

Is IEW for High School?

July 29, 2019



Welcome!

A few instructions for those new to an IEW webinar

Q&A box:

- Only a few staff members and I will see what you type.
- I'll answer as I'm able.

Chat box:

- All can see your comments.
- Use this area to “pass notes in class.”
- I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chat box are “live.”
- If you can't hear, try exiting and returning.
- Don't worry; we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive an email with information on how to access this recording.



The Four Language Arts

- Listening
- Reading
- Speaking
- Writing



The High School Years

- Students have the maturity to think more deeply and to wrestle with ideas.
- Unprecedented opportunity for teachers to influence and challenge
- Incredibly fulfilling for the teacher!
- Important to continue fostering learning in each of the language arts- listening, speaking, reading, writing, thinking



IEW Writing in High School

Important skills for college prep

- note-taking
- research
- literary analysis
- speaking
- essay writing- lots of essay writing!

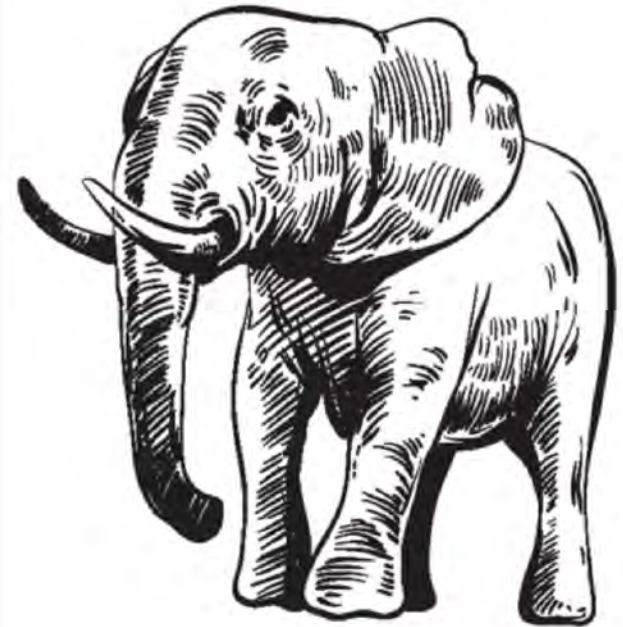


Goal: Create competent communicators and thinkers!



How does IEW teach students to analyze and think?

One bite at a time.



How does IEW teach students to analyze and think?

- Units 1 & 2: Organization through a KWO
 - What are the key words in this sentence?
 - All units use KWO as a foundation for organized writing
 - Don't skip this, even in high school!



How does IEW teach students to analyze and think?

- Unit 3 (Retelling Narrative Stories): Paragraphs have purpose
 - Use the story sequence chart to ask questions to complete your KWO
 - who, when, where, what, how, why
 - Characters/Setting
 - Conflict/Problem
 - Climax/Resolution

UNIT
3

Retelling Narrative Stories Story Sequence Chart

I. CHARACTERS/SETTING

*Who is in the story?
What are they like?
When does it happen?
Where do they live or go?*



II. CONFLICT/PROBLEM

*What do they need or want?
What do they think?
What do they say and do?*



III. CLIMAX/RESOLUTION

*How is the need resolved?
What happens after?
What is the message/lesson?
Title repeats one to three key words from final sentence.*



How does IEW teach students to analyze and think?




- Unit 4: (Summarizing a Reference)
 - Organization and Limiting
 - Topic Clincher Rule
 - Interesting, important, relevant facts



How does IEW teach students to analyze and think?

- Unit 5- (Writing from Pictures)
 - Asking questions to create event

UNIT 5 Writing from Pictures

		ASK QUESTIONS
I. CENTRAL FACT 1. 2. 3. (details) 4. Clincher		Who? What? When? Where? Why? Before? After? Outside?
II. CENTRAL FACT 1. 2. 3. (details) 4. Clincher		
III. CENTRAL FACT 1. 2. 3. (details) 4. Clincher		

How does IEW teach students to analyze and think?

- Unit 6: Summarizing Multiple References
 - Organization: Subject, Topics
 - Limiting—and limiting again!
 - Relevancy
 - Basic documentation



How does IEW teach students to analyze and think?

