



Listen. Speak. Read. Write. Think!

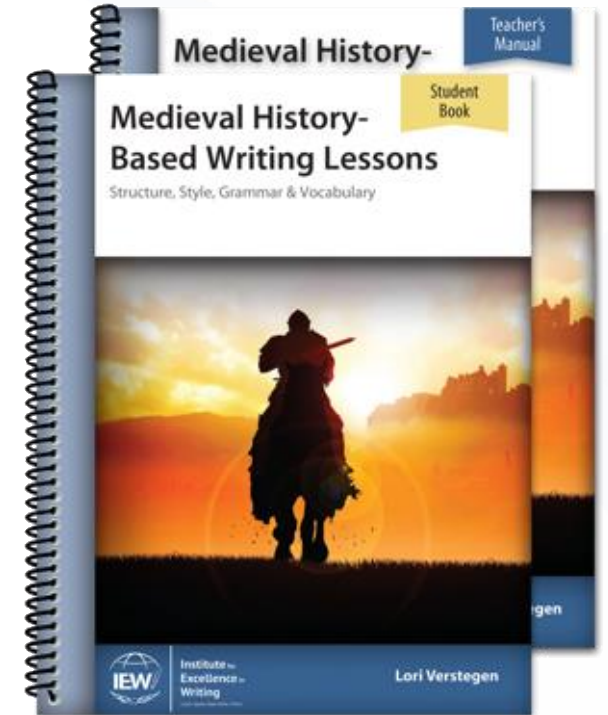
# Medieval History-Based Writing Lessons Support for Unit 3

## Andrew Pudewa

Founder and Director  
Institute for Excellence in Writing

Please introduce yourself in the chat box.

- Where are you from?
- How many years have you been teaching IEW?
- What grade levels/ages do you teach?



[IEW.com/MHW-TS](http://IEW.com/MHW-TS)



Listen. Speak. Read. Write. Think!

# Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 3
- Practice of Unit 3
  - Lesson 5: *Beowulf*
- Public Speaking
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!

# Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

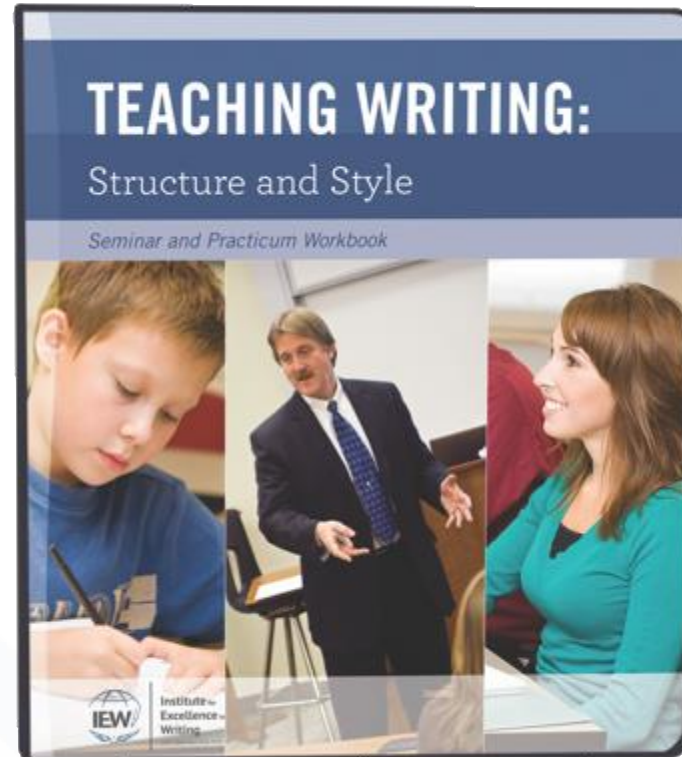
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



