



Listen. Speak. Read. Write. Think!

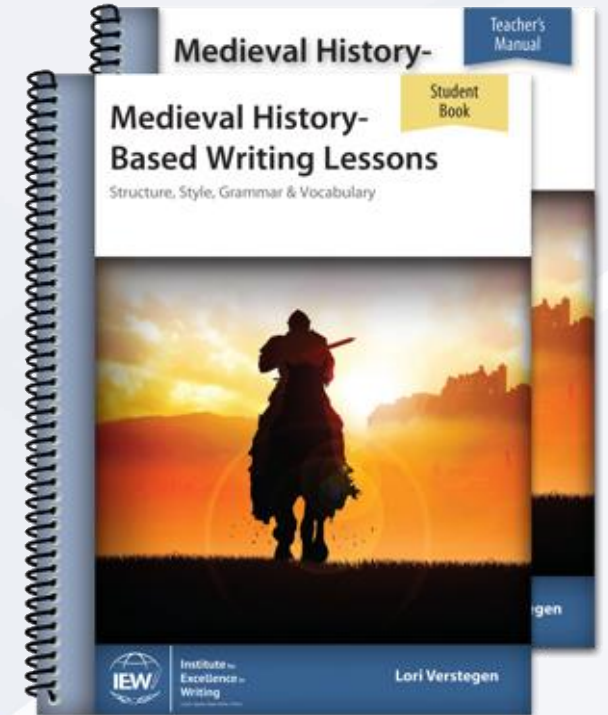
Medieval History-Based Writing Lessons Support for Units 1 and 2

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



Listen. Speak. Read. Write. Think!

For new participants at an IEW webinar

- Q&A Box:
 - Only I and a few staff members will see what you type. I'll answer as I'm able.
- Chat box:
 - Everyone 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 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 will be posted at IEW.com/webinar-archives



Listen. Speak. Read. Write. Think!

Tonight's Outline

- Identifying Today's Audience
- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 1
- Overview of Unit 2
- Stylistic Techniques Pacing
- Lesson 2
 - *Anglo-Saxons*
 - Practice with new dress-ups
- Previewing the checklist
- Q&A
- Gift certificate winner announced!



Listen. Speak. Read. Write. Think!

Who is this webinar for?

- Teachers and tutors who have gone through the TWSS
- Homeschool co-op or hybrid school tutors or teachers
- Full-time school teachers
- Homeschool teachers
 - Includes after-school “homeschoolers”
- Pretty much anyone using *Medieval History-Based Writing Lessons* in a group!

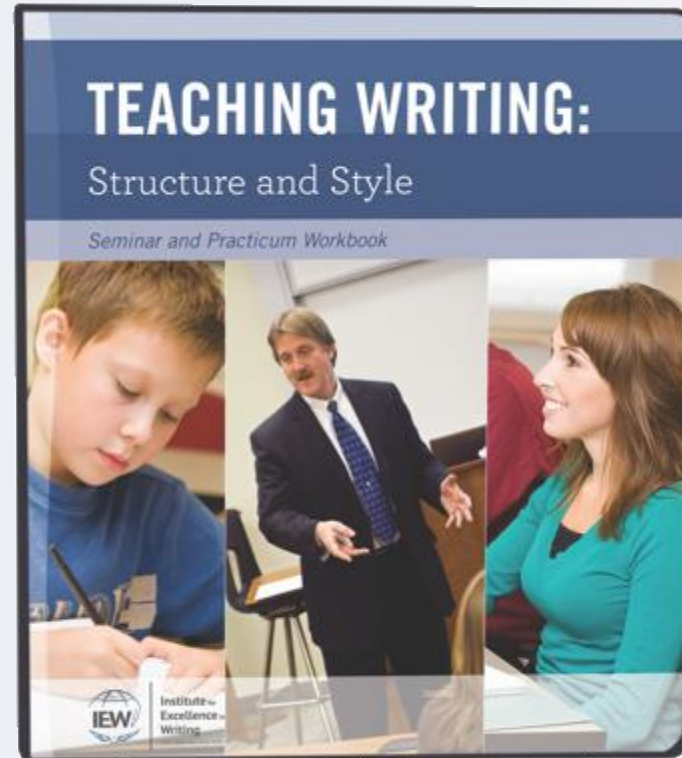


Listen. Speak. Read. Write. Think!

Tools you'll need:

