Everest.”
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 “Matterhorn.”
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.



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. Complete Structure Review.
3. 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 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 car. Before a car is built, someone had to draw plans for the designers. The designers had to follow the plans so that each part of the car is in its proper place. The brake must be next to the accelerator pedal. The steering wheel must be at a height that the driver can easily reach it and still see out the front window. Each part had to be placed in its own special spot. Each step had to be completed in order to give the car its proper structure.

In some ways, writing a paper is similar to building a car. 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?

ppl → mt ++ 123 O_2  ≈

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 → = to/across/next ++ = many/more/several

O_2 = Oxygen  = tooth ≈ = approximately

Numbers 123 = numbers

Abbreviations ppl = people mt = mountain

Source Text

Mount Everest

Mount Everest is in the Himalayan mountain range in Asia. It is over twenty-nine thousand feet tall and is the highest point on Earth. Cold temperatures, strong winds, and little oxygen make the mountain hard to climb. More than three hundred people have died climbing Mount Everest. People who guide climbers up the Himalayas are called Sherpas. In 1953 Edmund Hillary and his Sherpa guide, Tenzing Norgay, were the first people to reach the summit of Mount Everest.



Mechanics

Capitalize proper nouns and adjectives.

Read and Discuss

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

Show students where Mount Everest is located on a map.

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 *Himalayan*, *range*, *Asia*; however, students may pick different words.

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 students give key word suggestions.

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

Sample

Lesson 1: Mount Everest, Matterhorn

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
"Mount Everest." Use symbols, numbers, and abbreviations when possible.
Write notes for the first sentence on the Roman numeral line.
There is one line for each sentence.

- I. ME, Himalayan, range, Asia
1. > 29,000 ft, highest, point, Earth
2. cold, winds, -- O₂, hard
3. > 300 ppl, died, climbing
4. Sherpas, guide, climbers
5. 1953, Edmund Hillary + Tenzing Norgay, 1st, summit

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 *Mount Everest* is the title, simply write *ME* when writing the KWO.

Proper nouns such as *Edmund Hillary* and *Tenzing Norgay* 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.

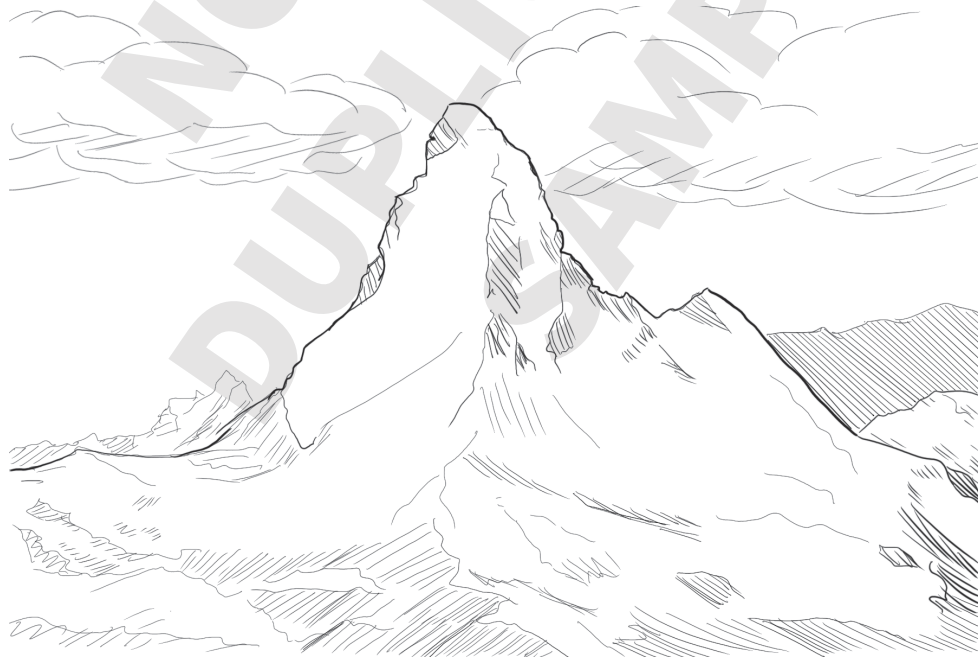
The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

On Day 1 students write and test the KWO.

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

Source Text**Matterhorn**

The Matterhorn is a famous mountain in the Alps on the border of Switzerland and Italy. Shaped like a jagged tooth, it is almost fifteen thousand feet tall. Each summer about three thousand people try to climb it. The Swiss side of the mountain is easier to climb than the Italian side. The world's largest igloo resort sits at the base of the Matterhorn. This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.