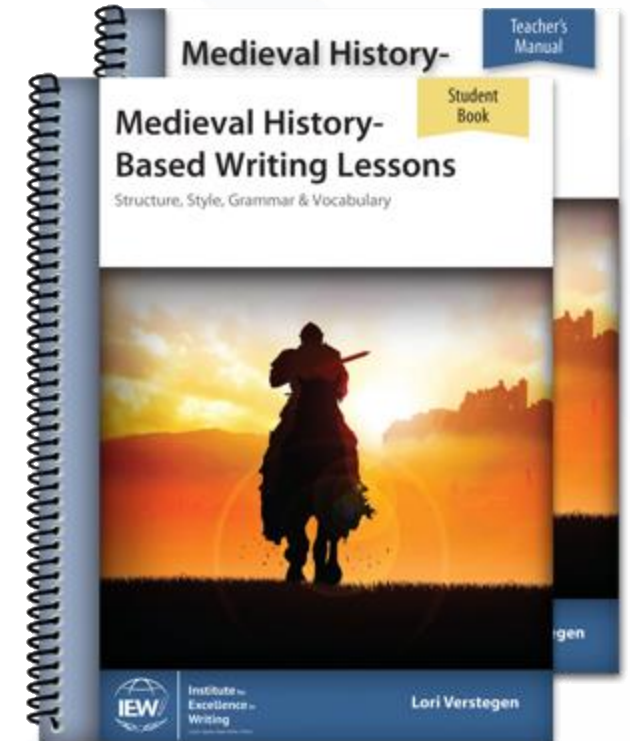
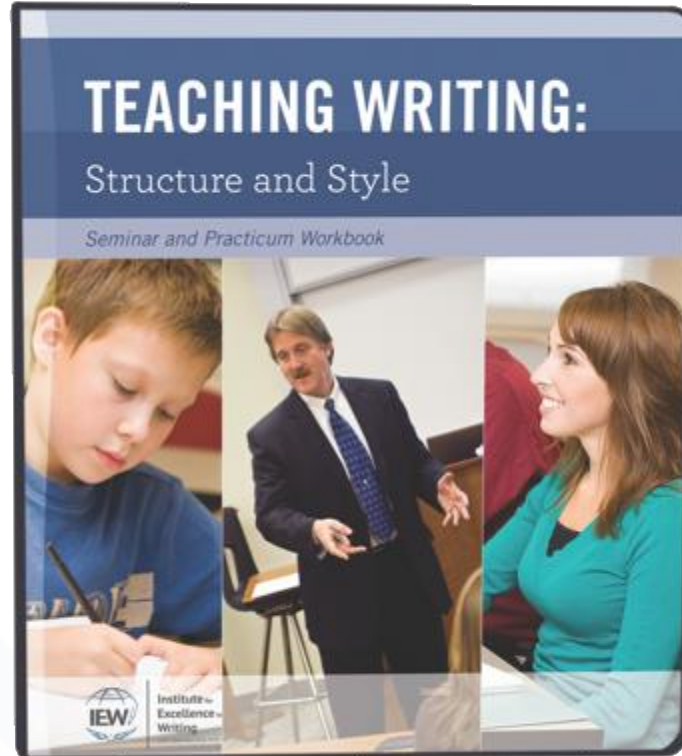
# Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook
- Medieval History-Based Writing Lessons Teacher/Student Combo

[IEW.com/MHW-TS](http://IEW.com/MHW-TS)

Teacher's Manual includes suggested answers.

Each student needs his or her own Student Book. The Student Book may be reproduced for use within the same physical household.





# Structural Models Pacing

Unit 1: Note Making and Outlines

Unit 2: Writing from Notes

Unit 4: Summarizing a Reference

Unit 6: Summarizing Multiple References

Unit 8: Formal Essay Models



Unit 3: Retelling Narrative Stories

Unit 5: Writing From Pictures

Unit 7: Inventive Writing

Unit 9: Formal Critique



# Unit 3: Retelling Narrative Stories

## Story Sequence Chart

Units 1 and 2 are easy.

