Frontiers in Writing

Implementing the Structure and Style® Writing Method

Teacher's Manual

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

Sample

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First Edition, June 2024
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Welcome to *Frontiers in Writing*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* video course and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and video. You can find references to the *Teaching Writing: Structure and Style* course in the teacher's notes for each new unit.

Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various themes and subjects, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
  This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Adding Literature**
  This appendix suggests various books and stories to be read or listened to.
- **Appendix II: Mechanics**
  This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Vocabulary**
  This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-three lessons include new vocabulary words. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

  Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference. Plan to study the words for the current lesson and continue to review words from previous lessons.

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Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If vocabulary words are included, add the appropriate amount of points and write the new total on the custom total line.

Important: Teachers and parents should remember IEW's EZ-1 Rule when introducing IEW stylistic techniques. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

Checklists

Each writing lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each writing assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units in this book, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Grading with the Checklist

To use the checklists for grading, do not add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line. Total the negative points and subtract them from the total possible (or your custom total).

Note: Students should have checked the boxes in front of each element they completed.

Encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

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This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Assignment Schedule

All of the instructions for what to do for each lesson are included in the Assignment Schedule located on the first page of each lesson. Each lesson is divided into four days of instruction.

Some writing assignments are divided into two parts, allowing students two lessons to complete the entire assignment. Part one focuses on structure and writing a key word outline. Part two focuses on style and writing the paragraph(s).

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source texts and begin key word outlines with a teacher.

Sample

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Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 1 1	Great Lakes, Lake Superior introduction to structure		immense vicious
Unit 2 2	One Billion	introduction to style -ly adverb	accurately methodically
3	Halley's Comet		intricately sighting
4	Nicholas Copernicus title rule	*who/which* clause	
Unit 3 5	The Lion and the Mouse, Part 1		foolishly plead
6	The Lion and the Mouse, Part 2		mercifully securely
7	The Strait of Magellan	strong verb banned words: *think/thought, see/saw*	desert endure
8	Tom Sawyer and the Fence	*because* clause banned words: *go/went, say/said*	consent intently
Unit 4 9	Mona Lisa topic-clincher sentences		
10	Recycling	quality adjective banned words: *good, bad, big, small*	conserve contaminated
11	New Netherland	*www.asia* clause	calmly flourish
12	Beethoven	#2 prepositional opener	acoustic sob
Unit 5 13	Mars Landing, Part 1		cosmic disembark
14	Mars Landing, Part 2		
15	Man and Vase	#3 -ly adverb opener	peer stealthily

Sample

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Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 6 16	The Transcontinental Railroad, Part 1 source and fused outlines		bore painstakingly
17	The Transcontinental Railroad, Part 2		affordable traverse
18	The Wild West, Part 1		steed treacherous
19	The Wild West, Part 2	#6 vss opener	
Unit 7 20	A Pet, Part 1 body paragraphs		exasperated interact
21	A Pet, Part 2 introduction and conclusion		praise require
22	A Gift, Part 1	#5 clausal opener *www.asia.b* clause	delighted present
23	A Gift, Part 2		generous grateful
Unit 8 24	The Wild West, Part 3 introduction and conclusion	#1 subject opener #4 -ing opener	
25	A Historical Person, Part 1 additional sources required		apparently ideally
26	A Historical Person, Part 2		accomplishment improvement
Unit 9 27	The Boy Who Cried Wolf, Part 1		characters setting
28	The Boy Who Cried Wolf, Part 2		climax resolution
29	The Little Dutch Boy, Part 1		
30	The Little Dutch Boy, Part 2		

Sample

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Lesson 1: Great Lakes, Lake Superior

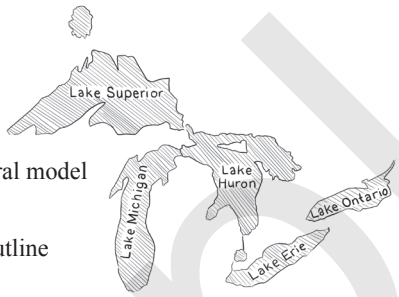
Preparation: *Teaching Writing: Structure and Style*
Watch the sections for Unit 1: Note Making and Outlines.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Structure: Unit 1: Note Making and Outlines
Introduction to Structure

Subject: Great Lakes

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.

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.

