



IEW's Step-by-Step  
Teaching Method

Presented by  
**Julie Walker**  
**Chief Marketing Officer**

**Easy**  
**Effective**  
**Enjoyable**  
**Guaranteed!**



Listen. Speak. Read. Write. *think!*



Listen. Speak. Read. Write. Think!

# Agenda

1. Who are we, and what problems are we trying to solve?
2. Who uses IEW?
3. How is IEW writing instruction different from other programs?
4. What types of materials are available?
5. Where do we recommend you start, and what does implementation look like?
6. What other curricula do we offer?
7. How can you try IEW for free?
8. What questions do you have for me?
9. Who is tonight's \$100 winner?

# Who are we?



Mrs. Anna G. Ingham  
1930s



Dr. James B. Webster  
1970s



Andrew Pudewa  
1994–Today

[IEW.com/AndrewPudewa](http://IEW.com/AndrewPudewa)



# What problems are we trying to solve?

Teachers

Parents

Students

Reluctant

Talented

Learning Differences

“I can’t think of anything!”



# Who uses IEW?

Public and Private Schools

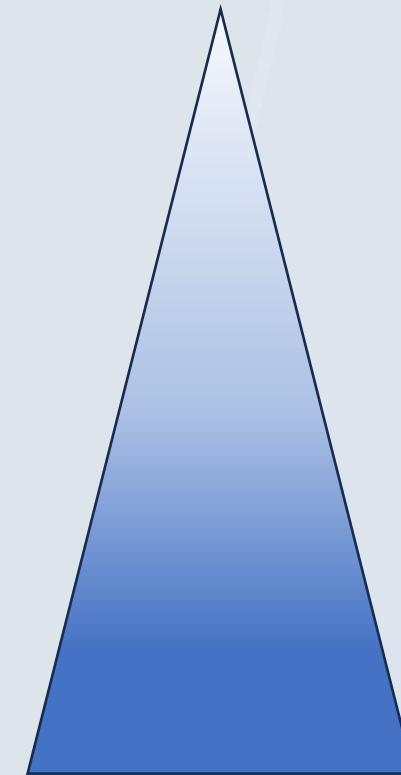
Hybrid and Online Schools

Independent Study Schools

Co-ops and Homeschool Communities

Tutoring Centers

Parents at the Dining Room Table



# Who uses IEW?

Easy

Effective

Enjoyable

Guaranteed!



