

Frontiers in Writing

Implementing the Structure and Style® Writing Method

Student Book

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

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Frontiers in Writing: Implementing the Structure and Style® Method Student Book

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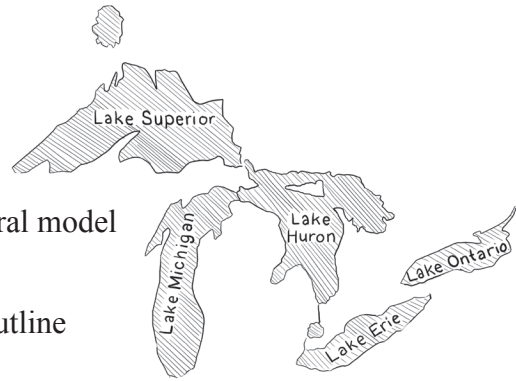
Illustrator

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UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Great Lakes, Lake Superior**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: *immense*, *vicious*

**Assignment Schedule****Day 1**

1. Read Introduction to Structure and New Structure—Note Making and Outlines.
2. Read “Great Lakes.” Read it again and write a key word outline (KWO).
3. 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 “Lake Superior.” Read it again and write a KWO.
2. Try to add one vocabulary word to your KWO.
3. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Day 4

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

Literature Suggestions

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

Introduction to Structure

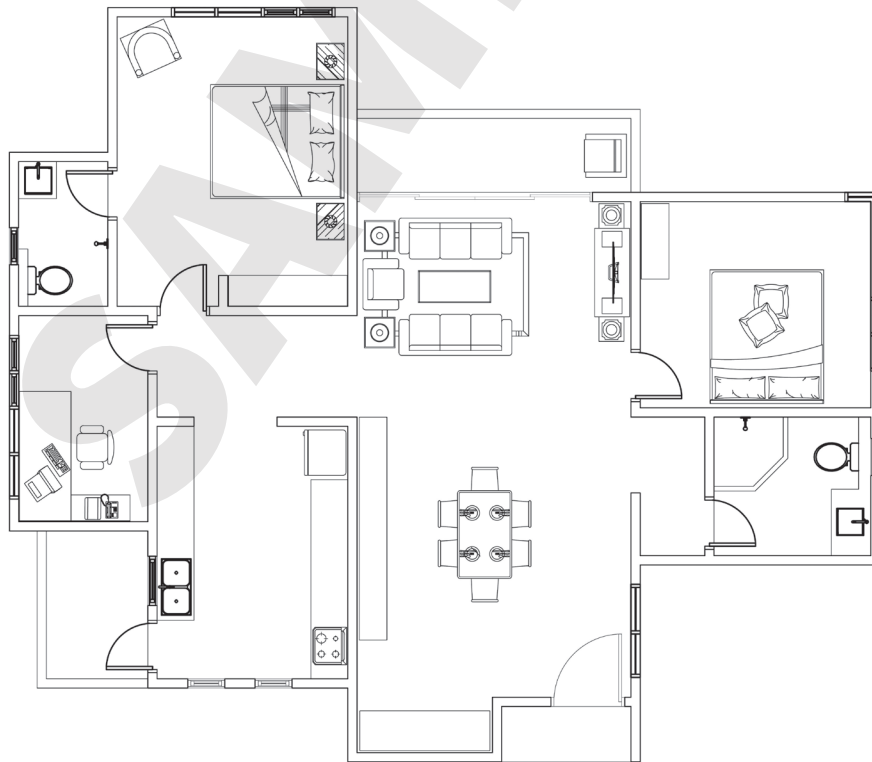
In this book you will learn ways to make your writing more enjoyable to read. You will learn to write with *structure* and with *style*. This lesson explains structure.

Structure

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

What has structure? Think of a house. Before a house is built, someone had to make blueprints for the designers. The builders had to follow the plans so that each part of the house was in its proper place. The walls could not be built before the foundation was poured. The roof could not be put on before the frame was finished. Each step had to be completed in order to give the house its proper structure.

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

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 ➔ CA ++ 123 H₂O  \$

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 helps you organize your thoughts. 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.

Source Text

Great Lakes

The Great Lakes form the largest group of freshwater lakes in North America. Covering 750 miles from east to west, the Great Lakes border eight U.S. states and one Canadian province. They are called *great* because of their size. Although each lake is a separate body of water, smaller lakes, rivers, streams, canals, locks, and straits connect the five lakes. As a result, their waters flow together in one big system. The Great Lakes contain more than 20% of the world's surface freshwater. Because of their vast size and sea-like characteristics, they are often referred to as inland seas.



Mechanics

Capitalize *north*, *south*, *east*, and *west* when they refer to a region or proper name. Do not capitalize these words when they indicate direction.