Sample

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Introduction to Structure

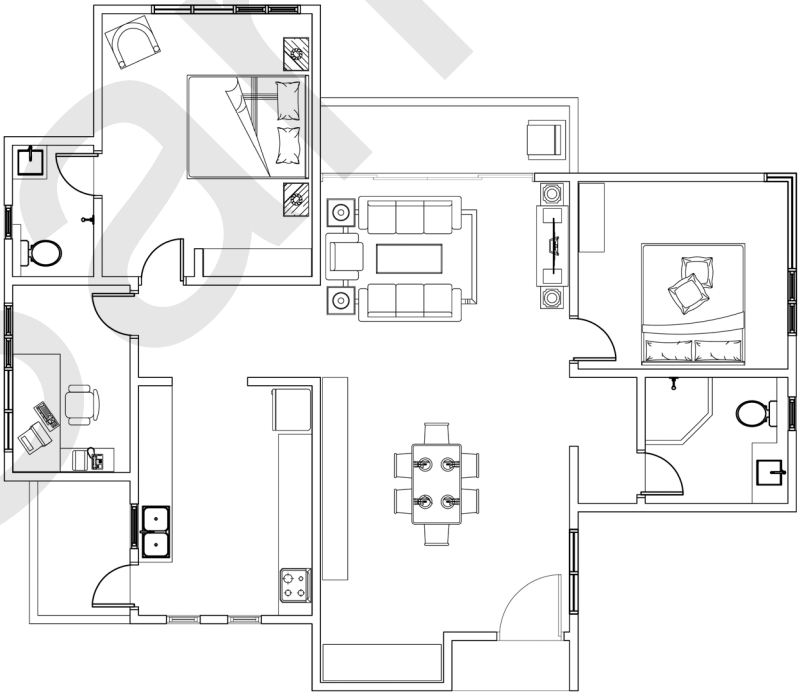
In this book you will learn ways to make your writing more enjoyable to read. You will learn to write with *structure* and with *style*. This lesson explains structure.

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.



Sample

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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 H_2O $

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.

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

H_2O = water = sun $ = money

Numbers 123 = numbers

Abbreviations ppl = people CA = Canada

Sample

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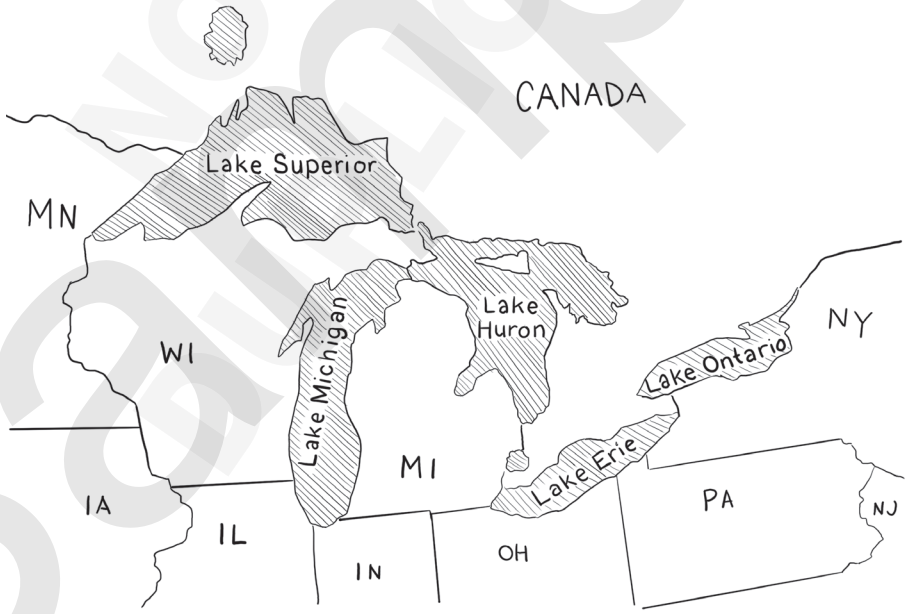
Source Text

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.

Read and Discuss

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

Show students where the Great Lakes are 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 *largest, freshwater, lakes, NA*; 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.

Sample Not for

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

Sample

Lesson 1: Great Lakes, Lake Superior

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. *largest, freshwater, lakes, NA*

1. *750 mi, E --> W, border, 8 US states, 1 CA province*
2. *called, great, size*
3. *lakes + rivers, connect, 5 GL*
4. *waters, flow, 1, system*
5. *20%, world, surface, freshwater*
6. *referred, inland, seas*

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.