# How is IEW writing instruction different from other programs?

Them



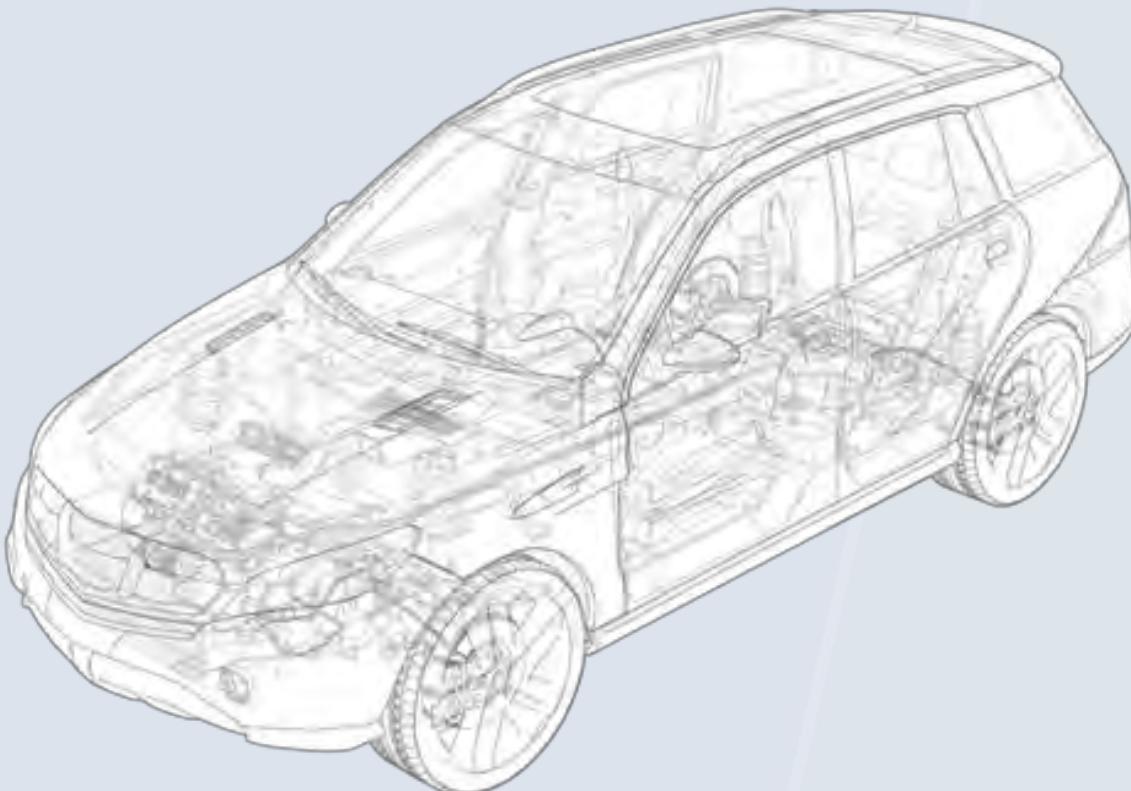
Us



# How is IEW writing instruction different from other programs?



# Introducing IEW's Nine Structural Models



# Unit 1: Note Making and Outlines

UNIT  
**1** Note Making and Outlines

**2-3 Key Words**  
**Symbols**  
**Numbers**  
**Abbreviations**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

The **KEY WORD OUTLINE (KWO)** organizes your thoughts.

**2-3 Key Words**  
main idea words

**Symbols**  
images drawn faster than writing words

**Numbers**  
numerals like 1, 2, 3 and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

**Abbreviations**  
commonly accepted forms of shortened words

Week 1: The Dog and the Shadow, Giant Saguro

**Source Text**

**The Dog and the Shadow**  
Attributed to Aesop

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.



**Structure and Style®**  
FOR STUDENTS LEVEL A



# The POWER of a Key Word Outline (kwo)

Source Text

Week 1: The Dog and the Shadow, Giant Saguaro

**The Dog and the Shadow**  
Attributed to Aesop

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**Structure and Style®**  
FOR STUDENTS LEVEL A



1. bone, home, enjoy
2. bridge, calm, stream
3. reflection, water, 
4. another, , bone, wanted
5. grrr, snapped, open, fell
6. dropped, stream, gone

# Unit 2: Writing from Notes

**UNIT**  
**2** Writing from Notes

1. Am  $\frac{1}{4}$  horse = Spanish + English  
1. run, 55 mph, short, distances  
2.  $\frac{1}{4}$  mi, faster, other, breeds  
3. ranchers,  $\ominus$ , stop, quickly  
4. helpful, herding, cattle  
5. Am  $\frac{1}{4}$  horse, ++ popular, US

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

Name  
Date  
Center Title  
Write the paragraph from the KWO. Write complete sentences. Double-space the composition. Follow the title rule.

**STRUCTURE**  
 name and date  
 double-spaced  
 title rule  
**STYLE**  
 -ly adverb  
**MECHANICS**  
 capitalization  
 punctuation

**Do what you check.**  
Check what you do. 

**Most Popular Horses**  
The American Quarter Horse is part Spanish and part English. It can run up to fifty-five miles per hour for short distances. It runs a quarter mile faster than other breeds. Ranchers love that it stops quickly. It is helpful for herding cattle. The American Quarter Horse is the most popular horse in the United States.

**Source Text**

## Scorpions

Scorpions are not insects. They are arachnids and have eight legs like spiders with two pincers and a barbed tail. There are over two thousand scorpion species. Scorpions are found on every continent except Antarctica. All species are venomous, but only about thirty have venom that can kill a human. Mainly, they use their sting to paralyze their prey. Scorpions need very little air or food. Remarkably tough, they can often survive being kept in a freezer overnight! After they hatch, dozens of scorpion babies will climb up and ride around on their mother's back. In China giant scorpions—grilled or fried—are sold in food shops and eaten as a delicacy.



# Unit 3: Retelling Narrative Stories

UNIT  
**3** Retelling Narrative Stories

**Characters and Setting**

**WHO** is in the story?  
**WHAT** are they like?  
**WHEN** does it happen?  
**WHERE** do they live/go?

I. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_

**Conflict or Problem**

**WHAT** do they need/want?  
**WHAT** do they think, say, do?  
**WHAT** happens before the climax?

II. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_

**Climax and Resolution**

**WHAT** is the climax?  
**HOW** is the problem resolved?  
**WHAT** is learned?  
(message, moral)

III. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_

Story Sequence Chart

Week 6 King Midas

**Source Text**

**King Midas**

There once lived a wealthy king named Midas, who lived in comfort and luxury but still had a great desire for gold. His house was decorated with gold, and every day he wore fine golden jewelry. The king had but one thought—how to get more gold! Sadly, even with all the wealth he had, King Midas was not happy. The more gold he had, the more gold he wanted.