Key words come in every sentence.

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?*



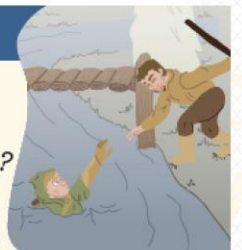
#### II. CONFLICT/PROBLEM

*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.*



# Unit 3: Retelling Narrative Stories

## Story Sequence Chart

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

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.*



# Unit 3: Retelling Narrative Stories

## Goals and Materials

### Goals

- to identify the story sequence in a narrative story
- to write a KWO based on the Story Sequence Chart
- to summarize stories from outlines
- to internalize the components of a well-constructed story
- to understand that each paragraph has a purpose

### UNIT 3

## Retelling Narrative Stories

### Story Sequence Chart

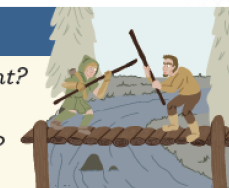
#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
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#### II. CONFLICT/PROBLEM

*What do they need or want?*  
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# Unit 3: Retelling Narrative Stories

## Goals and Materials

### Goals

- to identify the story sequence in a narrative story
- to write a KWO based on the Story Sequence Chart
- to summarize stories from outlines
- to internalize the components of a well-constructed story
- to understand that each paragraph has a purpose

### Recommended Materials

- Use the MHW stories. You do not need outside stories.
- Use the poster or reminder signs.

UNIT  
**3**

### Retelling Narrative Stories

#### Story Sequence Chart

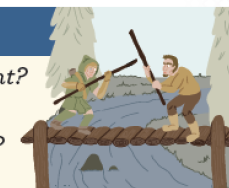
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*How is the need resolved?*  
*What happens after?*  
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*Title repeats one to three key words from final sentence.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. When introducing a new unit, begin with group demonstration and student participation.

UNIT  
**3**

### Retelling Narrative Stories

Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
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*How is the need resolved?*  
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*Title repeats one to three key words from final sentence.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. When introducing a new unit, begin with group demonstration and student participation.
2. Read the story, perhaps twice! Put the story aside.

UNIT  
**3**

### Retelling Narrative Stories

Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
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*What do they need or want?*  
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*How is the need resolved?*  
*What happens after?*  
*What is the message/lesson?*  
*Title repeats one to three key words from final sentence.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. When introducing a new unit, begin with group demonstration and student participation.
2. Read the story, perhaps twice! Put the story aside.
3. Do not choose words from each sentence.

UNIT  
**3**

### Retelling Narrative Stories

Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
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*How is the need resolved?*  
*What happens after?*  
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Title repeats one to three key words from final sentence.





# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. When introducing a new unit, begin with group demonstration and student participation.
2. Read the story, perhaps twice! Put the story aside.
3. Do not choose words from each sentence.
4. Refer to the Story Sequence Chart (SSC) and ask questions to create the KWO.

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

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# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. When introducing a new unit, begin with group demonstration and student participation.
2. Read the story, perhaps twice! Put the story aside.
3. Do not choose words from each sentence.
4. Refer to the Story Sequence Chart (SSC) and ask questions to create the KWO.
5. Use the questions as a guide. They do not all need to be answered.

### UNIT 3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
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*Title repeats one to three key words from final sentence.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

6. Think of ways to describe the characters and setting.

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?*  
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#### 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.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

6. Think of ways to describe the characters and setting.
7. Have students pair off and test the KWO, speaking in complete sentences.

### 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?*  
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#### 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.*



# Unit 3: Retelling Narrative Stories

## Teaching Procedure

6. Think of ways to describe the characters and setting.
7. Have students pair off and test the KWO, speaking in complete sentences.
8. Using the KWO, rewrite the story in three paragraphs.