**Read and Discuss**

Show students where the Matterhorn is located on a map. The source text references the Iglu-Dorf Zermatt in Switzerland. Pictures of this hotel can be found online.

Locate Key Words

Model how to find key words. Reread the first sentence. Ask your students, "If I want to remember the main idea of this sentence, what three words are key words?" (Circle those words.)

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

Sample

Lesson 1: Mount Everest, Matterhorn

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 “Matterhorn.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

- I. mt, Alps, Switzerland, Italy
1. shaped, jagged, ☹, ≈15,000 ft
2. summer, 3,000 ppl, climb
3. Swiss, easier, Italian
4. lg, igloo resort, base
5. restaurant, rooms, tunnels

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.

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.

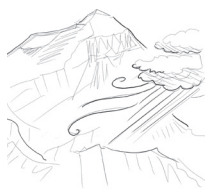
Symbols, numbers, and abbreviations are free.

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

UNIT 1: NOTE MAKING AND OUTLINES

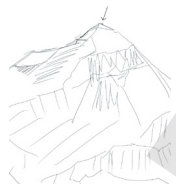
Vocabulary Practice

- 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.



harsh Mount Everest is difficult to climb

because of its harsh weather.



summit Edmund Hillary and Tenzing

Norgay were the first people to reach the

summit of Mount Everest.

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

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?

Lesson 2: Constantine

Preparation: *Teaching Writing: Structure and Style*
Watch the sections for Unit 2: Writing from Notes.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Structure: Unit 2: Writing from Notes
title rule

Subject: Constantine



Lesson 2: Constantine

UNIT 2: WRITING FROM NOTES

Lesson 2: Constantine

Goals

- to learn the Unit 2 Writing from Notes structural model
- to write a 1-paragraph summary
- to create a title
- to be introduced to the composition checklist
- to use new vocabulary words: *announce*, *enormous*



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. Read and discuss "Constantine."
3. Reread the source text and circle two or three key words in each sentence.
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. Read New Structure.
2. Review your KWO from Day 1.
3. Begin writing your rough draft. Use your KWO.
4. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
2. Finish writing your rough draft. Use your KWO and the checklist. If you use vocabulary words, label them with (voc). Follow the title rule to create a title.
3. Turn in your rough draft to your editor with the completed checklist attached. The backs of all checklists are blank so that they can be removed.

Unit 2

In Unit 2 students use the KWO to write a summary paragraph. As you model writing from the KWO, stress the importance of writing in your own words.

Build-a-Man

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

UNPLEASANTLY
SEVERE

Bonus: What is the vocabulary word?
harsh

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

Exemplar

The Exemplars file contains a student's completed assignment for Lesson 2. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Writing from Notes

In Unit 2 students write summary paragraphs. Do not worry if their paragraphs are similar to the source texts. This will change when students advance to other units.

Editing

Andrew Pudewa says, "Hands on structure, hands off content." Make the paper grammatically legal; however, refrain from meddling with content.

UNIT 2: WRITING FROM NOTES

Day 4

1. Write or type a final draft. Format your paper correctly.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

New Structure**Writing from Notes**

In Unit 2 you will use your KWO to write a paragraph. You may use your own words, sentences, and ideas.

This is the first sentence of the source text:

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome.

Your key word notes may look something like this:

I. 312, C, Maxentius, Milvian Bridge

Practice

Use the key word notes to write a sentence.

Here is an example: In 312 Constantine fought Maxentius at Milvian Bridge.

Answers will vary.

The Editor

You will need to hire an editor to complete your assignments. Your editor will help you with spelling, punctuation, and proper grammar usage. Your editor will also look at the checklist and let you know if anything is not complete. When your editor finishes editing your rough draft, talk about the changes you should make. Then use your rough draft and your editor's comments to write a final draft.

Source text titles are purposely vague. Students will create their own interesting or dramatic titles following the title rule.

Lesson 2: Constantine

Titles

An interesting title grabs a reader's attention. To create a title, repeat one to three key words from the final sentence.

This is the last sentence of "Matterhorn": This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.

Here are two possible titles:

Snow Hotel

The Matterhorn's Igloo Hotel

"Title repeats one to three key words from final sentence."

Title Capitalization

Capitalize the first word and the last word.

Capitalize all other words except
articles (a, an, the),
coordinating conjunctions (for, and, nor, but, or, yet, so),
prepositions (such as: in, over, on, without).