Key Word Outline

On the lines below, write two or three key words from each sentence of the source text.

Choose words that help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations when possible. They do not count as words. Be sure you can remember what they mean.

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

Test your KWO. This is a test of the outline, not your memory.

To test your KWO, look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

Use your KWO to give an oral report.

Read a line of notes.

Think of a sentence.

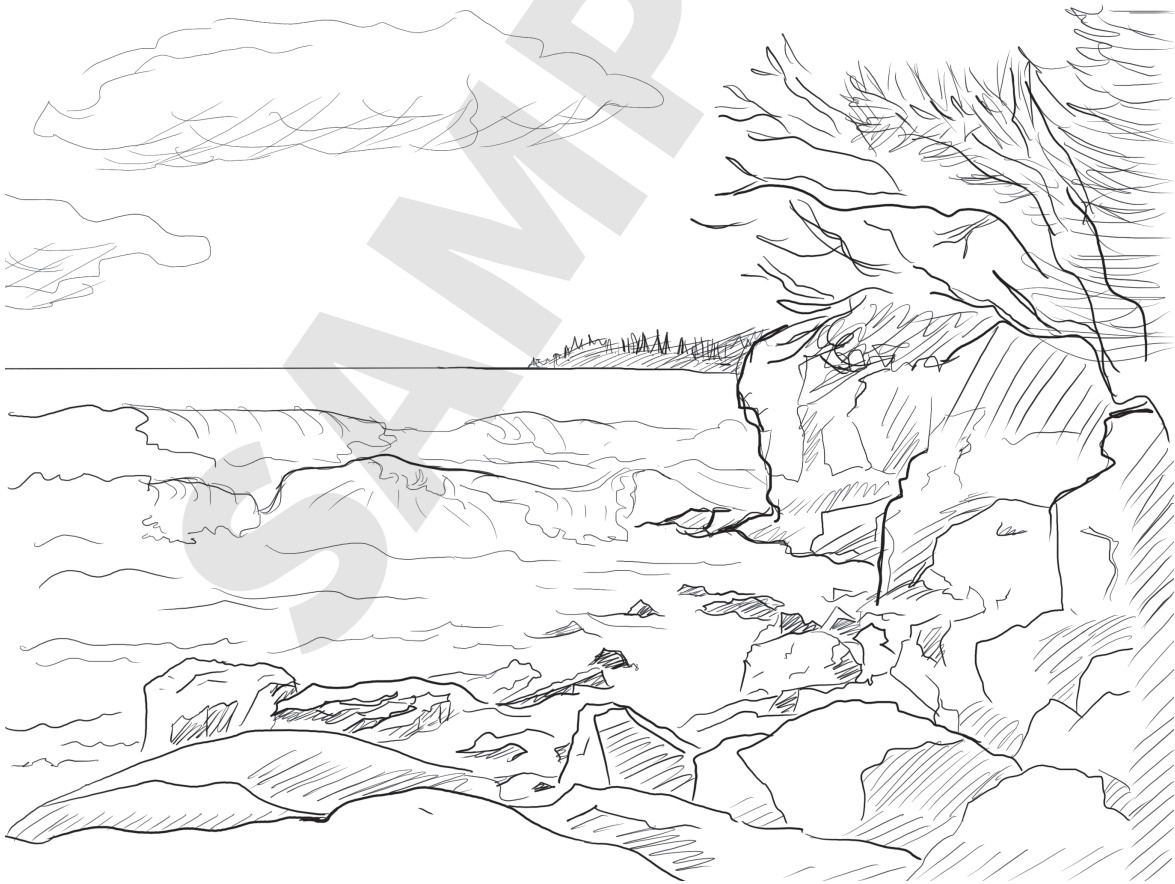
Look up so your eyes are not on the paper.

Speak in complete sentences.

Source Text

Lake Superior

Lake Superior is the largest, deepest, and coldest of the Great Lakes. It contains half of the water of the five lakes, and its crystal-clear waters can be very dangerous. Over five hundred shipwrecks rest on the bottom of this enormous inland sea. Strong currents and rocky shores make navigation difficult. Because the weather on the lake can change quickly, storms rise unexpectedly. In 1975 large waves sunk the *SS Edmund Fitzgerald*, a large iron ore-carrying ship. All twenty-nine people on board died. This shipwreck is a reminder of the power of nature.



Mechanics

Italicize names of ships. If a report is handwritten, underline the ship name.

Key Word Outline

On the lines below, write two or three key words from each sentence of the source text. Choose words that help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations when possible.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Test your KWO. This is a test of the outline, not your memory.

To test your KWO, look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

Use your KWO 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.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 1 aloud.

Speak them aloud yourself.