UNIT  
**3**

### Retelling Narrative Stories

Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
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# Unit 3: Retelling Narrative Stories

## Teaching Procedure

6. Think of ways to describe the characters and setting.
7. Have students pair off and test the KWO, speaking in complete sentences.
8. Using the KWO, rewrite the story in three paragraphs.
9. Teach the Title Rule.

### UNIT 3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
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# Unit 3

## Let's try it together!

### Lesson 5: *Beowulf*

page 48



**Source Text**

**Beowulf**

Long ago, in the fifth century, Beowulf was king of the Geats.\* He had ruled wisely for many years, so the people were happy and the kingdom was peaceful. However, deep in a cave high on a cliff above the sea, a fierce dragon slept. He guarded a vast treasure. One day a runaway slave happened upon the chamber. At once he was both terrified of the dragon and astonished at the piles and piles of riches. As he turned to flee, he grabbed a golden goblet and was off. The dragon felt the loss of his goblet. He emerged from his lair, furious. He darted from village to village, spitting fire from his nostrils. All over the land fires blazed; then, the monster returned to his cave.

The king, Beowulf, though he was now old, knew he must stop the beast from terrorizing the villages again. He gathered his best warriors. As he and his men reached the dragon's den, flames blasted out from the opening. Beowulf called to the monster, and the sinister serpent roared and hissed as the ground quaked with his steps. As soon as they met, Beowulf and the dragon fought fiercely. All of the warriors ran from fear except for one youngster who fought alongside his king. Then, Beowulf's sword broke, and the dragon was able to seize him by the neck. The youngster climbed on the monster and stabbed at his throat until he finally dropped the king. The two men fought the beast until he was finally defeated and died. The town was now safe. However, Beowulf soon died from his wound. After he died, everyone remembered and honored him as their great hero.

\*The Geats lived in what is now Sweden.

# Unit 3

## Let's try it together!

### Characters/Setting

- I. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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?*  
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#### III. CLIMAX/RESOLUTION

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



# Unit 3

## Let's try it together!

### Conflict/Problem

- II. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

UNIT

3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
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*How is the need resolved?*  
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# Unit 3

## Let's try it together!

### Climax/Resolution

- III. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

UNIT

3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

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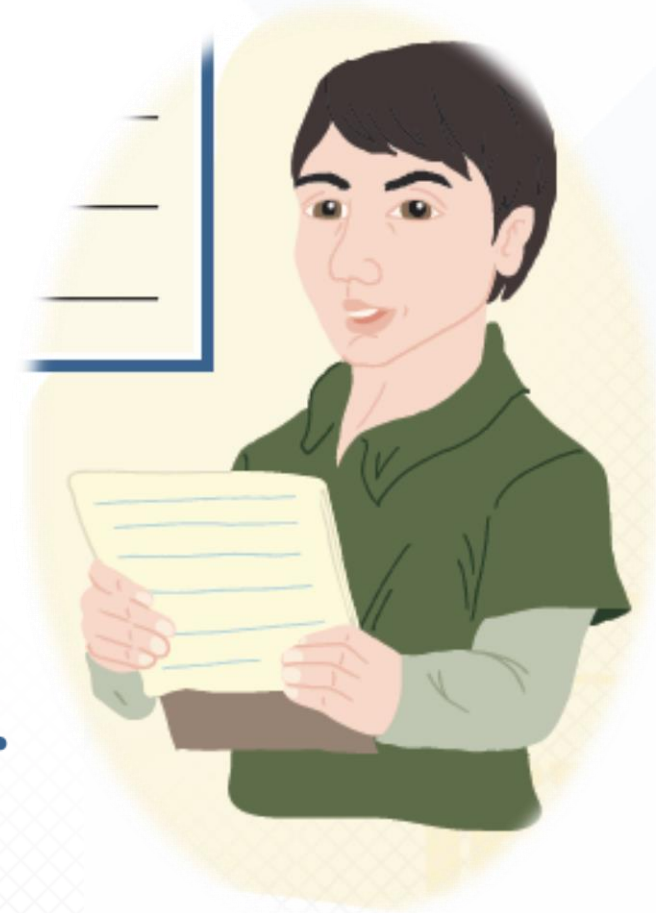
*How is the need resolved?*  
*What happens after?*  
*What is the message/lesson?*  
*Title repeats one to three key words from final sentence.*



# Public Speaking

- Don't stop public speaking after Units 1 and 2!