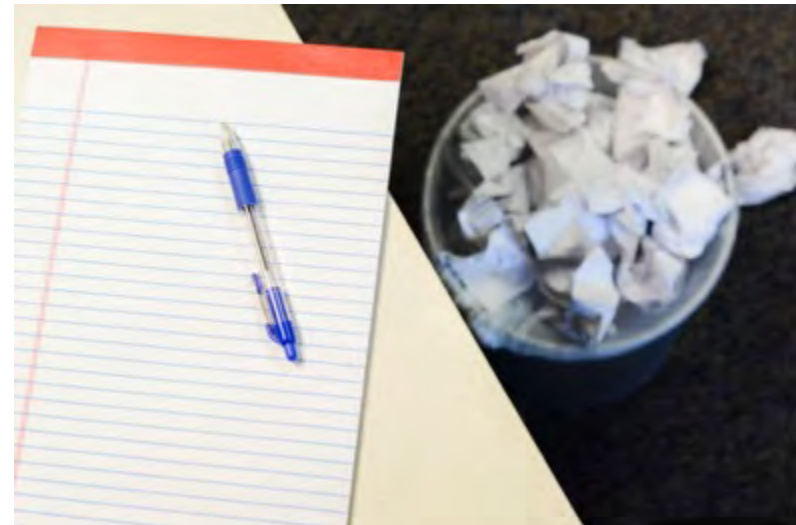
- Unit 7 Inventive Writing
 - Subject, topics,
 - Asking questions to inventory your brain!



Invention

What to say

How *do* you think?



Classical Invention Skills

- Division (Things about, topics pertaining to)
- Comparison (**What is this like? How so?**)
- Application (To whom or in what circumstance does this apply: **Who Cares?**)
- Significance (Value, impact, causes, effects, meaning, significance: **So What?**)

Note: For more depth, study “Common Topics” of Aristotle



How does IEW teach students to analyze and think?

- Unit 8- Essay Writing-
 - Basic
 - Expanded
 - Giving your opinion

UNIT 8

Persuasive Essay Model

Title

(reflects question and last sentence)

- I. Introduction**
1. Attention — dramatic
(strong image or feeling, humor)
 2. Background information
(time, place, context)
 3. State 3 topics

MAKE QUESTION CLEAR

- II. Topic 1: Con**
Details
Clincher
- III. Topic 2: Con/Pro**
Details
Clincher
- IV. Topic 3: Pro**
Details
Clincher

- V. Conclusion**
1. Restate 3 topics.
 2. Answer question from introduction.
 3. Argue →