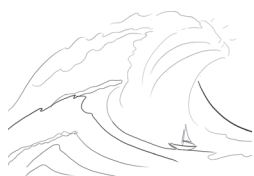
Read the definitions and sample sentences on the vocabulary cards.

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.



immense _____

vicious _____



Think about the words and their meanings. 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?

UNIT 2: WRITING FROM NOTES

Lesson 2: One Billion**Goals**

- to learn the Unit 2 Writing from Notes structural model
- to write a 1-paragraph summary
- to add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to use new vocabulary words: *accurately, methodically*

Assignment Schedule**Day 1**

1. Play Build-a-Man. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read New Structure—Writing from Notes and answer the questions.
3. Read Mechanics.
4. Read "One Billion." Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Learn about dress-ups. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. Underline one -ly adverb. You may use more than one, but only underline one. If you use vocabulary words, label them with (voc). Check each box as you complete each requirement.

Day 3

1. Review the vocabulary words and their meanings.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist.
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 from this consumable book.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

1,000,000,000

New Structure

Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write from key word notes, you may use your own words, sentences, and ideas.

This is the first sentence of the source text:

One billion is a massive number used to describe population, space, and money.

Your key word notes may look something like this:

I. *massive, #, population, space, \$*

Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence. Use a thesaurus for help.

Here is an example: One billion is a massive number used to count people, stars in space, and money.

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.

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.

Mechanics

Numbers

Use number words and numerals correctly.

Words	numbers expressed in one or two words	<i>twenty, fifty-three</i>	
	ordinal numbers	<i>one billion</i> <i>first, second, third</i>	
Numerals	numbers that use three or more words	<i>123</i>	<i>204</i>
	numbers mixed with symbols	<i>\$500</i>	<i>40%</i>
	dates (Do not include st, nd, rd, or th.)	<i>AD 80</i> <i>January 1, 1950</i>	

Source Text

One Billion

One billion is a massive number used to describe population, space, and money.

One billion is written with nine zeros after the one. It is one thousand times larger than one million. If a person counted one number every second without stopping, it would take more than thirty-one years to count to one billion. Approximately eight billion people live in the world. Astronomers estimate that one hundred billion stars exist in the Milky Way. Many people dream of having one billion dollars, but few do. In fact, fewer than one thousand Americans are billionaires.

1,000,000,000

Mechanics

Contractions are not used in academic writing.

Key Word Outline

Write two or three key words from each sentence of the source text. Use symbols, numbers, and abbreviations when possible.

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

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

If you plan to use 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.

New Style

Style

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. 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.



Astronomers watch stars.

Astronomers use telescopes to study and analyze stars.

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:

The boy counted.

The boy counted excitedly.

The boy counted droningly.

Now you choose an -ly adverb.

The boy counted _____.



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

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 people describe population, space, and money?

2. how a billion is written?

3. how a person would count to one billion?

4. how astronomers estimate?

5. how people dream?

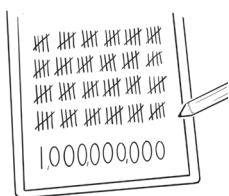
Look at your KWO and consider -ly adverbs to include in your paragraph.

-ly Adverbs

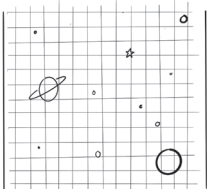
accurately
boldly
bravely
carefully
clearly
confidently
constantly
desperately
eventually
fairly
foolishly
frequently
intelligently
intricately
mercifully
methodically
precisely
regularly
scientifically
securely
systematically
thoroughly
usually
wearily
wisely

Vocabulary Practice

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



accurately _____



methodically _____

- Think** about the words and their meanings. 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. If the word is an -ly adverb, it can count as an -ly adverb and a vocabulary word.



Unit 2 Composition Checklist

Lesson 2: One Billion

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 | _____ | 10 pts |
| <input type="checkbox"/> composition double-spaced | _____ | 10 pts |
| <input type="checkbox"/> title centered | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE**11 Dress-Ups** (underline one of each) (30 pts each)

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

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

VOCABULARY

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

Total: _____ 100 pts

Custom Total: _____ pts

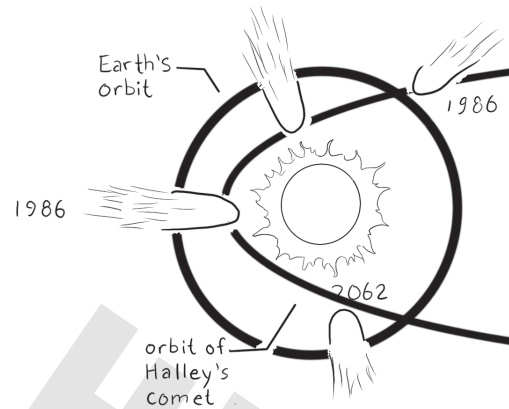
Intentionally blank so the checklist can be removed.

