

Teach your students to write well—one concept at a time.

Unit 1: Note Making and Outlines

The Dog and the Shadow

A lucky dog had found a big fresh bone and was carrying it home to enjoy. On his way he had to cross a low bridge over a calm stream. As he crossed, he looked down and saw his own reflection in the water beneath. Thinking it was another dog with another bone, he wanted to have that also. So he growled and snapped at the other dog in the water, but as he opened his mouth, the bone fell out. It dropped into the stream and was gone forever.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Unit 2: Writing from Notes

Students learn to write a summary paragraph from a key word outline.

Unit 3: Retelling Narrative Stories

Students learn to extract key ideas from a story using the Story Sequence Chart.

Unit 4: Summarizing a Reference

Students learn to choose key words from interesting, important, and relevant facts found in a single source.

Unit 5: Writing from Pictures

Students learn event description related to a series of pictures.

Unit 6: Summarizing Multiple References

Students learn how to organize facts from multiple sources.

Unit 7: Inventive Writing

Students learn to ask questions to write on the blank page.

Unit 8: Formal Essay Models

Students learn how to use the basic essay model to write various types of essays.

Unit 9: Formal Critique

Students learn how to think and write about literature in preparation for literary analysis.

Story Sequence Chart

I. Characters/Setting

1. Who is in the story?
2. What are they like?
3. When does it happen?
4. Where do they live or go?

II. Conflict/Problem

1. What do they need or want?
2. What do they think?
3. What do they say and do?

III. Climax/Resolution

1. How is the need resolved?
2. What happens after?
3. What is the message/lesson?

Structure and Style®

Teaching Writing Made Simple



Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think!

IEW's stylistic techniques teach grammar at the point of need.

Find a verb in your outline and choose an -ly adverb to modify it. The dog "somethingly" saw his shadow.

Find a weak verb or adjective and make it stronger. Change saw to *glimpsed*, *spotted*, or *spied*.

Learn sentence openers to add sentence variety to your paragraphs.

STYLISTIC TECHNIQUES

Dress-Ups

1. -ly adverb
2. *who/which* clause
3. strong verb
4. *because* clause
5. quality adjective
6. *www.asia* clause (when, while, where, as, since, if, although)

Sentence Openers

1. subject
2. prepositional
3. -ly adverb
4. -ing
5. clausal - *www.asia.b*
6. very short sentence

Advanced

- decorations
- duals
- triple extensions

-ly Adverbs

anxiously	carelessly	dreamily	gleefully	impulsively	nervously	quickly
bashfully	cleverly	energetically	gratefully	increasingly	openly	quietly
boldly	coolly	excitedly	guiltily	marvelously	passionately	rapturously
bravely	crisply	fearfully	helplessly	miserably	powerfully	rigidly
briskly	daintily	finally	hungrily	mysteriously	proudly	rudely
carefully	desperately	frantically	immediately	naturally	queerly	vigorously

Banned Words

go/went	exited	glided	hopped	jogged	journeyed	lumbered
	pranced	skipped	sprinted	stamped	traveled	trudged
good	agreeable	delightful	elaborate	exquisite	fascinating	majestic
	melodious	proficient	refined	satisfactory	superior	virtuous

Where to start?

Teaching Writing: *Structure and Style* video course with
Seminar Workbook and *Structure and Style for Students*



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Need help getting started?

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