Then one day, a strange visitor granted King Midas the gift of one wish. "May anything I touch turn to gold!" he declared. It was granted. Everything he touched did become gold: a table, a chair, the rug, even his bed! But flowers lost their color and smell. Food became inedible. Midas began to worry. And when his beloved little daughter came to him to give him a hug and turned into a statue of solid gold before his eyes, oh no! How deeply he regretted that horrible wish he had made.

King Midas was desperate to be rid of this golden touch. He repented of his greed. The strange visitor returned

Literature and Style for Students, Year 3, Level A



# Unit 4: Summarizing a Reference

**UNIT 4**

## Summarizing a Reference

**Choose one:**  
Book  
Magazine  
Newspaper  
Encyclopedia  
Documentary  
Website

**Topic Sentence**

what the paper is about  
what the paragraph is about  
describes the topic

1. subject, topic, + word  
2.  
3.  
4.  
5.  
(6.)  
(7.)  
Clincher

**Clincher Sentence**

if 1 topic = 1 paragraph  
then 3 topics = 3 paragraphs

**must repeat or reflect two or three key words**

**Source Text**

**The Sahara Sand Viper**

Sahara sand vipers live in the Sahara Desert and parts of the Middle East. They can be as long as 1.6 feet (50 cm). Most are pale sand-colored snakes with dark markings and wide, triangle-shaped heads. Cleverly, these vipers bury themselves under the hot desert sand. They do this to cool off, but this is also how they hunt. Wiggling above the sand, a bit of the snake's tail makes passing lizards and rodents think that it is food. Then, when the unlucky prey is close, it strikes. The Sahara sand viper is vicious and will bite several times. Fortunately for humans, the viper's venom does not usually kill people, but it dooms any lizards, rodents, and birds that are bitten.

The Sahara sand viper is interesting for two other reasons. It is a sidewinder. This means that in order to move quickly, the viper "jumps" over the sand instead of slithering. So, it leaves J-shaped tracks in the desert. The sand viper does not lay eggs. It bears live young, which is not a common thing for a snake to do!

**IFW**

# Unit 5: Writing from Pictures

**UNIT 5**

## Writing from Pictures



I. Central Fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_  
Clincher

WHO?  
WHAT?  
WHEN?  
WHERE?  
WHY?  
HOW?  
DOING?  
THINKING?  
FEELING?  
SAYING?  
BEFORE?  
AFTER?  
OUTSIDE?

II. Central Fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_  
Clincher

III. Central Fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
(5.) \_\_\_\_\_  
Clincher

**Central Fact = what you SEE in the picture**

IEW

**Week 13: Carnival Tent**

### Key Word Outline

I. Central fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
Clincher repeats or reflects 2-3 key words of central fact.



II. Central fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
Clincher repeats or reflects 2-3 key words of central fact.



III. Central fact: \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
Clincher repeats or reflects 2-3 key words of central fact.  
Title repeats 1-3 key words from final sentence.

Structure and Style for Students: Year 3 Level A

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# Unit 6: Summarizing Multiple References

## 6 Summarizing Multiple References

Choose multiple:  
Book  
Magazine  
Newspaper  
Encyclopedia  
Documentary  
Website

1 Determine the subject.  
2 List possible topics.  
3 Choose a topic.  
4 Write multiple source outlines.

1st Source: Topic: subject, topic A  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
(4) \_\_\_\_\_  
(5) \_\_\_\_\_

2nd Source: Topic: subject, topic A  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
(4) \_\_\_\_\_  
(5) \_\_\_\_\_

3rd Source: Topic: subject, topic A  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
(4) \_\_\_\_\_  
(5) \_\_\_\_\_

5 Choose 5-7 facts to write a fused outline.

6 Write a paragraph.

**Fused Outline:** Topic: subject, topic A + word  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
(6) \_\_\_\_\_  
(7) \_\_\_\_\_  
Clincher

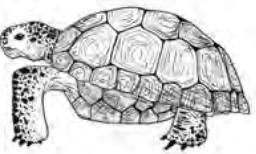
The topic sentence tells what the paragraph is about. Five to seven sentences support, prove, or illustrate the topic. The clincher sentence repeats or reflects two or three key words from the topic sentence.