**Read.  
Think.  
Look up.  
Speak.**

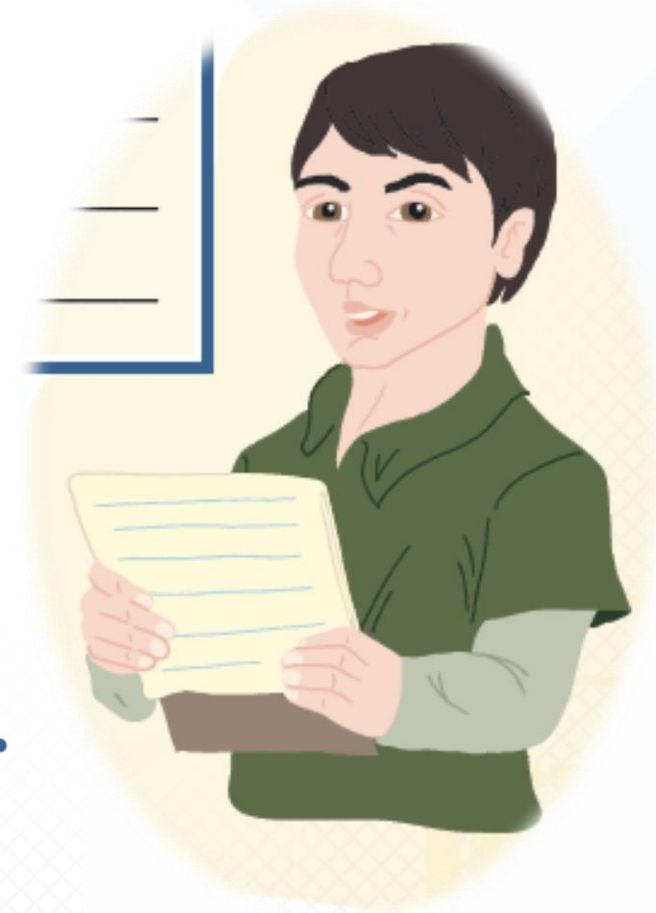




# Public Speaking

- Don't stop public speaking after Units 1 and 2!
- Retelling from notes is a valuable tool for retention and comprehension.  
English Language Learners  
Struggling readers/writers

**Read.  
Think.  
Look up.  
Speak.**



# Public Speaking

- Don't stop public speaking after Units 1 and 2!
- Retelling from notes is a valuable tool for retention and comprehension.  
English Language Learners  
Struggling readers/writers
- Rules  
Read your key words.  
Think of the sentence.  
Look up from the paper.  
Speak to your audience.  
Don't speak while eyes are on the paper!

**Read.**  
**Think.**  
**Look up.**  
**Speak.**

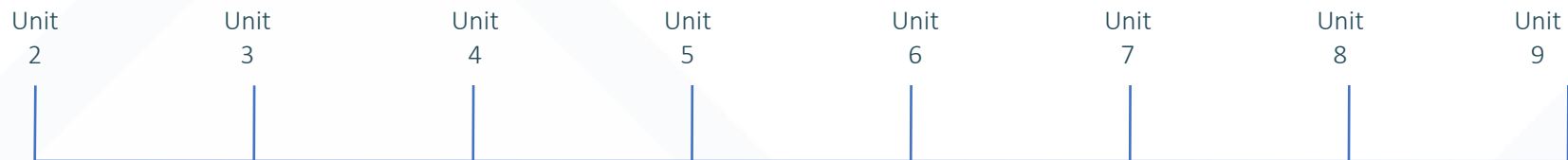




# Stylistic Techniques Pacing

Techniques should be “dripped” in as they become \_\_\_\_\_.