SAMPLE

UNIT 2: WRITING FROM NOTES

Lesson 3: Halley's Comet**Goals**

- to practice the Units 1 and 2 structural models
- to write a 1-paragraph summary
- to use new vocabulary words: *intricately*, *sighting*

**Assignment Schedule****Day 1**

1. Play Build-a-Man.
2. Read “Halley’s Comet.” Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

1. Review the vocabulary words and their meanings.
2. Finish writing your paragraph.
3. Turn in your rough draft to your editor with the completed checklist attached.

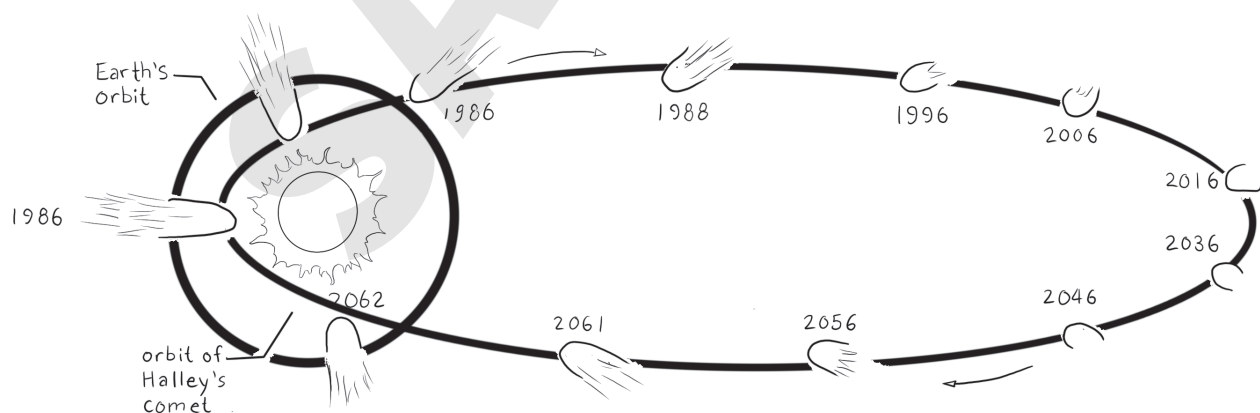
Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

Source Text

Halley's Comet

Halley's Comet appears on a reliable timeline because it is closer to the Earth than other comets. In 1705 Edmond Halley discovered that the three comet sightings in 1531, 1607, and 1682 were the same comet. Halley calculated that the comet appeared every seventy-six years. The most famous appearance of Halley's Comet happened shortly before the invasion of England by William the Conqueror. To honor the occasion, William had the picture story of the comet's appearance woven into the Bayeux Tapestry. Another well-known appearance happened in 1835, the year the writer Mark Twain was born. In 1909 Twain correctly predicted that he would die in 1910 when Halley's Comet returned. The comet last made an appearance in 1986, and it is expected to return in 2061.



Key Word Outline

Write two or three key words from each sentence of the source text. Use symbols, numbers, and abbreviations when possible.

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

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

If you plan to use your KWO to give an oral report, follow the pattern.

- R _____ a line of notes.
- T _____ of a sentence.
- L _____ so your eyes are not on the paper.
- S _____ in complete sentences.

Style Practice

-ly Adverb Dress-Up

Write a few ideas for an -ly adverb dress-up on the line below each sentence. Choose your favorite to write on the blank in the sentence. Use the list on page 25 or your vocabulary words. You can also look at the lists on the *Portable Walls for Structure and Style Students* or the IEW Writing Tools App.

1. Halley _____ calculated the comet's appearances.

-ly adverbs _____

2. The comet _____ appears every seventy-six years.

-ly adverbs _____

3. The picture of Halley's Comet is _____ woven in the Bayeux Tapestry.

-ly adverbs _____

Look at your KWO and consider -ly adverbs to include in your paragraph.

Vocabulary Practice

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

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the correct words in the blanks. You may use derivatives of the words.

Artists _____ wove pictures of Halley's Comet in the tapestry.

The numerous _____ were of the same comet.

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



Unit 2 Composition Checklist

Lesson 3: Halley's Comet

Writing
from
Notes

Name: _____

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Writing**
Listen. Speak. Read. Write. Think!**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 | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE**11 Dress-Ups** (underline one of each) (30 pts each)

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

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

VOCABULARY

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

Total: _____ 100 pts

Custom Total: _____ pts

Intentionally blank so the checklist can be removed.

SAMPLE