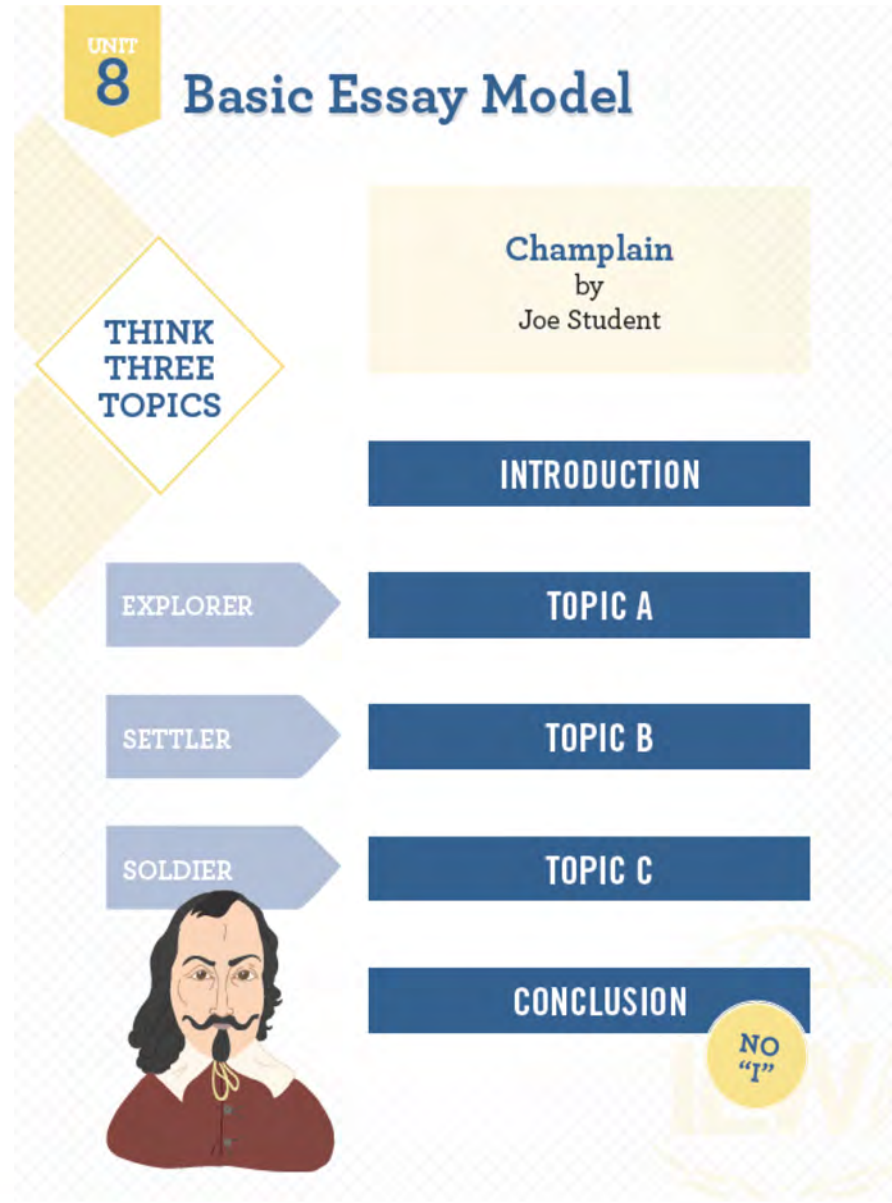
Discredit Con
Reaffirm Pro



Basic Essay

59 Model

Objections vs. Value



Expanded Essay 6 ¶

- I. Introduction
 - 1. Attention
 - 2. Background/Thesis
 - 3. State Topics
- II. First Topic
 - 1.
 - 2.
 - 3. etc.Clincher
- III. Second Topic
 - 1.
 - 2.
 - 3. etc.Clincher
- IV. Third Topic
 - 1.
 - 2.
 - 3. etc.Clincher
- V. Fourth Topic
 - 1.
 - 2.
 - 3. etc.Clincher
- VI. Conclusion
 - 1. Re-state Topics
 - 2. Most Significant
 - 3. & WHY

Other Essay Models

Expanded 7¶
(5 topics)

Expanded with
Sub-topics
(8-11 ¶)

Super Essay
(12-16 ¶)

Super-Duper
(17-23 ¶)

Super-Intro

Intro Essay 1

Topic

Topic

Topic

Concl. Essay 1

Intro Essay 2

Topic

Topic

Topic

Concl Essay 2

Super-Concl



Some Essay Types

Expository – Report, teach, explain, inform

Descriptive – Paint a picture, create images

Analysis – Examine parts, make critical (value) judgments

Argumentative – Thesis, support with examples, reasoning

Persuasive – Ask question, lead reader to conclusion

Narrative – Tell a story (Characters, Conflict, Resolution)

Personal – University application personal statement

Hybrid – combining one or more of these general types





How does IEW teach students to analyze and think?

- Unit 9- Formal Critique and Beyond
 - Response to Literature
 - Literary Analysis
 - Classical Arrangement for Argumentative Essays

UNIT 9 Formal Critique

INTRODUCTION	I. Introduction <ul style="list-style-type: none">• Attention getter• Type of story• Title• Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none">• People or animals in story• Place, time, mood
	III. Conflict/Problem <ul style="list-style-type: none">• Problems that must be solved• What characters think, say, and do
	IV. Climax/Resolution <ul style="list-style-type: none">• Turning point of story• Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none">• Liked? Disliked? Why?• Message/Theme



Arrangement and Elocution aka: Structure & Style

Dress-ups:

Vocabulary, grammatical variety

Openers:

Sentence pattern variety

Decorations & Triples:

Figures of Speech

Advanced Dress-ups:

More literary constructions



Elocution Help: IEW Writing Tools App for iPhones and Androids

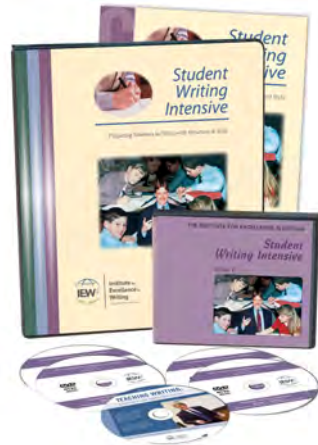
- IEW.com/mobile-app
- Free Version
- Expanded Version (nominal fee)



Getting Started with IEW in High School

Video Instruction

Student Writing Intensive- Level C



(15 or 30 weeks)

Student Writing Intensive Continuation Course

(1 year or more)