Example:



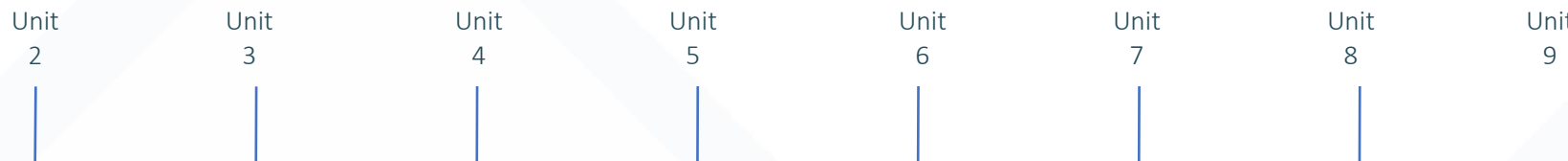


Listen. Speak. Read. Write. Think!

# Stylistic Techniques Pacing

Techniques should be “dripped” in as they become easy.

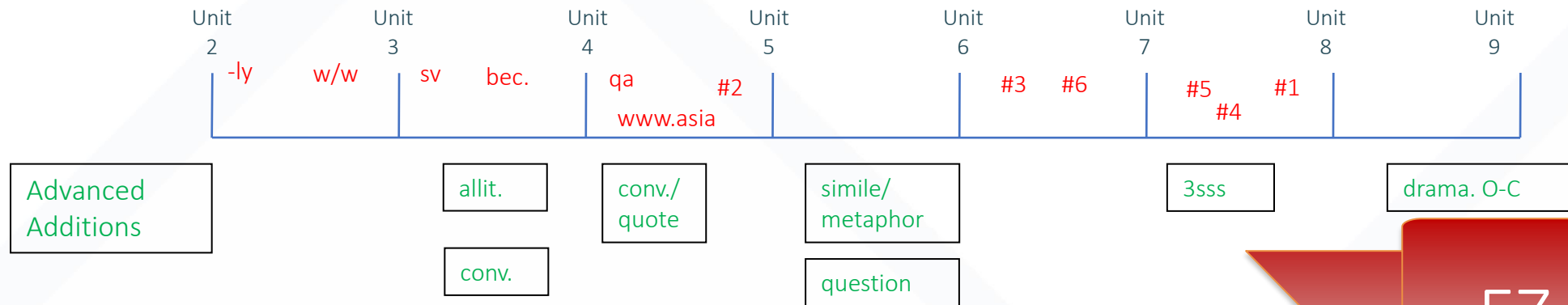
Example:



# Stylistic Techniques Pacing

Techniques should be “dripped” in as they become easy.

Example:



EZ+1





Listen. Speak. Read. Write. Think!

# Checklist Preview

- Structure
  - MLA
  - title
  - story follows SSC
  - at least four sentences
  - submission

Unit 3: Retelling Narrative Stories

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 5: Beowulf

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



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#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 6 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE (one of each in each paragraph)

- |   |       |              |
|---|-------|--------------|
| <b>11 12 13 Dress-Ups (underline)</b>   |       | (3 pts each) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb       | _____ | 9 pts        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause | _____ | 9 pts        |

#### MECHANICS

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> capitalization                           | _____ | 1 pt  |
| <input type="checkbox"/> end marks and punctuation                | _____ | 1 pt  |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt  |
| <input type="checkbox"/> spelling and usage                       | _____ | 2 pts |

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts



Listen. Speak. Read. Write. Think!