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Writing the KWO

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *Great Lakes* is the title, simply write *GL* when writing the KWO.

Encourage students to correctly capitalize and spell 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.

Sample

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Read and Discuss

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

Show students where Lake Superior is located on a map.

Locate Key Words

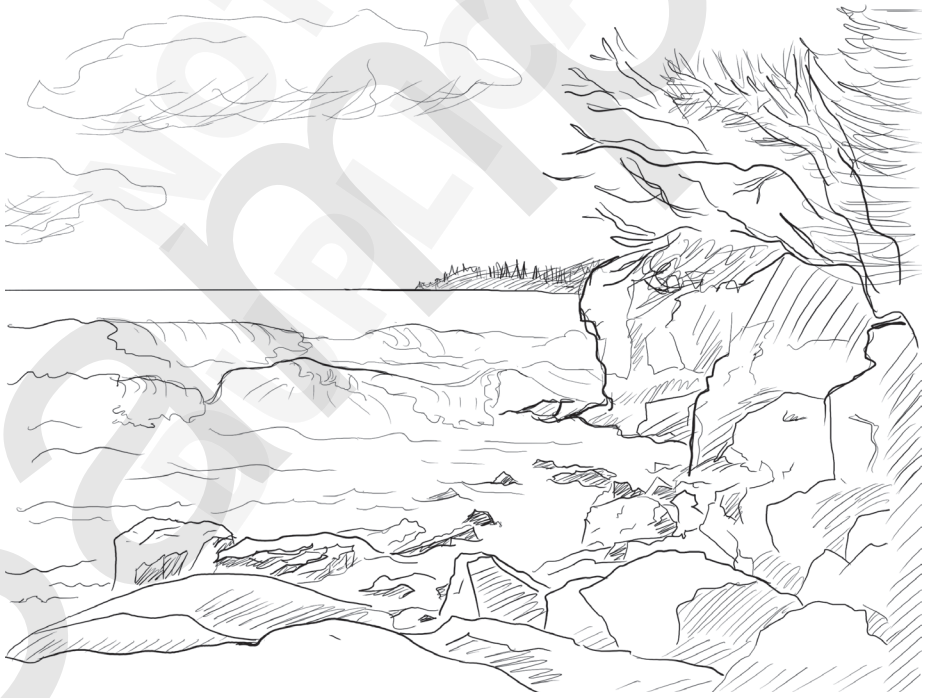
Model how to find key words. Reread the first sentence. Ask your students what words are main idea words. The words chosen for this sample are *largest, deepest, coldest, GL;* however, students may pick different words.

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

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.

Sample Not for Resale

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Sample

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. *largest, deepest, coldest, GL*

1. *contains, 1/2, H_2O, 5 lakes, dangerous*
2. *500+, shipwrecks, bottom*
3. *currents, shores, navigation,* ☹
4. *weather, change = storms*
5. *1975, SS Edmund Fitzgerald, sunk*
6. *all, 29 people, died*
7. *reminder, power, nature*

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.

Writing the KWO

Train students to use numerals on the KWO. Numerals are always faster than spelling the word.

Proper nouns such as *SS Edmund Fitzgerald* count as one key word. Encourage students to correctly capitalize and spell these words as they write their KWOs.

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.

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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.

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 _____

The Great Lakes are called inland seas because they are immense.

vicious _____

Vicious storms rise on the Great Lakes.

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?

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Lesson 27: The Boy Who Cried Wolf, Part 1

Preparation: *Teaching Writing: Structure and Style*
Watch the sections for Unit 9: Formal Critique.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Structure: Unit 9: Formal Critique
body paragraphs

Style: no new style

Subject: critique of "The Boy Who Cried Wolf"

UNIT 9: FORMAL CRITIQUE

Lesson 27: The Boy Who Cried Wolf, Part 1

Goals

- to learn the Unit 9 Formal Critique structural model
- to create a KWO
- to write the body paragraphs of a short story critique
- to learn and practice critique vocabulary
- to use new vocabulary words: *characters, setting*

Assignment Schedule

Day 1

1. Play Find the *www.asia* Clause Starters or Two Strikes and You're Out.
2. Read New Structure—Formal Critique Model: Body Paragraphs.
3. Read "The Boy Who Cried Wolf."
4. Write a KWO by answering the Story Sequence Chart questions.

Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 27. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft.
5. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Review the vocabulary words and their meanings.
2. Finish writing your three body paragraphs.
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.

Unit 9

In Lessons 27–28 students write a 5-paragraph formal critique. They begin by writing the body paragraphs based on the Story Sequence Chart. Help students focus on writing about the story rather than simply telling the story.

Remind students that these paragraphs do not contain topic or clincher sentences.

Exemplar

The Exemplars file contains a student's completed assignment for Lessons 27–28. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Sample

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New Structure

Formal Critique Model: Body Paragraphs

In Unit 9 you will write critiques of literature. Do this by combining your knowledge of how to retell narrative stories (Unit 3) with how to write introduction and conclusion paragraphs (Units 7 and 8). You may follow this model to critique any story.

The model contains an introduction, three body paragraphs, and a conclusion. The body paragraphs follow the Story Sequence Chart. The elements required in the introduction and conclusion are specific to critiques.

This model does not contain topic sentences or clincher sentences.

Story Sequence Chart

I. Introduction	*attention getter* *background information*
II. Characters and Setting	*Who is in the story?* *What are they like?* *When does it happen?* *Where do they live/go?*
III. Conflict or Problem	*What do they need/want?* *What do they think?* *What do they say and do?*
IV. Climax and Resolution	*How is the problem/need resolved?* *What happens after?* *What is learned?*
V. Conclusion	*your opinion* *why*

Like other 5-paragraph compositions, begin with the body paragraphs. When you write a critique, do not tell about every character or detail of the story. Instead, write a brief summary of different parts of the story in order to give your opinion about those specific parts. Use the Story Sequence Chart.

When you write the first body paragraph, write "The Boy Who Cried Wolf" *is set in* ___ . Later write *The main character is* ___ .

When you write the second body paragraph, write *The problem is* ___ .

When you write the third body paragraph, write *The climax occurs* ___ . Later write *In the resolution* ___ .

Sample

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Lesson 27: The Boy Who Cried Wolf, Part 1

Sample Body Paragraphs

The following three paragraphs are a critique about "The Lion and the Mouse." Each paragraph tells about the main components found in the Story Sequence Chart and the student's opinion of the story.

As you read the critique, look for opinions.
Notice that the writer does not use the pronouns *I* or *you*.

"The Lion and the Mouse" is set in a jungle with a variety of animals. The story begins in the morning when animals are waking. The author describes the scene with the early morning rays of sun shining through the trees. The main characters are a lion and a mouse, who meet because the mouse climbs on the lion's back as he is sleeping. Readers fear for the mouse when the lion wakes and grabs him. When the mouse asks the lion to set him free and promises to help the lion in the future, readers fear the lion will eat the mouse. They chuckle at the lion, who ends up laughing and releasing the mouse.

Characters and Setting

- Who is the main character(s)?
- Is he/she likable?
- What is the setting?
- Is it descriptive?

The problem in this story is that the lion becomes trapped by hunters. Walking through the jungle, the lion does not notice a hole covered with leaves. He falls in and is caught in a net. Readers feel sorry for the lion. The hunters haul him out of the hole and tie the net with the lion to a tree. The author builds suspense as he describes the poor lion trying to tear the net. The lion struggles for hours, but he only becomes more tangled. The audience is nervous as the lion struggles to free himself.

Conflict or Problem

- What is the main problem or conflict?
- Is it interesting, boring, upsetting?
- Does the main character get what he/she wants?

The climax occurs when the same mouse hears the lion struggle. He recognizes the lion and remembers his promise to him. The mouse scurries up the tree to help the lion. Readers hold their breaths and are hopeful as the mouse nibbles and nibbles the net. In the resolution the net finally tears open, and the lion falls out. The audience is relieved and surprised that the tiny mouse actually frees the mighty lion. Readers enjoy the happy ending and imagine the adventures that the lion and the mouse will have as best friends.

Climax and Resolution

- When does the climax occur?
- Does it cause suspense?
- Is the ending predictable or a surprise?
- Is the reader satisfied or disappointed?