Theme-Based

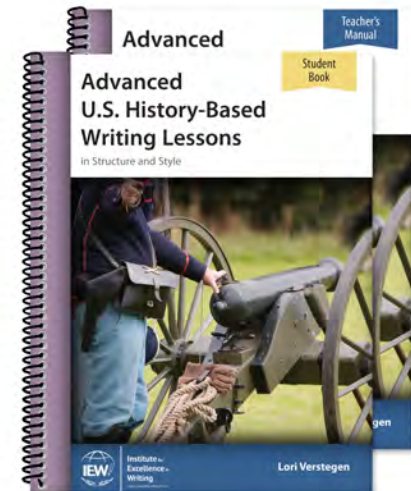
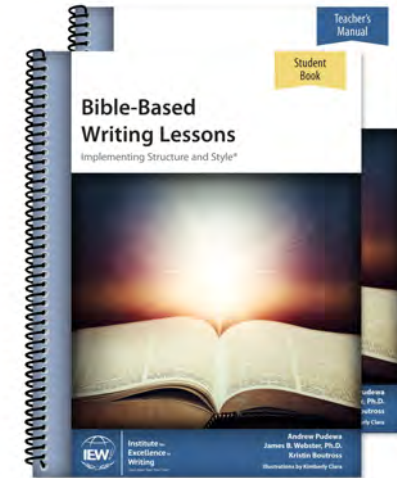
(Full year of lessons)

Bible-Based Writing Lessons

- *Units 1–9*
- *Advanced Unit 8 & 9 Models including*
 - *Formal Critique and Response to Literature*
 - *Classical Arrangement for Argumentative Essays*

Advanced U.S. History-Based Writing Lessons

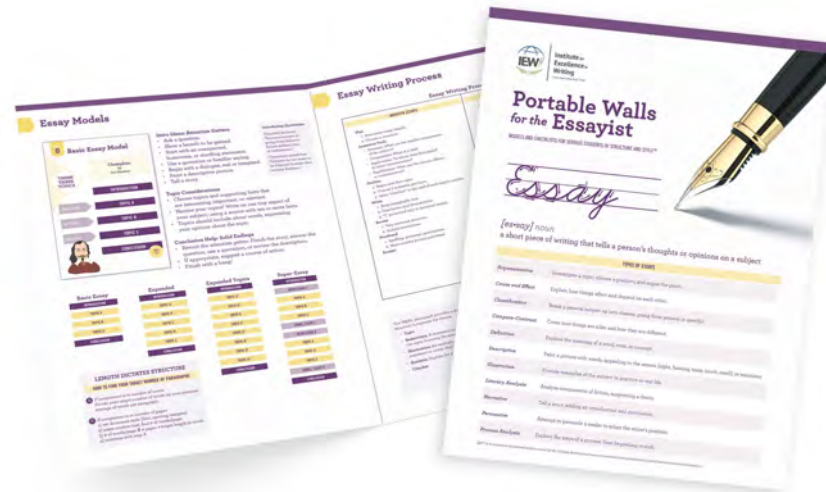
- *Units 1–9*
- *Advanced Unit 8 Models including*
 - *Super Essay*
 - *Persuasive Essay*



Portable Walls for the Essayist

Basic Essay, Expanded,
Expanded Topics, and the
Super Essay

- Argumentative Essay
- Persuasive Essay
- Compare/Contrast
- Classical Rhetoric



IEW.com/PWE

Also, references to cause and effect, classification, definition, descriptive, illustration, literary analysis, narrative, and process analysis



High School Essay Intensive

IEW.com/HSE-D

- 5 DVDs (6.5 hours)
- Student Handouts
- Optional 12 weeks of lesson plans
- *Portable Walls for the Essayist*
(IEW.com/PWE)



Other Helpful IEW Materials

Advanced Communication Series

- IEW.com/ACS-D
- Disc 1: Persuasive Writing & Speaking
- Disc 2: Advanced Note Taking: A Dynamic Key Word Approach
- Disc 3: Power Tips for Planning and Writing a College Level Paper



Grammar

Fix It! Grammar

Placement Test:

IEW.com/fix



LEARN IT

**Prepositions
versus
Subordinating
Conjunctions**

Depending on how they are used in a sentence, certain words can serve as a preposition or as a subordinating conjunction (www word). The easiest way to tell the difference is to look for a verb:

- Prepositions begin prepositional phrases which follow the pattern prep + noun (no verb).
- Subordinating conjunctions begin dependent clauses, which must have a subject-verb.

Test your ability to identify correctly when a starter is a preposition or a subordinating conjunction (www word). Mark each of the sentences below with either a #2 or a #5. Discuss your answers with your teacher.

1. After a fearsome dream, Chanticleer found it difficult to sleep.
2. Since dawn was still hours away, he did not want to awaken fully.
3. Since the previous nightmare, he had suffered from a nervous condition.
4. Because of the early hour, he dared not waken the hens.
5. Before he gave up on sleep altogether, Chanticleer determined to change the focus of his unconscious mind.
6. As a distraction, he tried to think on pleasant events.
7. Until his mind could settle on something more pleasant, however, the nightmare would surely return.
8. Until that time, he would continue to toss and turn.