Practice

Since you have not yet written the final sentence of this assignment, create a title using one to three key words from the final sentence of the source text.

After Constantine became ruler, he legalized Christianity.

The Ruler Who Legalized Christianity

From now on, create a title for your compositions by repeating one to three key words from the final sentence.

Titles

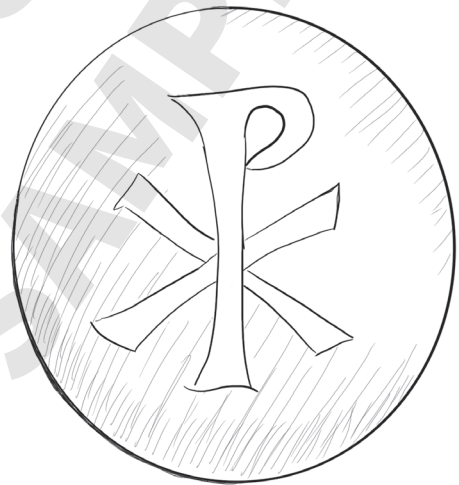
To create a title, key words in the last sentence sometimes need to be changed. That is fine. If students ask, offer suggestions.

Source Text

Constantine

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome. It did not matter that Maxentius had two times as many men as Constantine. Before the battle Constantine said that he saw a vision of a large burning cross in the sky. Encouraged by this vision, he ordered his soldiers to paint the Chi-Rho symbol on their shields.

This symbol represents the first two letters of Christ in Greek. Constantine's men defeated Maxentius's army. After Constantine became ruler, he legalized Christianity.



Read and Discuss

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

Locate Key Words

Sentence by sentence, find and circle key words.

Mechanics

The mechanics rules listed in this book follow guidelines provided in *Fix It! Grammar*, which aligns with the *Chicago Manual of Style*.

Mechanics

Spell out numbers that can be expressed in one or two words (two, fifty-three, three hundred). Spell out ordinal numbers (first, second).


Use numerals for numbers that use three words or more (123, 204). Use numerals for numbers mixed with symbols (\$500) and for dates (312).

Sample

Lesson 2: Constantine

Key Word Outline

One Roman numeral means that this source text has just one paragraph.
After you have circled two or three key words in each sentence, write your KWO.

- I. 312, C, Maxentius, Milvian Bridge
1. M, 2x men, C
2. C, 'OO', vision, burning †, sky
3. encouraged, soldiers, paint, 
4. Chi-Rho = Christ, Greek
5. C men, defeated, M, army
6. C ruler, legalized, Christianity

Why do you test your KWO? You test to know if you are ready to write.

How do you test your KWO? Look at the KWO, not the source text.

If you can think of a complete sentence for each line of notes, you can use your notes to write a paper.


If you cannot make a complete sentence, you are not ready to write a paper.
The KWO needs to be fixed.

Reminder

Symbols, numbers, and abbreviations are free.

Using them allows room for other key words.

2x = two times

 = see/saw

Writing from Notes

Students should write from the KWO. One note may become two or more sentences, or two notes may become one sentence.

Proper formatting not only enhances readability and overall presentation but also is necessary for submitting homework electronically. As you teach students keyboarding skills, train them to format a paper properly. Students whose final drafts are typed should know how to do four things.

1. Choose a font and font size. Times New Roman, 12-point font with 1-inch margins is standard.
2. Set the line spacing to double. Do not allow students to insert additional enters before or after a paragraph.
3. Center a title using the center command, not spaces or tabs.
4. Begin a paragraph by pushing enter and, if necessary, using the tab key to indent the first line.

Vocabulary

Encouraging students to use new words expands their vocabulary. However, the vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

UNIT 2: WRITING FROM NOTES

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 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.

Constantine announced that he had a vision.

The enormous cross was on fire.

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

If you use a vocabulary word in your paragraph, label it by writing (voc) in the left margin or after the sentence.

Paper Format

When you begin your assignment, place your name and the date in the top left corner of the first page.

Your Name

January 1, 2025

Title Centered

Indent the first line of each paragraph half an inch.

Place one space between sentences. Double-space all lines.

Before students begin to write, preview the checklist. This ensures that students understand expectations.