Sample

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Source Text

The Boy Who Cried Wolf

Rowan, an eight-year-old boy, lived with his family in a thatched cottage in an English village. It was the twelfth century, and many families in the area owned farm animals. His family owned eight sheep, two cows, three pigs, and a flock of chickens. Rowan was the oldest of his four siblings. His job was tending the sheep that belonged to his father and other villagers. Every morning Rowan's mother packed him a large piece of dark rye bread, four hard boiled eggs, cheese, and vegetables. Soon after the sun rose, Rowan gathered his sack and walked toward the sheep pen. The sheep were already bleating for fresh grass. Rowan picked up the shepherd's staff, opened the gate, and led forty-eight sheep to a pasture on a hillside above the village. Wild animals roamed in the nearby woods, so Rowan's father instructed him to call for help if necessary. Rowan tended the sheep all day and drove them home as the sun set.

While he cared for the sheep, Rowan whistled and carved small pieces of wood to entertain himself. Sometimes he waded in the stream and tossed rocks. He practiced writing letters and numbers on his slate but soon became bored. Every day was the same. Rowan often felt lonely and wished he had someone to play with. One day, he started crying because he could not bear his loneliness any longer. As his tears dried, an idea formed in his mind. He decided to play a trick on the villagers. If he called for help, they would come, and at least he would have someone to talk to. He cried, "Wolf! Wolf!" Far below the villagers heard him. They dropped their work and seized their axes, brooms, and sticks. Rushing up to

Sample NOT FOR

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Lesson 27: The Boy Who Cried Wolf, Part 1

the pasture, they were surprised to find no wolf. Although Rowan explained that he called for help because he had been lonely, they were very angry that he had tricked them and told him that he must never do this again.

For a long time Rowan tended the sheep without mischief. However, a few months later he was feeling lonelier than ever. He knew that he should not lie, but he could not stand the loneliness any longer. He cried, "Wolf! Wolf!" as loudly as he could. The villagers heard his cries and came rushing to help him, but when they arrived, they saw only the sheep and the boy. They were upset that Rowan had taken them away from their work and wasted their time again.

When Rowan came home that evening, his father scolded him severely. He would not tolerate deceit in his family. He had always been proud of his son and was disappointed in his poor choices. Rowan admitted that he had been foolish and assured his father that he would never trick the villagers again. Several days later as Rowan sat quietly watching the sheep, he heard leaves rustling. He turned in the

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UNIT 9: FORMAL CRITIQUE

direction of the sound and saw a shadow lurking behind a tree at the edge of the pasture. As he stood to investigate, the shadow revealed a big gray wolf. Rowan panicked and feared that no one would believe him if he called for help again. The wolf charged toward the sheep. Rowan cried, "Wolf! Wolf!" with all his might. As he suspected, the villagers heard his cries but ignored him. "Wolf! Wo----" At this the villagers were startled. Perhaps he did need help. They rushed to the pasture, but they were too late. When they got there, the wolf, two sheep, and Rowan were missing. As the villagers moaned and cried in despair, Rowan jumped down from a nearby tree and ran toward his father. Rowan sobbed as he asked his father for forgiveness, knowing that his previous unwise actions had cost the villagers two precious sheep. His father wrapped his arms around Rowan and forgave him. He was grateful that his son was safe and knew that Rowan had learned his lesson. Rowan would never be deceitful again.

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Sample

Key Word Outline—Story Sequence Chart

Identify the Story Sequence Chart elements. Use the words *setting, characters, problem, climax, resolution*.

Characters and Setting

When and where does the story occur? This is the *setting*.

Name and describe each main *character*.

II. *setting, sm, village, 12th C, England*

1. *pasture, hillside, ↑, village*
2. *++ vivid, details, clear*
3. *m. character, Rowan, 8, oldest*
4. *tends, , am → pm*

(5.) *whistles, wades, carves*

Conflict or Problem

What does the main character want or need? This is the *conflict*.

Tell what the main characters do, say, and think in order to solve the problem.

Tell how they feel as they try to solve the problem.

III. *problem, R, lonely, wants, company*

1. *pretends, wolf, help*
2. *villagers, hear, rush*
3. *surprised, X wolf*
4. *Rowan, X lesson, tricks, ++*

(5.) *R, frustrated, learn, lesson?*

Climax and Resolution

What event in the story reveals how the conflict will work out (whether the problem will be solved or not)? This is the *climax*.

What is the outcome for the main characters at the end of the story? This is the *resolution*.