**Identical Topic Lines**  
**1 paragraph = 1 topic**

Source Text 17.1

### Sleepy Tortoises

It may be hot and dry in the deserts of the southwestern United States, but many animals live there, including the desert tortoise. A tortoise, unlike its turtle cousin, lives most of its life on dry land, whereas a turtle spends most of its life in the water. They have round and stumpy feet instead of webbed feet like turtles. Tortoises cannot swim. A desert tortoise can actually live without drinking water for an entire year. That is because it gets water from the plants it eats. Some people have desert tortoises as pets. However, they may not be moved across state borders or captured from the wild. They can only be given as a gift from one private owner to another. Tortoise owners should have large, fenced yards with lots of shade as well as sunny areas where their tortoises can bask. Because tortoises hibernate, pet owners should have a place for them to sleep from October through February.



Source Text 17.2

### The Desert Tortoise

Desert tortoises live in the Mojave and Sonoran deserts of Arizona, Utah, Nevada, and California. They are herbivores, meaning they only eat plants such as cactus, primrose, hibiscus, and dandelion. Because there is not much water in the desert, these animals get their water mostly from the food they eat. In fact, they can live without drinking water for up to a full year. A female tortoise lays a "clutch" of four to six eggs in late summer. After three to four months, a baby tortoise emerges. Adults can grow to eight to fifteen pounds, nine to fifteen inches long, and live up to eighty years. When they are young, these tortoises are light brown. After they are adults, they turn gray or dark brown. They have stumpy back legs, but their front legs are flat with well-developed muscles so they can dig their burrows or nests. This is necessary so they can dig a hole in the cool earth because the desert heat can sometimes climb to as high as 140 degrees. Desert tortoises will spend only a few hours each day outside of their burrows. They never come out when they hibernate from October through February.

Source Text 17.2

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Structure and Style for Students: Unit 6 Level A

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# Unit 7: Inventive Writing



- A Place of Your Choice

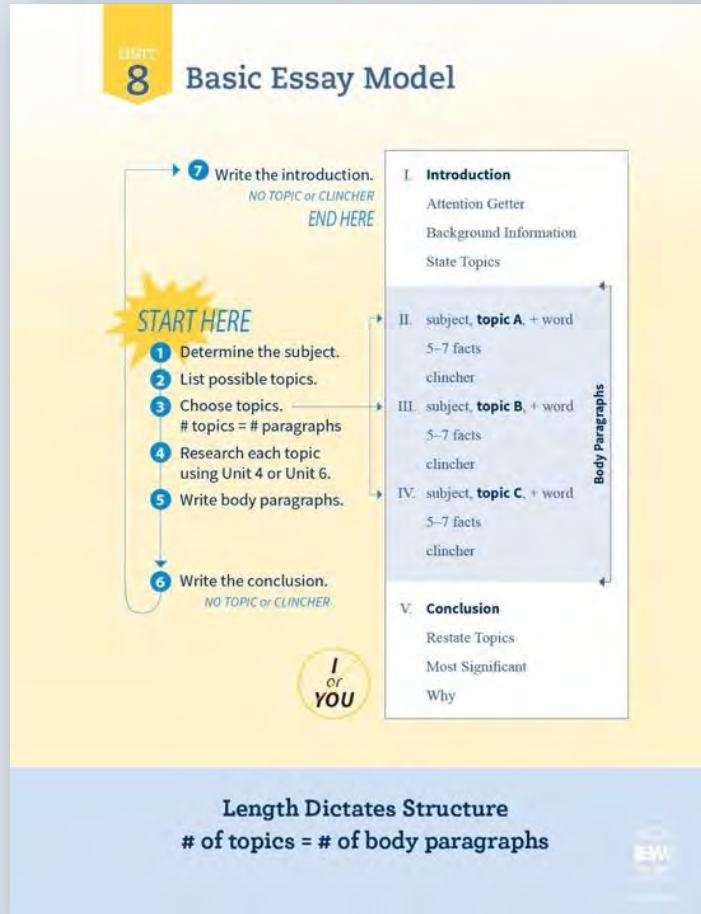
# Unit 7: Inventive Writing

Most writing programs start here.