DAY 1

Before he had sailed halve his course, I don't quite know why or what **mishap** occurred, the ships bottom accidentally split and all hands onboard was drowned.

DAY 2

As a consequence of such **anecdotes** of old deer Pertelote may you learn that no man should be to reckless of dreams for many are signs of trouble we should heed.

DAY 3

If you are not yet persuaded by these tales consider the life of worthy kenelm which the same book sites. Succeeding his noble Father at the age of 7 as king of mercia he had a **premonitory** dream shortly before he was murdered by his Aunt.

DAY 4 Quotation continues in next week's lesson.

Confiding the dream to his nurse she bid him be **vigilant** against **perfidy** but the young innocent sat little store by any dream, so virtuous was his heart. Willingly would I relinquish my shirt for you to read his legend to.



DAY 1

#5 AC S V V half MC S V V DC S V r V
¶ “(Before he had sailed ~~his~~ his course), [I don’t quite know why or (what mishap occurred)]
MC S V MC S # were V
[the ship’s bottom accidentally split], and [all hands onboard ~~were~~ drowned].

Grammar Notations

Check notations as indicated in the passage: subject-verb, sentence openers, and clauses.

Before he had sailed half his course. If students mark this as a phrase, have them apply the tests. 1) If you drop the first word, are you left with a sentence? (*He had sailed half his course.*) 2) Is there a subject-verb?

Answer: Yes, to both questions, so this cannot be a prepositional phrase and must be an adverb clause.

mishap: an unfortunate accident

Check that students know that *hands* means the ship’s crew.

Fixes

Indent for new time and place (the ship).

Spelling.

- *Have* is the verb meaning to divide in two; *half* is the noun meaning one of two equal parts: Before he had sailed **half** his course.
- **Occurred** is spelled with two *r*’s as well as two *c*’s.
- As one word, *on-board* is a hyphenated adjective. Here, we need the prepositional phrase, which is two words: all hands on board.

Agreement. Subjects and verbs should agree in case and number. *Hands* is a plural noun so needs a plural verb. Fix: all hands on board were drowned.

Punctuation.

- **Quotations.** Since Chanticleer speaks in a new paragraph but does not finish, use quotations at the beginning but none at the end. Fix: “Before ... drowned.
- **#5 clausal openers** take commas: AC, MC. Fix: Before he had sailed half his course, See the run-on sentence, below.
- **Run-on sentence.** Ask students where the run-on is and if a period would fix it. Answer: A comma splice is after *occurred*, but with a period, the sentence would no longer make sense because the last two MCs go with the opening adverb clause. Show this by dropping the middle MC: Before he had sailed half his course, the ship’s bottom accidentally split and all hands on board were drowned. Then ask how *I don’t quite know why or what mishap occurred* fits into the rest of the sentence. Answer: It is a digression, the narrator’s aside. What is the best punctuation for an interruption to the main thought? Answer: Em dashes, which go in pairs. To fix this correctly, the em dash for the aside will substitute for the comma after the opening AC. Stronger marks of punctuation trump weaker. Fix: Before he had sailed half his course—I don’t quite know why or what mishap occurred—the ship’s bottom accidentally split.
- **Apostrophes** show possession. Fix: the ship’s bottom.
- **Items in a series (cc’s).** When a cc joins two main clauses, it needs a comma: MC, cc MC. Fix: the ship’s bottom accidentally split, and all hands on board were drowned.
- **Sentence sense.** MC, cc MC works because *and* joins two consequences of the mishap.

Literary Analysis

Windows to the World



Teaching the Classics

Syllabus for Literary Analysis (free with *Windows to the World*)

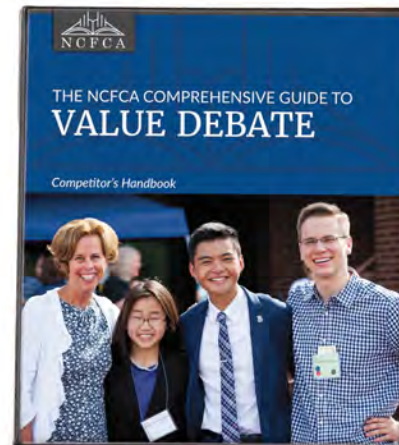


Speech

Speech Boot Camp (Jr. High/Sr. High)



NCFFA



Lee Binz



www.homehighschoolhelp.com



Any questions?



Upcoming Webinar

August 5 –

[Q&A with Andrew Pudewa – A Webinar for Hybrid School Teachers and Teaching Parents](#)



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