IV. *climax, wolf, comes*

1. *Rowan, terrified, help*
2. *R, anxious, villagers, ignore*
3. *X cries, villagers, late*
4. *resolution, Rowan, ↓ tree*

(5.) *hugs, father, forgives*

These paragraphs do not contain topic-clincher sentences.

II. Characters and Setting

In this paragraph tell about how the author describes the setting and main character. Does the author provide enough descriptions to create a clear image for the reader?

III. Conflict or Problem

In this paragraph students critique the main problem: Rowan is lonely and wants company. Twice he tricks the villagers. He pretends that a wolf attacks and calls for help.

IV. Climax and Resolution

The climax occurs when a real wolf comes. Rowan calls for help, but the villagers ignore him because he has lied twice.

Sample

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Style Practice

Dress-Ups and Sentence Openers

Look at your KWO and consider where you can include various clauses as well as strong verbs, quality adjectives, -ly adverbs, and sentence openers.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 27 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.

characters _____

The main character is a shepherd boy.

setting _____

The setting takes place in a pasture near a village.

Think about the words and their meanings. Use them in your critique.

Sample

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Unit 9 Composition Checklist

Lesson 27: The Boy Who Cried Wolf, body paragraphs

Formal Critique

Name: _____

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STRUCTURE

☐ name and date in upper left-hand corner	_____	2 pts
☐ composition double-spaced	_____	2 pts
☐ checklist on top, final draft, rough draft, key word outline	_____	6 pts
Body		
☐ follow Story Sequence Chart	_____	9 pts

STYLE

¶2 ¶3 ¶4 Dress-Ups (underline one of each) (3 pts each)

☐ ☐ ☐ -ly adverb	_____	9 pts
☐ ☐ ☐ *who/which* clause	_____	9 pts
☐ ☐ ☐ strong verb	_____	9 pts
☐ ☐ ☐ quality adjective	_____	9 pts
☐ ☐ ☐ *www.asia.b* clause	_____	9 pts

Sentence Openers (number; one of each as possible) (2 pts each)

☐ ☐ ☐ [1] subject	_____	6 pts
☐ ☐ ☐ [2] prepositional	_____	6 pts
☐ ☐ ☐ [3] -ly adverb	_____	6 pts
☐ ☐ ☐ [4] -ing	_____	6 pts
☐ ☐ ☐ [5] clausal – *www.asia.b*	_____	6 pts
☐ ☐ ☐ [6] vss	_____	6 pts

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

MECHANICS (-1 pt per error)

☐ spelling, grammar, and punctuation	_____	pts

VOCABULARY

☐ vocabulary words – label *(voc)* in left margin or after sentence		

Total: _____ 100 pts

Custom Total: _____ pts

Checklist

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

Reminder

Titles of short stories are placed in quotation marks. Commas and periods always go inside closing quotation marks.

NOT FOR PUBLICATION Sample

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Lesson 28: The Boy Who Cried Wolf, Part 2

Structure: Unit 9: Formal Critique
introduction and conclusion

Style: no new style

Subject: critique of "The Boy Who Cried Wolf"

UNIT 9: FORMAL CRITIQUE

Lesson 28: The Boy Who Cried Wolf, Part 2

Goals

- to create KWOs for an introduction and a conclusion paragraph
- to complete a 5-paragraph critique
- to use new vocabulary words: *climax, resolution*

Assignment Schedule

Day 1

1. Play a vocabulary game from the Teacher's Manual.
2. Read Background Information.
3. New Structure—Formal Critique Model: Introduction and Conclusion.
4. Write a KWO for a conclusion and then write a KWO for an introduction.

Day 2

1. Complete Style Practice.
2. Look at the vocabulary cards for Lesson 28. Complete Vocabulary Practice.
3. Using your conclusion KWO as a guide, write your conclusion.
4. 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. Using your introduction KWO as a guide, write your introduction.
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. Add the introduction and the conclusion to the body paragraphs written in Lesson 27.
2. Paperclip the checklist, final draft, rough drafts, and KWOs together. Hand them in.

Background Information

"The Boy Who Cried Wolf" is a classic fable attributed to Aesop. A fable is a simple short story that teaches a truth or moral such as kindness, working hard, generosity, or fairness. Authors who write fables often use animals that act like humans to explain these morals. Aesop was a Greek writer who lived in ancient times. His other popular tales, such as "The Ant and the Grasshopper," "The Fox and the Grapes," "The Hare and the Tortoise," and "The Fox and the Crow," have been translated into many languages.