- A Place of Your Choice



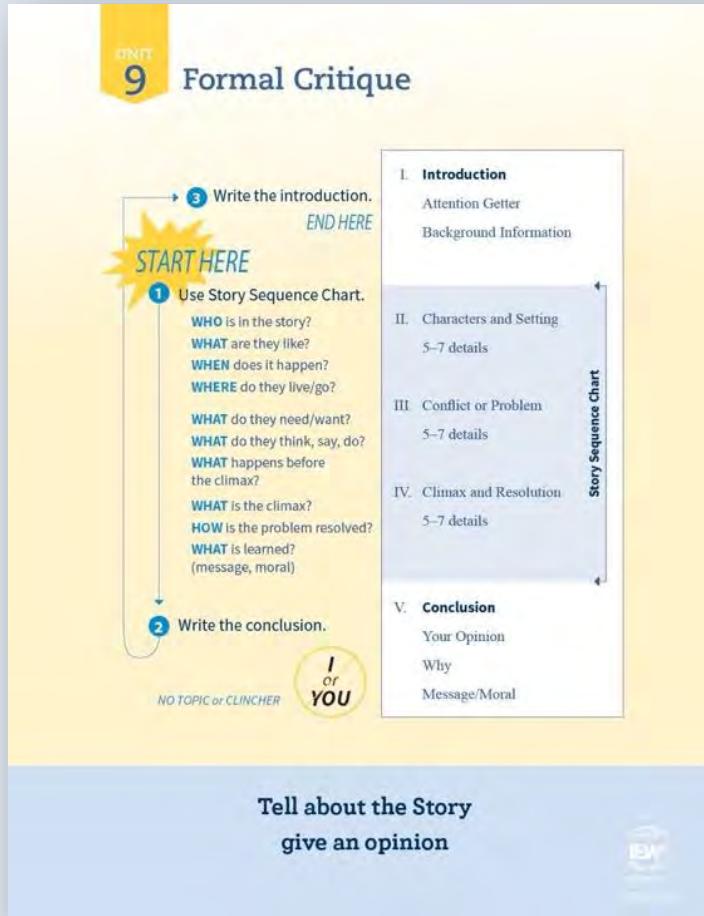
# Unit 8: Basic Essay Model



# Unit 8: Super-Essay Model



# Unit 9: Formal Critique



# How is IEW writing instruction different from other programs?



# Introducing IEW's Stylistic Techniques



## Stylistic Techniques

### Dress-Ups

Indicator: underline

Minimum Rule: one of each in every paragraph

-ly Adverb

*Who/Which* Clause

Strong Verb

*Because* Clause

Quality Adjective

*www.asia* Clause

Advanced: Duals, Teeter-Totters

### Sentence Openers

Indicator: number

Minimum Rule: one of each in every paragraph as possible

[1] Subject

[2] Prepositional

[3] -ly Adverb

[4] -ing

[5] Clausal - *www.asia.b*

[6] Very Short Sentence

Advanced: Question, Transition, Fragment

### Decorations

Indicator: "dec" in margin or italics if typed

Minimum Rule: one different decoration in every paragraph as possible

Alliteration

Question

Quotation

Simile/Metaphor

3 Short Staccato Sentences

Dramatic Open-Close

### Triple Extensions

Indicator: "trip" in margin or italics if typed

Minimum Rule: one in every paper

Words

Phrases

Clauses

Create Strong Image or Feeling



# The Power of the Checklist



## Unit 2 Composition Checklist

### Week 4: The Fox and the Stork

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_



#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- title centered and repeats 1–3 key words from final sentence
- checklist on top, final draft, rough draft, key word outline

#### STYLE

##### 11 Dress-Ups (underline one of each)

- ly adverb

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# The Power of the Checklist



## Unit 3 Composition Checklist

### Week 6: King Midas

Retelling  
Narrative  
Stories



Institute for  
Excellence in  
Writing

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_

#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- title centered and repeats 1–3 key words from final sentence
- story follows Story Sequence Chart
- each paragraph contains at least four sentences
- checklist on top, final draft, rough draft, key word outline

#### STYLE

**11 12 13 Dress-Ups** (underline one of each)

- ly adverb
- who/which clause

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# The Power of the Checklist



## Unit 4 Composition Checklist

### Week 9: Deserts

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_



Summarizing  
a Reference

#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- title centered and repeats 1–3 key words from final sentence
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)
- checklist on top, final draft, rough draft, key word outline

#### STYLE

##### 11 12 Dress-Ups (underline one of each)

- ly adverb
- who/which* clause
- strong verb
- because* clause

#### CHECK FOR BANNED WORDS (-1 pt for each use): say/said, see/saw, think/thought, go/went

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# The Power of the Checklist

EZ +1

## Unit 5 Composition Checklist

### Week 13: Camel in Tent



Name: \_\_\_\_\_

Source Text: \_\_\_\_\_

#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- title centered and repeats 1–3 key words from final sentence
- clincher sentences repeat or reflect 2–3 key words of central fact (highlight or bold)
- checklist on top, final draft, rough draft, key word outline

#### STYLE

**¶1 ¶2 ¶3 Dress-Ups** (underline one of each)

- ly adverb
- who/which clause
- strong verb
- because clause
- quality adjective