# Checklist Preview

- Structure
  - MLA
  - title
  - story follows SSC
  - at least four sentences
  - submission
- Style (one of each in each ¶)
  - ly adverb
  - who/which clause

Unit 3: Retelling Narrative Stories

## Unit 3 Composition Checklist

### Lesson 5: Beowulf

Retelling  
Narrative  
Stories

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



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Writing  
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#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 6 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE (one of each in each paragraph)

- |   |       |              |
|---|-------|--------------|
| <b>¶11 ¶12 ¶13 Dress-Ups (underline)</b>  |       | (3 pts each) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb       | _____ | 9 pts        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause | _____ | 9 pts        |

#### MECHANICS

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> capitalization                           | _____ | 1 pt  |
| <input type="checkbox"/> end marks and punctuation                | _____ | 1 pt  |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt  |
| <input type="checkbox"/> spelling and usage                       | _____ | 2 pts |

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts




Listen. Speak. Read. Write. Think!

# Checklist Preview

- Structure
  - MLA
  - title
  - story follows SSC
  - at least four sentences
  - submission
- Style (one of each in each ¶)
  - ly adverb
  - who/which clause
- Mechanics and Vocabulary

Unit 3: Retelling Narrative Stories

Unit 3 Composition Checklist		Retelling Narrative Stories
Lesson 5: Beowulf		
Name: _____	 Institute for Excellence in Writing	
<b>STRUCTURE</b>		
<input type="checkbox"/> MLA format (see Appendix I)	_____	5 pts
<input type="checkbox"/> title centered and repeats 1–3 key words from final sentence	_____	5 pts
<input type="checkbox"/> story follows Story Sequence Chart	_____	6 pts
<input type="checkbox"/> each paragraph contains at least four sentences	_____	6 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	5 pts
<b>STYLE</b> (one of each in each paragraph)		
<b>¶1 ¶2 ¶3 Dress-Ups</b> (underline)		(3 pts each)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb	_____	9 pts
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause	_____	9 pts
<b>MECHANICS</b>		
<input type="checkbox"/> capitalization	_____	1 pt
<input type="checkbox"/> end marks and punctuation	_____	1 pt
<input type="checkbox"/> complete sentences (Does it make sense?)	_____	1 pt
<input type="checkbox"/> spelling and usage	_____	2 pts
<b>VOCABULARY</b>		
<input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence	_____	
Total:		_____ 50 pts
Custom Total:		_____ pts



Listen. Speak. Read. Write. Think!

# Adjustments for Style

- Remember the EZ+1 rule!

Unit 3: Retelling Narrative Stories

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 5: Beowulf

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



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#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 6 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE (one of each in each paragraph)

- |   |       |              |
|---|-------|--------------|
| <b>11 12 13 Dress-Ups (underline)</b>   |       | (3 pts each) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb       | _____ | 9 pts        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause | _____ | 9 pts        |

#### MECHANICS

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> capitalization                           | _____ | 1 pt  |
| <input type="checkbox"/> end marks and punctuation                | _____ | 1 pt  |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt  |
| <input type="checkbox"/> spelling and usage                       | _____ | 2 pts |

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts





Listen. Speak. Read. Write. Think!

# Adjustments for Style

- Remember the EZ+1 rule!
- Allow students and parents to dictate what they will include on their checklist, not the IEW text.

Unit 3: Retelling Narrative Stories

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 5: Beowulf

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



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#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 6 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE (one of each in each paragraph)

- |   |       |              |
|---|-------|--------------|
| <b>¶1 ¶2 ¶3 Dress-Ups (underline)</b>   |       | (3 pts each) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb       | _____ | 9 pts        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause | _____ | 9 pts        |

#### MECHANICS

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> capitalization                           | _____ | 1 pt  |
| <input type="checkbox"/> end marks and punctuation                | _____ | 1 pt  |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt  |
| <input type="checkbox"/> spelling and usage                       | _____ | 2 pts |

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts



Listen. Speak. Read. Write. Think!

# Adjustments for Style

- Remember the EZ+1 rule!
- Allow students and parents to dictate what they will include on their checklist, not the IEW text.