Unit 9

In this lesson students complete the formal critique begun in the last lesson by adding an introduction and a conclusion. The structures of the introduction and conclusion paragraphs are unique to this unit. Help students recognize and incorporate each important element.

Sample

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New Structure

Formal Critique Model: Introduction and Conclusion

Now that you have completed the body paragraphs, you are ready to add the introduction and the conclusion. Look at the model below. In the critique model, these two paragraphs follow their own unique structure.

Title

repeats 1–3 key words from final sentence

Small but Significant

Introduction

Attention Getter

grabs attention

"The tiny mouse had freed the mighty lion!"

Background Information

title

author

type of story

This line is from the story "The Lion and the Mouse." It was written in ancient times by a Greek author named Aesop. This type of story is a fable, which is a simple short story that teaches a truth or moral. Aesop's other popular tales, such as "The Ant and the Grasshopper," "The Fox and the Grapes," and "The Hare and the Tortoise," have been translated into many languages. Aesop fables are enjoyed by children all over the world.

Body Paragraphs

Conclusion

Your Opinion

like/dislike

best/worst part of the story

Why?

what makes story boring/exciting

message or moral

overall effect on reader

dramatic words for title

Aesop's delightful fable has plenty of vivid descriptions and action. As the story unfolds, readers feel different emotions. In the beginning they are nervous when the lion grabs the mouse. Then they chuckle at the funny conversation between the lion and the mouse. Holding their breaths during the suspenseful action, the audience finally sighs in relief when all ends well. Although the ending is predictable, this satisfying story reminds readers that even someone small and unimportant can make a significant difference in another's life.

sample

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Key Word Outline—Conclusion

In the conclusion do not use *I*, *my*, *we*, *us*, or *you*. Consider these statements:

In my opinion, this story teaches an important lesson.
This story teaches an important lesson.

The second is stronger.

Your Opinion

Begin the conclusion by giving your opinion of the story. Do not use vague adjectives like *good*, *bad*, *interesting*, or *wonderful*. Use specific adjectives like *predictable*, *entertaining*, *boring*, *tragic*, *important*, *delightful*.

Aesop's delightful fable teaches an important lesson.

Why

Explain why by telling a few things you like or do not like. What makes the story boring or exciting? How does the reader feel after reading the story? Does it end well?

Message/Moral

What is the message or moral? How does it make the reader feel?

Final Sentence

Use dramatic words to repeat when you write your title.

Sample

Key Word Outline for Conclusion

V. Your opinion — *important, lesson, ++ emotions*

Why? — *sorry, lonely, boy*

anger, frustration, lies

vivid, clear, descriptions

satisfied, R, safe, forgiveness

Message/moral — *learn, X truth → consequences*

Title repeats 1–3 key words from final sentence.

Never use *I*, *my*, *we*, *us*, *you.*

Sample

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Key Word Outline—Introduction

Attention Getter

Begin with a quote from the story.

Background

Begin by writing the name of the story. Place short story titles in quotation marks. Tell what type of story it is. Write the date the story was written if you know it. Then give the author's name and tell something interesting about the author.

Sample

Key Word Outline for Introduction

I. Attention getter — *Rowan, "Wolf!" ++might*

Background — *Greek, Aesop, ancient*

fable, truth, moral

other, tales, popular

translated, ++ languages

children, enjoy, world

Mechanics

Titles of short stories are placed in quotation marks.

"The Boy Who Cried Wolf" is a classic fable attributed to Aesop.

Sample

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Style Practice

Dress-Ups

Look at your KWO and consider where you can include various clauses as well as strong verbs, quality adjectives, and -ly adverbs.

Sentence Openers

#2 Prepositional Opener

Begin each sentence with a #2 prepositional opener. Follow the comma rule.

1. *[2] At the hillside* Rowan whistles and wades in the stream.

2. *[2] In the emotional and satisfying end,* Rowan's father forgives him.

When does a prepositional opener need a comma? *when it has 5 or more words*

#3 -ly Adverb Opener

Begin each sentence with a #3 -ly adverb opener. Follow the comma rule.

1. *[3] Obviously,* Rowan does not learn his lesson.

2. *[3] Foolishly* Rowan tricks the villagers again.

When does an -ly adverb opener need a comma? *when it modifies the sentence*

#4 -ing Opener

Begin each sentence with an -ing opener. Follow the comma rule.