Lesson 2: Constantine

Unit 2 Composition Checklist

Lesson 2: Constantine

Name: _____



STRUCTURE

- | | |
|---|--------------|
| <input type="checkbox"/> name and date in upper left-hand corner | _____ 10 pts |
| <input type="checkbox"/> composition double-spaced | _____ 10 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ 10 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ 10 pts |

MECHANICS

- | | |
|--|--------------|
| <input type="checkbox"/> capitalization | _____ 15 pts |
| <input type="checkbox"/> end marks and punctuation | _____ 15 pts |
| <input type="checkbox"/> complete sentences | _____ 15 pts |
| <input type="checkbox"/> correct spelling | _____ 15 pts |

VOCABULARY

- | | |
|--|-------|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ |
|--|-------|

Total: _____ 100 pts

Custom Total: _____ pts

Checklist

In each lesson students are directed to give their editors a rough draft with the completed checklist attached. The back sides of all checklists are blank so they can be removed from the Student Book.

Reproducible checklists are included in the downloads that come with this book. See the blue page.

The vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

Instruct students to tear the checklist out of the book so that they can use it while writing. Train students to check what they do and do what they check.

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

Lesson 3: Alfred the Great

| | |
|-------------------|--|
| Structure: | Unit 2: Writing from Notes |
| Style: | Introduction to Style -ly adverb dress-up |
| Subject: | Alfred the Great |

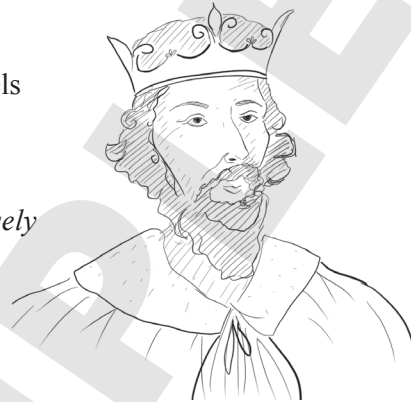
Lesson 3: Alfred the Great

UNIT 2: WRITING FROM NOTES

Lesson 3: Alfred the Great

Goals

- to practice the Units 1 and 2 structural models
- to write a 1-paragraph summary
- to add a new dress-up: -ly adverb
- to use new vocabulary words: *fearlessly, wisely*



Assignment Schedule

Day 1

1. Play Build-a-Man.
2. Read and discuss “Alfred the Great.”
3. Reread the source text and circle two or three key words in each sentence.
4. Write your KWO and then test it.

Day 2

1. Review your KWO from Day 1.
2. Read New Style and complete Style Practice.
3. Begin writing your rough draft. Use your KWO.
4. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
2. Finish writing your rough draft. Use your KWO and the checklist. Remember to include and underline one -ly adverb.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Review the vocabulary words and their meanings.
2. Write or type a final draft.
3. Paperclip the checklist, final draft, rough draft, and KWO together.

Build-a-Man

For this lesson use the following phrases and bonus questions.

TITLES

Bonus: What is the title rule?
Title repeats one to three key words from final sentence.

ENORMOUS

Bonus: What is the definition?
very great in size or amount

Source Text**Alfred the Great**

King Alfred ruled England in the 800s. He was brave in battles and wanted peace for his people. He strengthened the army and defeated the Viking invaders. Since he considered education important, he translated books from Latin into Anglo-Saxon and wrote a record of events called the *Anglo-Saxon Chronicles*.

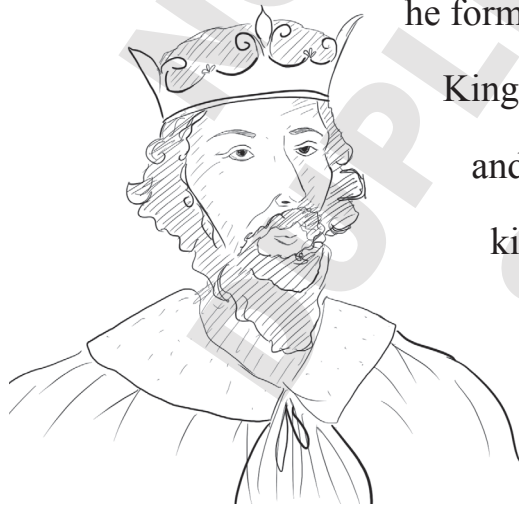
King Alfred built schools because most people in his kingdom did not know how to read. To help his people live peacefully,

he formed a code of laws. Because

King Alfred was skilled in both war

and peace, he is the only English

king who has been called the great.

**Read and Discuss**

Throughout this book, students will benefit from reading the source text and beginning KWOs with a teacher.

Have students look at the date in the first sentence. The date is a plural noun. It does not have an apostrophe.

Mechanics

Capitalize titles that come directly before a name or a country.