Easy: -ly adverb

Average: -ly adverb + w/w clause

Harder: add alliteration decoration, explained in Advanced Additions

Unit 3: Retelling Narrative Stories

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 5: Beowulf

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



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#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 6 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE (one of each in each paragraph)

- |   |       |              |
|---|-------|--------------|
| <b>¶11 ¶12 ¶13 Dress-Ups (underline)</b>  |       | (3 pts each) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb       | _____ | 9 pts        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> who/which clause | _____ | 9 pts        |

#### MECHANICS

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> capitalization                           | _____ | 1 pt  |
| <input type="checkbox"/> end marks and punctuation                | _____ | 1 pt  |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt  |
| <input type="checkbox"/> spelling and usage                       | _____ | 2 pts |

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts



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# IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



<input checked="" type="checkbox"/> Standard Templates	
<input type="checkbox"/> Product Templates	
<input type="checkbox"/> Bible-Based (BBW)	(30)
<input type="checkbox"/> Fables, Myths, Fairy Tales (FMF)	(27)
<input type="checkbox"/> Medieval (MHW)	(56)
<input checked="" type="checkbox"/> My Custom Checklists	(8)

**Anglo-Saxons** Writing From Notes  
**Lesson 2** Level: B

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

**STRUCTURE**

- MLA format
- title centered on top
- checklist on top, final draft, rough draft, key word outline

**STYLE**

**Dress-Ups (underline one of each)**

5

- ly adverb

**CHECK FOR BANNED WORDS :**

**MECHANICS**

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

**VOCABULARY**

- vocab. requirement removed



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<input type="checkbox"/> Bible-Based (BBW)	(30)
<input type="checkbox"/> Fables, Myths, Fairy Tales (FMF)	(27)
<input type="checkbox"/> Medieval (MHW)	(56)
<input checked="" type="checkbox"/> My Custom Checklists	(8)

**Anglo-Saxons** Writing From Notes  
**Lesson 2** Level: B

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

**STRUCTURE**

- MLA format
- title centered on top
- checklist on top, final draft, rough draft, key word outline

**STYLE**

**Dress-Ups (underline one of each)**

- ly adverb

**CHECK FOR BANNED WORDS :**

**MECHANICS**

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

**VOCABULARY**

- vocab. requirement removed



Listen. Speak. Read. Write. Think!

# Questions and Answers







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# We're here to help!

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IEW's 2022

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for Teachers and Parents

[IEW.com/fall-conference](https://IEW.com/fall-conference)

October 14, 2022

Andrew Pudewa  
IEW's Founder and Director

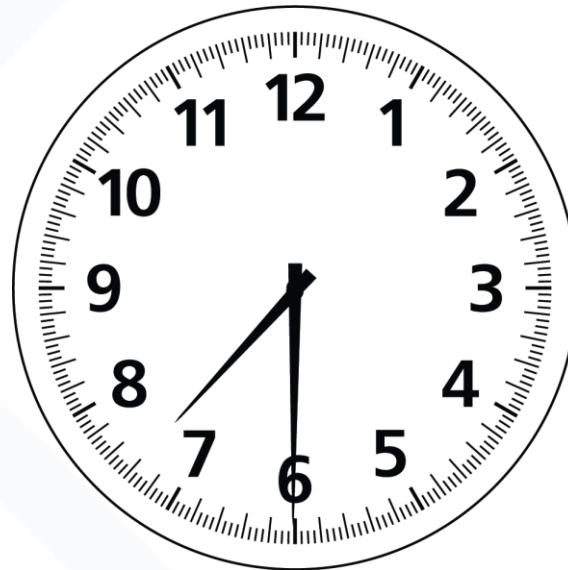




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# We want your input!

Is 7:30 PM Central Time the best time for you?



Give us your feedback at this link:  
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Unit 4: Summarizing a Reference

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