**CHECK FOR BANNED WORDS** (-1 pt for each use): say/said, see/saw, think/thought, go/went, good, bad

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# The Power of the Checklist

EZ +1



## Unit 6 Composition Checklist

### Week 17: Tortoises

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_

#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- title centered and repeats 1–3 key words from final sentence
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)
- checklist on top, final draft, rough draft, key word outline

#### STYLE

##### ¶1 Dress-Ups (underline one of each)

- ly adverb
- who/which clause
- strong verb
- because clause
- quality adjective
- www.asia clause

**CHECK FOR BANNED WORDS** (-1 pt for each use): say/said, see/saw, think/thought, go/went, eat/ate, good, bad

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# The Power of the Checklist



## Unit 7 Composition Checklist

### Week 23: Writing a Letter

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_

#### STRUCTURE

- name and date in upper left-hand corner
- composition double-spaced
- checklist on top, final draft, rough draft, key word outline

#### Introduction

- introduction includes attention getter, background information, and states topics (bold or highlight)

#### Body

- topic-clincher sentences repeat or reflect 2-3 key words (highlight or bold)
- facts stay on topic

#### Conclusion

- conclusion restates topics (bold or highlight) and indicates most significant/why

#### STYLE

##### **11 12 13 14 15 Dress-Ups** (underline one of each)

- ly adverb
- who/which* clause
- strong verb
- because* clause
- quality adjective
- www.asia* clause

#### Sentence Openers (number)

- [2] prepositional

#### CHECK FOR BANNED WORDS

(-1 pt for each use): say/said, see/saw, think/thought, go/went, eat/ate, good, bad, fun

#### MECHANICS (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

# What types of materials are available?

Teacher Training

Student Curriculum

# What types of materials are available?

## Teacher Training

### Teaching Writing: Structure and Style

- Video Instruction (streaming)
- *Seminar Workbook*
- *Strengthening Structure: Models for Teaching IEW Structural Units*
- *Portable Walls™ for Structure and Style® Students*
- IEW's Premium Membership



# What types of materials are available?

## Student Curriculum Option 1

### Structure and Style® for Students

- Video Instruction (streaming)
- Student Binder and Packet
- Teacher's Manual
- 24 Weeks of Instruction
- Weekly Lesson Plans
  - 30–45 minutes/day
  - 4 days/week

[IEW.com/SSS](http://IEW.com/SSS)



# What types of materials are available?

## Student Curriculum Option 1

8+ Years of Video Instruction Available!

Recommendation: Consider Reading Level

Grade 4 SSS-1A\*

Grade 5 SSS-2A

Grade 6 SSS-1B\*

Grade 7 SSS-2B

Grade 8 SSS-3B

Grade 9 SSS-1C\*\*

Grade 10 SSS-2C

Grade 11 IPS and URW



\*Packages are available for Year 1 courses. Bundle and save!

\*\*College credit is available through Christian Halls International.

# What types of materials are available?

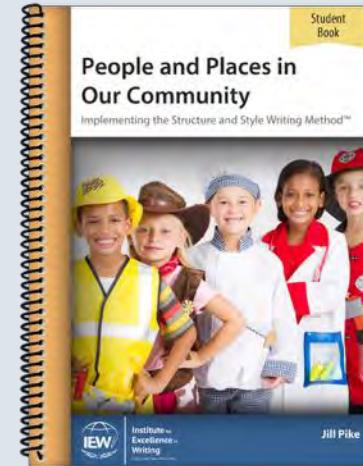
## Student Curriculum Option 2

### Writing Across the Curriculum

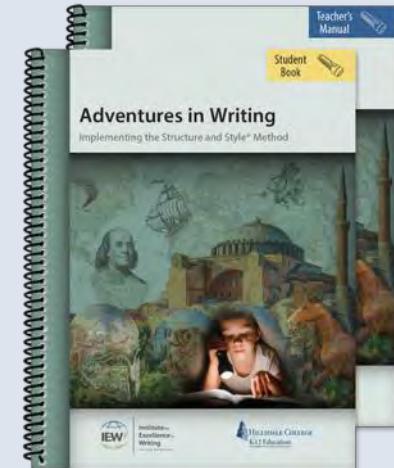
- Student Book
- Teacher's Manual
- 30 Weeks of Instruction
- Weekly Lesson Plans

30–45 minutes/day  
4 days/week

[IEW.com/WAC](http://IEW.com/WAC)



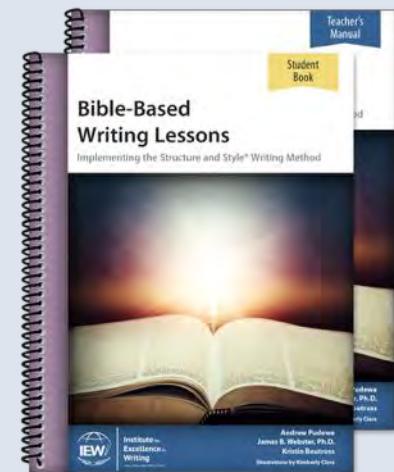
Level P



Level A



Level B



Level C

# What types of materials are available?

## Student Curriculum Option 2

**PRIMARY (Grades K–2)**



1/2 1/2

**LEVEL A (Grades 3–5)**



\* 3/4 \* 4/5 4/5 \* 5/6

**LEVEL B (Grades 6–8)**



\* 6/7 6/7 6/7 \* 7/8 7/8 7/8 \* 8/9 8/9 \* 7/8 7/8 \* 8/9 8/9

The Lion, the Witch and the Wardrobe, and Narnia.com are trademarks of C.S. Lewis Pte. Ltd. The Chronicles of Narnia is a U.S. Registered Trademark of C.S. Lewis Pte. Ltd.

**LEVEL C (Grades 9–12)**



\* 9/10 \* 10/11 \* 11/12

\* Contains distinctly Christian content

**HILSDALE COLLEGE**  
K-12 Education  
AN AMERICAN CLASSICAL EDUCATION

\*These courses were written in collaboration with Hillsdale College K-12 Education.

# Where do we recommend you start?



**School Setting**



**Homeschool Setting**

# Where do we recommend you start?



## Contact us!

[IEW.com/Schools](http://IEW.com/Schools)  
[Schools@IEW.com](mailto:Schools@IEW.com)  
800.856.5815



**School Setting**

# Where do we recommend you start?



**Homeschool Setting**

# Where do we recommend you start?

## Choose Level A

### Includes

- *Teaching Writing: Structure and Style®* Forever Streaming, Seminar Workbook, Premium Membership, *Strengthening Structure*
- Student Packet and Binder
- Teacher's Manual
- 24 Forever Streaming Videos 24 hours
- Two *Portable Walls™ for Structure and Style® Students*
- *Fix It!® Grammar* Teacher's Manual and Student Book
- *A Word Write Now*

## Structure and Style for Students Premier Package!



# Where do we recommend you start?

## Choose Level B

### Includes

- *Teaching Writing: Structure and Style®* Forever Streaming, Seminar Workbook, Premium Membership, *Strengthening Structure*
- Student Packet and Binder
- Teacher's Manual
- 24 Forever Streaming Videos 24 hours
- Two *Portable Walls™ for Structure and Style® Students*
- *Fix It!® Grammar* Teacher's Manual and Student Book
- *A Word Write Now*

## Structure and Style for Students Premier Package!



# Where do we recommend you start?

## Choose Level C

### Includes

- *Teaching Writing: Structure and Style®* Forever Streaming, Seminar Workbook, Premium Membership, *Strengthening Structure*
- Student Packet and Binder
- Teacher's Manual
- 24 Forever Streaming Videos 24 hours
- Two *Portable Walls™ for Structure and Style® Students*
- *Fix It!® Grammar* Teacher's Manual and Student Book
- *A Word Write Now*

## Structure and Style for Students Premier Package!



# What does implementation look like?

## Structure and Style for Students Sample Weekly Overview

| LEVEL A   |   |
|-----------|---|
| MONDAY    | Watch Day #1 and complete assignments (30-40 minutes)<br><br>(optional) Complete <i>Fix It! Grammar</i> Lesson (15-20 minutes)<br><br>(optional) Literature reading (About 35 pages/week) |
| TUESDAY   | Watch Day #2 and complete assignments (30-40 minutes)<br><br>(optional) Complete <i>Fix It! Grammar</i> lesson (10-15 minutes)<br><br>(optional) Literature reading (About 35 pages/week) |
| WEDNESDAY | Complete Day #3 assignments (20-25 minutes)<br><br>(optional) Complete <i>Fix It! Grammar</i> lesson (10-15 minutes)<br><br>(optional) Literature reading (About 35 pages/week)           |
| THURSDAY  | Complete Day #4 assignments (20-25 minutes)<br><br>(optional) Complete <i>Fix It! Grammar</i> lesson (10-15 minutes)<br><br>(optional) Literature reading (About 35 pages/week)           |
| FRIDAY    | Complete any remaining work.  |

# What does implementation look like?

## Structure and Style for Students Sample Weekly Overview

1. What teachers can do to prepare
2. Goals
3. Suggested Daily Breakdown
4. Video instruction in two parts
5. Days 4 and 5 combined
6. Optional *Fix It!*® Grammar pacing
7. Students self-edit using the checklist
8. Teachers grade the assignment

Week 6: King Midas

OVERVIEW

UNIT 3: RETELLING NARRATIVE STORIES

### Week 6: King Midas

*Structure and Style for Students* Video 6   Part 1: 00:00–39:24   Part 2: 39:25–01:15:00

#### Goals

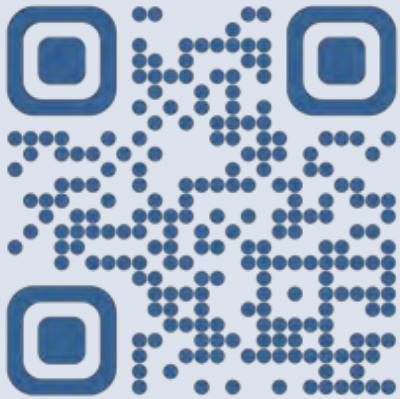
- to learn the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to retell the story using just your outline
- to write a 3-paragraph story about “King Midas”
- to learn new vocabulary: *sequence, epilog, wealthy, luxury, regret, repent*

#### Suggested Daily Breakdown

|             |   |
|-------------|---|
| DAY 1       | <ul style="list-style-type: none"><li>• Watch Part 1 of Video 6.</li><li>• Learn about the Story Sequence Chart and copy the chart with the class.</li></ul> <p><i>Optional:</i> Complete Day 1 in <i>Fix It! Grammar Week 6</i>.</p>   |
| DAY 2       | <ul style="list-style-type: none"><li>• Watch Part 2 of Video 6 starting at 39:25.</li><li>• Write a KWO for “King Midas” with the class.</li><li>• Test your KWO by retelling the story to a partner. Remember to speak in complete sentences.</li><li>• Write a list of -ly adverbs to use for your story.</li><li>• Write the first paragraph of your story about “King Midas.”</li></ul> <p><i>Optional:</i> Complete Day 2 in <i>Fix It! Grammar Week 6</i>.</p>   |
| DAY 3       | <ul style="list-style-type: none"><li>• Write the second paragraph of your story about “King Midas.”</li></ul> <p><i>Optional:</i> Complete Day 3 in <i>Fix It! Grammar Week 6</i>.</p>   |
| DAY 4 AND 5 | <ul style="list-style-type: none"><li>• Write the third paragraph of your story about “King Midas.”</li><li>• Create a title following the title rule.</li><li>• Add one of each dress-up in each paragraph.</li><li>• Follow the directions on the checklist and check off each item as you complete it.</li><li>• Turn in your rough draft to your editor with the completed checklist attached.</li><li>• Write your final draft making any changes that your editor suggested.</li><li>• Staple the checklist, final draft, rough draft, and KWO together. Hand them in.</li></ul> <p><i>Optional:</i> Complete Day 4 in <i>Fix It! Grammar Week 6</i>.</p> |

# What other curricula do we offer?

## Fix It!® Grammar



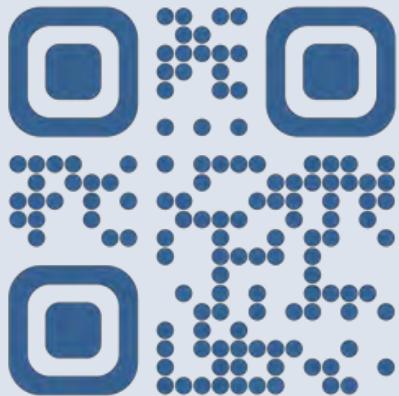
But . . . but . . . but . . .  
What about Grammar?



# What other curricula do we offer?

## The Phonetic Zoo

Choose Level A, B, or C



*Spelling and the Brain*



# What other curricula do we offer?

## Linguistic Development through Poetry Memorization



*Nurturing Competent  
Communicators*



# What other curricula do we offer?

## Primary Arts of Language



# What other curricula do we offer?

## Introduction to Public Speaking



# What other curricula do we offer?

## University-Ready Writing



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# We are here to help!



**Newsletters**



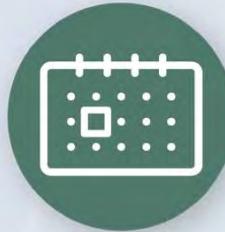
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# What questions do you have for me?



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