1. *[4] Providing vivid details,* the author describes the setting.

2. *[4] Picking up their axes,* the villagers rush up the hill to help.

When does an -ing opener need a comma? *always*

Sample

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#5 Clausal Opener

Begin each sentence with a #5 clausal opener. Follow the comma rule.

1. *[5] Since Rowan is lonely,* he decides to pretend that a wolf attacks.

2. *[5] Although Rowan makes a foolish choice,* his father forgives him.

When does a clausal opener need a comma? *always*

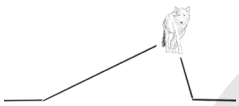
Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 28 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.



climax

The climax occurs when a wolf runs toward the sheep.

resolution

In the resolution Rowan jumps to the ground from a tree.

Think about the words and their meanings. Use them in your critique.

Sample

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Unit 9 Composition Checklist

Lesson 28: The Boy Who Cried Wolf, introduction and conclusion

Formal Critique

Name: _____

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STRUCTURE

☐ name and date in upper left-hand corner	_____	2 pts
☐ composition double-spaced	_____	2 pts
☐ title centered and repeats 1–3 key words from final sentence	_____	4 pts
☐ checklist on top, final draft, rough draft, key word outline	_____	6 pts
Introduction		
☐ attention getter and background information	_____	9 pts
Body		
☐ insert body paragraphs	_____	2 pts
Conclusion		
☐ your opinion and why	_____	9 pts

STYLE

¶1 ¶5 Dress-Ups (underline one of each) (3 pts each)

☐ ☐ -ly adverb	_____	6 pts
☐ ☐ *who/which* clause	_____	6 pts
☐ ☐ strong verb	_____	6 pts
☐ ☐ quality adjective	_____	6 pts
☐ ☐ *www.asia.b* clause	_____	6 pts

Sentence Openers (number; one of each as possible) (3 pts each)

☐ ☐ [1] subject	_____	6 pts
☐ ☐ [2] prepositional	_____	6 pts
☐ ☐ [3] -ly adverb	_____	6 pts
☐ ☐ [4] -ing	_____	6 pts
☐ ☐ [5] clausal – *www.asia.b*	_____	6 pts
☐ ☐ [6] vss	_____	6 pts
CHECK FOR BANNED WORDS (-1 pt for each use): think/thought, see/saw, go/went, say/said, good, bad, big, small	_____	pts

MECHANICS (-1 pt per error)

☐ spelling, grammar, and punctuation	_____	pts
☐ no *I, my, we, us, you*	_____	pts

VOCABULARY

☐ vocabulary words – label *(voc)* in left margin or after sentence		
Total:	_____	100 pts
Custom Total:	_____	pts

Checklist

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

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Appendix I: Adding Literature

Great literature will be a valuable addition to these lessons. Many of these titles have not been reviewed by the Institute for Excellence in Writing. These selections are provided simply to assist you in your own research for books that may be used to supplement this writing curriculum. Teachers should read the books before assigning them to their students.

September

Start *The Secret Garden* by Frances Hodgson Burnett.

October

Finish *The Secret Garden* by Frances Hodgson Burnett.

November

Start *The Wind in the Willow*s by Kenneth Grahame.

December

Finish *The Wind in the Willows* by Kenneth Grahame.

January

Start *The Adventures of Tom Sawyer* by Mark Twain.

February

Finish *The Adventures of Tom Sawyer* by Mark Twain.

March

Start *Alice's Adventures in Wonderland* by Lewis Carroll.

April

Finish *Alice's Adventures in Wonderland* by Lewis Carroll.

May

Read *Charlotte's Web* by E. B. White.

Sample

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Answer Key

Vocabulary Quiz 2

consent	endure	intently	plead
desert	foolishly	mercifully	securely

Fill in the blanks with the appropriate word. Be sure to spell correctly.

1.	to leave and stop helping or supporting	1.	*desert*
2.	showing kindness and forgiveness	2.	*mercifully*
3.	showing concentration or great attention	3.	*intently*
4.	tightly so as not to be removed	4.	*securely*
5.	showing a lack of good sense or judgment	5.	*foolishly*
6.	to experience pain or suffering for a long time	6.	*endure*
7.	to give permission	7.	*consent*
8.	to ask for something in a serious and emotional way	8.	*plead*

Sample

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