Italicize names of books. If a report is handwritten, underline the book title.

Sample

Lesson 3: Alfred the Great

Key Word Outline

After you have circled two or three key words in each sentence, write your KWO.
Use symbols, numbers, and abbreviations when possible.

- I. Alfred, ruled, England, 800s
1. brave, battles, peace
2. army, defeated, Vikings
3. education, record, Anglo-Saxon Chronicles
4. built, schools,  , X read
5. peacefully, code, laws
6. skilled, war & , great

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

Reminder

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

UNIT 2: WRITING FROM NOTES

New Style**Style**

Just as there are many styles of clothes, there are many styles of language. Below are two sentences that say the same thing but with different styles.

King Alfred defeated the Vikings.

King Alfred and his powerful army chased the brutal Vikings out of England.

You probably like the second sentence better because it is more descriptive. Readers cannot see, hear, or feel what is in your mind. You must fill in the details with descriptive words. The IEW elements of style give you the tools you need to create strong images or feelings.

Dress-Ups

Dress-ups help you “dress up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To show you have added a dress-up to a sentence, you should underline it. You may use more than one of a specific type of dress-up in a paragraph, but only underline one of each type in each paragraph.

-ly Adverb Dress-Up

In this lesson you will learn the first dress-up: -ly adverb.

An -ly adverb is an adverb that ends in -ly. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done.

Notice how the -ly adverbs change the meaning of this sentence:

King Alfred defeated the Vikings.

King Alfred easily defeated the Vikings.

King Alfred bravely defeated the Vikings.

Now you choose an -ly adverb.

King Alfred _____ defeated the Vikings.



From now on, include an -ly adverb in each paragraph you write. Mark the -ly adverb by underlining it.

-ly Adverb

Students benefit from looking at word lists. A longer list of -ly adverbs can be found on the *Portable Walls for Structure and Style® Students* as well as the IEW Writing Tools App.

From this point forward students should include one -ly adverb in each paragraph they write. Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

This dress-up now appears on the checklist.

Style Practice

-ly Adverb Dress-Up

You must include an -ly adverb in each paragraph you write. Use the list found in this lesson, on the *Portable Walls™ for Structure and Style® Students*, or on the IEW Writing Tools App.

What -ly adverbs could express . . .

1. how King Alfred ruled England?

wisely, fairly, nobly

2. when he was brave in battle?

constantly, regularly, consistently

3. how he formed a code of laws?

carefully, deliberately, wisely

4. how he was skilled?

definitely, obviously, certainly

-ly Adverbs

accurately

boldly

bravely

carefully

cautiously

commonly

confidently

constantly

effortlessly

eventually

fairly

falsely

frequently

immediately

meticulously

obviously

promptly

regularly

repeatedly

swiftly

tenderly

thoroughly

usually

weakly

wisely

Suggested Answers

To model strong word choices, the suggested answers have come from a thesaurus.

Vocabulary

Students may use vocabulary words from any lesson if they desire. *Wisely* and *deliberately* are vocabulary words.

UNIT 2: WRITING FROM NOTES

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 part of speech and the definition beside the word.



fearlessly _____

adverb; bravely; without fear



wisely _____

adverb; showing good sense or understanding

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

A vocabulary word that is an -ly adverb may count as an -ly adverb and a vocabulary word.



Lesson 3: Alfred the Great

Unit 2 Composition Checklist

Lesson 3: Alfred the Great

Writing
from
Notes

Name: _____

Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think.**STRUCTURE**

- | | |
|---|--------------|
| <input type="checkbox"/> name and date in upper left-hand corner | _____ 5 pts |
| <input type="checkbox"/> composition double-spaced | _____ 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ 10 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ 10 pts |

STYLE**¶1 Dress-Ups** (underline one of each)

- | | |
|-------------------------------------|--------------|
| <input type="checkbox"/> -ly adverb | _____ 10 pts |
|-------------------------------------|--------------|

MECHANICS

- | | |
|--|--------------|
| <input type="checkbox"/> capitalization | _____ 15 pts |
| <input type="checkbox"/> end marks and punctuation | _____ 15 pts |
| <input type="checkbox"/> complete sentences | _____ 15 pts |
| <input type="checkbox"/> correct spelling | _____ 15 pts |

VOCABULARY

- | | |
|--|-------|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ |
|--|-------|

Total: _____ 100 pts

Custom Total: _____ pts

Checklist

Remind students that they must format their final drafts by following the directions on page 24.

The box under style indicates one paragraph. Students should include and mark one -ly adverb.

Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE