



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



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

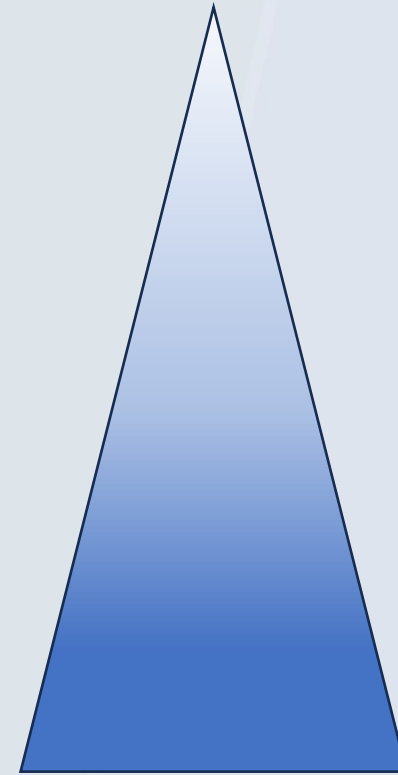
Hybrid and Online Schools

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?

Structural Models Pacing



The power of the method is in the structure.

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

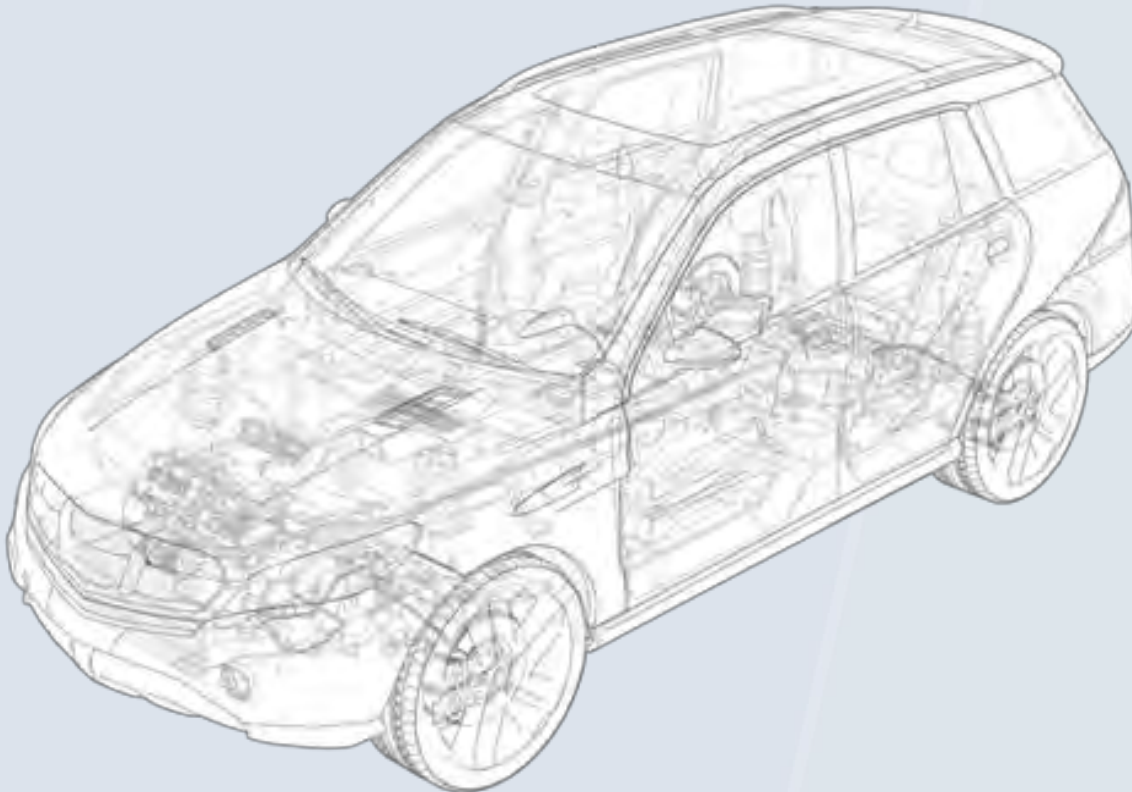
Phrases

Clauses

Create Strong Image or Feeling



Introducing IEW's Nine Structural Models



Structural Models Pacing



The power of the method is in the structure.

Unit 1: Note Making and Outlines

UNIT 1
Note Making and Outlines

2-3 Key Words
Symbols
Numbers
Abbreviations

I. _____

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 1st, 2nd, 3rd


Abbreviations
commonly accepted forms of shortened words

Week 1: The Dog and the Shadow, Grant Sagarao

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)

Week 1: The Dog and the Shadow, Giant Saguaro


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



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


Unit 2: Writing from Notes

UNIT 2
Writing from Notes

1. Am $\frac{1}{2}$ horse = Spanish + English

1. run, 55 mph, short, distances

2. $\frac{1}{4}$ mi, faster, other, breeds

3. ranchers, , stop, quickly

4. helpful, herding, cattle

5. Am $\frac{1}{2}$ 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.

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.

STRUCTURE

☒ name and date

☒ double-spaced

☒ title rule

STYLE


☐ -ly adverb

MECHANICS

☒ capitalization


☐ punctuation

Do what you check.
Check what you do.



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.



Scorpions and Spiders for Students/Year 1, Level 4

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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?

Conflict or Problem
WHAT do they need/want?
WHAT do they think, say, do?
WHAT happens before the climax?

Climax and Resolution
WHAT is the climax?
HOW is the problem resolved?
WHAT is learned? (message, moral)

I. _____
1. _____
2. _____
3. _____
4. _____
(5.) _____

II. _____
1. _____
2. _____
3. _____
4. _____
(5.) _____

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

Structure and Style for Students Year 1, Level 6

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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

must repeat or reflect two or three key words

1. subject, topic, + word

2. _____

3. _____

4. _____

5. _____

(6.) _____

(7.) _____

Clincher _____

5-7 facts
interesting
important
relevant

Clincher Sentence

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

IEW

Week 10 Desert Reptiles


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!



Structure and Style for Students Year 1 Level A


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Unit 5: Writing from Pictures


5

Writing from Pictures

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

ESW

Work 1b: Canva to Text

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 1 Level A

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Unit 6: Summarizing Multiple References

UNIT 6
Summarizing Multiple References

Choose multiple:
Book
Magazine
Newspaper
Encyclopedia
Documentary
Website

- Determine the subject.
- List possible topics.
- Choose a topic.
- Write multiple source outlines.

1st Source
1. Topic: subject, topic A
2. _____
3. _____
4. _____
5. _____

2nd Source
1. Topic: subject, topic A
2. _____
3. _____
4. _____
5. _____

3rd Source
1. Topic: subject, topic A
2. _____
3. _____
4. _____
5. _____

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

Fused Outline
1. Topic: subject, topic A, + word
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
Climber: _____

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.

6 Write a paragraph.

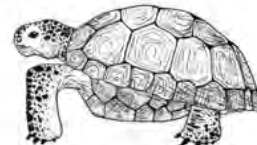
Identical Topic Lines
1 paragraph = 1 topic

Week 17: Turtles

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.



Structure and Style for Students' Text 1 Level A

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Week 17: Turtles

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.

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

UNIT
9

Formal Critique

→ **3** Write the introduction.

END HERE

START HERE

1 Use Story Sequence Chart.

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

WHAT do they need/want?
WHAT do they think, say, do?
WHAT happens before the climax?
WHAT is the climax?
HOW is the problem resolved?
WHAT is learned?
(message, moral)

2 Write the conclusion.

NO TOPIC or CLINCHER

I
or
YOU

I. Introduction
Attention Getter
Background Information

II. Characters and Setting
5-7 details

III. Conflict or Problem
5-7 details

IV. Climax and Resolution
5-7 details

V. Conclusion
Your Opinion
Why
Message/Moral

Story Sequence Chart

Tell about the Story
give an opinion

IEW

How is IEW writing instruction different from other programs?



Stylistic Techniques		
Dress-Ups	Indicator: underline	
	Minimum Rule: one of each in every paragraph	
-ly Adverb	Strong Verb	Quality Adjective
Who/Which Clause	Because Clause	www.asia Clause
Advanced: Duals, Teeter-Totters		
Sentence Openers	Indicator: number	
	Minimum Rule: one of each in every paragraph as possible	
[1] Subject	[3] -ly Adverb	[5] Clausal – www.asia.b
[2] Prepositional	[4] -ing	[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	Quotation	3 Short Staccato Sentences
Question	Simile/Metaphor	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		
		

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

EZ+1

Unit 2 Composition Checklist Week 4: The Fox and the Stork

Writing
from
Notes

Name: _____

Source Text: _____



Institute for
Excellence in
Writing

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

¶1 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

EZ+1

Unit 3 Composition Checklist Week 6: King Midas

Retelling
Narrative
Stories

Name: _____

Source Text: _____



Institute for
Excellence in
Writing

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

EZ+1

Unit 4 Composition Checklist Week 9: Deserts

Summarizing
a Reference

Name: _____

Source Text: _____



Institute for
Excellence in
Writing
© 2012, 2014, 2016, 2018

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 ¶2 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

Writing
from
Pictures

Name: _____

Source Text: _____



Institute for
Excellence in
Writing

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

11 12 13 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

Summarizing
Multiple
References

Name: _____

Source Text: _____



Institute for
Excellence in
Writing
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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

EZ+1

Unit 7 Composition Checklist

Week 23: Writing a Letter

Inventive
Writing



Institute for
Excellence in
Writing

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

¶1 ¶2 ¶3 ¶4 ¶5 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

- ☐ 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



Level A



Level B



Level C

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

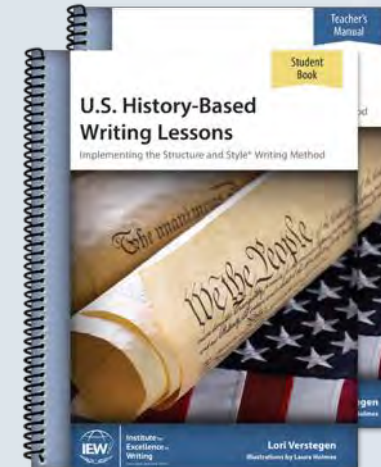
IEW.com/WAC



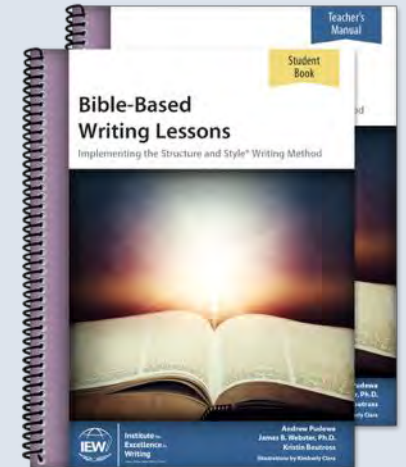
Level P



Level A



Level B



Level C

What types of materials are available?

Student Curriculum Option 2

PRIMARY (Grades K-2)



1/2 1/2

HILLSDALE COLLEGE
K-12 Education
AN AMERICAN CLASSICAL EDUCATION

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

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 † 8/9

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† Contains distinctly Christian content

LEVEL C (Grades 9-12)



† 9/10 † 10/11 † 11/12

Where do we recommend you start?



School Setting



Homeschool Setting

Where do we recommend you start?



Contact us!

[IEW.com/Schools](https://www.iew.com/Schools)

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)
	(optional) Complete <i>Fix It! Grammar</i> Lesson (15–20 minutes)
	(optional) Literature reading (About 35 pages/week)
TUESDAY	Watch Day #2 and complete assignments (30–40 minutes)
	(optional) Complete <i>Fix It! Grammar</i> lesson (10–15 minutes)
	(optional) Literature reading (About 35 pages/week)
WEDNESDAY	Complete Day #3 assignments (20–25 minutes)
	(optional) Complete <i>Fix It! Grammar</i> lesson (10–15 minutes)
	(optional) Literature reading (About 35 pages/week)
THURSDAY	Complete Day #4 assignments (20–25 minutes)
	(optional) Complete <i>Fix It! Grammar</i> lesson (10–15 minutes)
	(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

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

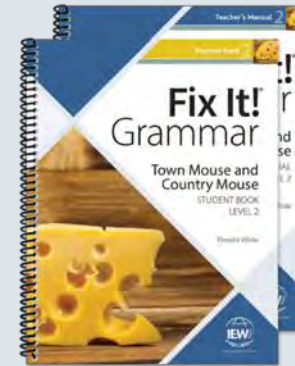
DAY 1	<ul style="list-style-type: none">• Watch Part 1 of Video 6.• Learn about the Story Sequence Chart and copy the chart with the class. <i>Optional: Complete Day 1 in Fix It! Grammar Week 6.</i>
DAY 2	<ul style="list-style-type: none">• Watch Part 2 of Video 6 starting at 39:25.• Write a KWO for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

What other curricula do we offer?

Fix It!® Grammar



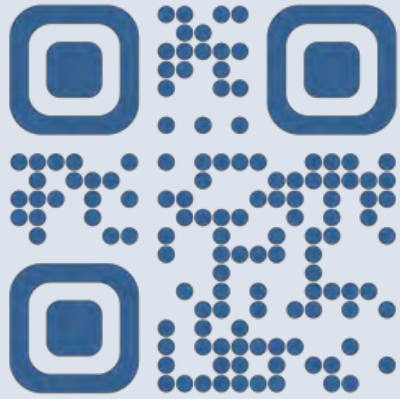
*But . . . but . . . but . . .
What about Grammar?*



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



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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