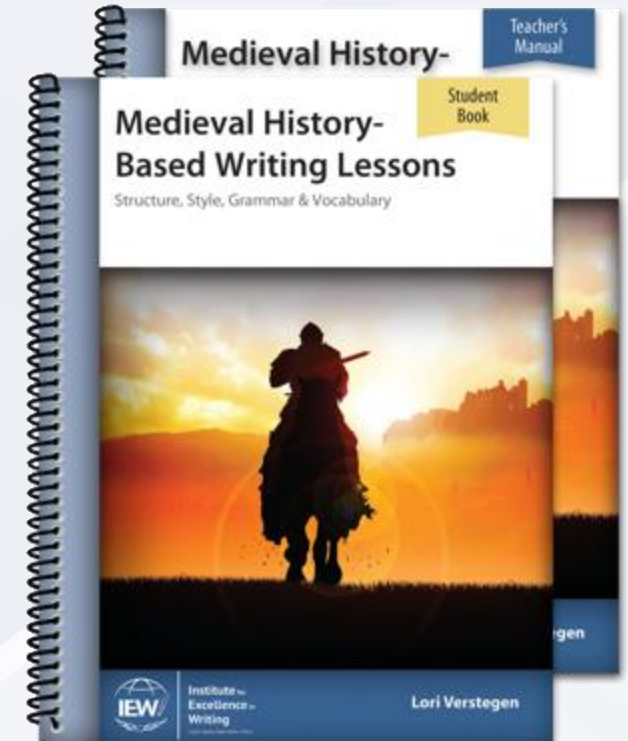
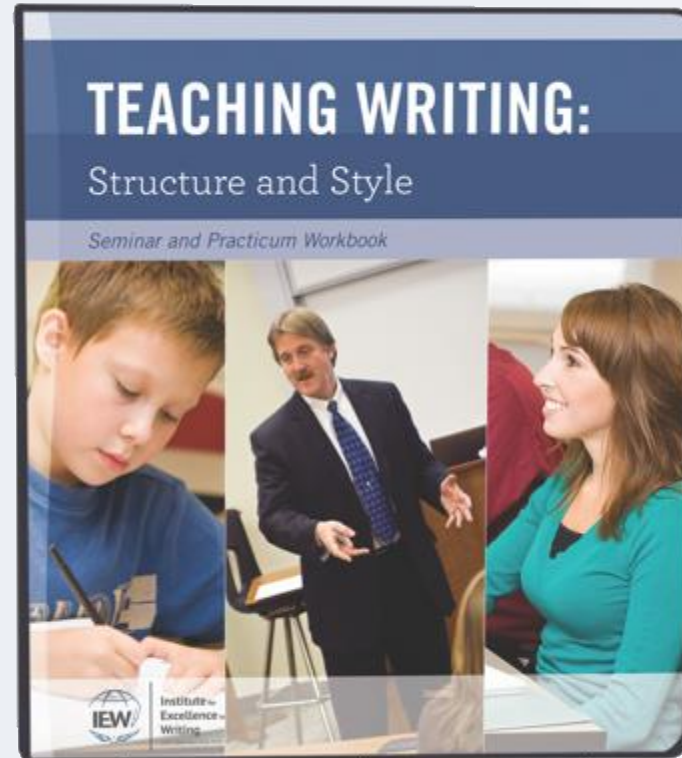
Tools you'll need:

- Teaching Writing: Structure and Style® Seminar Workbook
 - IEW.com/TWSS
 - Premium Membership
 - IEW Checklist Generator™
 - TWSS Streaming
 - TTAP
 - *Mini Posters*
 - *Student Resource Packet*
 - etc.



Tools you'll need:

- Teaching Writing: Structure and Style® Seminar Workbook
- Medieval History-Based Writing Lessons
 - IEW.com/MHW-TS
 - Teacher's Manual includes suggested answers.
 - Each student needs his or her own book.
 - The Student Book may be reproduced for use within the same physical household.





Listen. Speak. Read. Write. Think!

Do you know about the “blue pages”?



Accessing Your Downloads

Student Book

The purchase of this book allows its owner access to PDF downloads of the following:

- the *Medieval History-Based Writing Tools PDF* (17 pages*)
- the optional *Medieval History-Based Writing Lessons Simplified Source Texts*
- the optional *Medieval History-Based Writing Lessons Advanced Additions*

To download these e-resources, please follow the directions below:

1. Go to our website: IEW.com.
2. Log in to your online customer account. If you do not have an account, you will need to create one.
3. After you are logged in, type this link into your address bar: IEW.com/MHW-SE.
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the “Add to my files” button.
6. To access your files now and in the future, click on “Your Account” and click on the “Files” tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

Please note: You may download and print these e-books as needed for use within *your immediate family*. However, this information is proprietary, and we are trusting you to be on your honor not to share it with anyone. Please see the copyright page for further details. Thank you.

*The *Student Resource Packet* (SRP) is no longer included with *Medieval History-Based Writing Lessons*, but all necessary writing tool pages from the *Student Resource Packet* are now included in the 17-page *Medieval History-Based Writing Tools PDF*.

If you have any difficulty receiving these downloads after going through the steps above, please call 800.856.5815.

Institute for Excellence in Writing
8799 N. 387 Road
Locust Grove, OK 74352

Do you know about the “blue pages”?

Both Teacher’s Manual and Student Book:

- Medieval History-Based Writing Tools PDF*
- Simplified Source Texts
- Advanced Additions

*If you have a book that says it includes the *Student Resource Packet (SRP)*, rest assured that the 17-page *Medieval History-Based Writing Tools PDF* has everything that you need.



Accessing Your Downloads Student Book

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4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the “Add to my files” button.
6. To access your files now and in the future, click on “Your Account” and click on the “Files” tab (one of the gray tabs).
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Do you know about the “blue pages”?

Both Teacher’s Manual and Student Book:

- Medieval History-Based Writing Tools PDF
- Simplified Source Texts
- Advanced Additions

Teacher’s Manual Only

- Reproducible Checklists*
- Exemplars (“Student” Samples)

*also available on the IEW Checklist Generator!



Accessing Your Downloads Student Book

The purchase of this book allows its owner access to PDF downloads of the following:

- the *Medieval History-Based Writing Tools PDF* (17 pages*)
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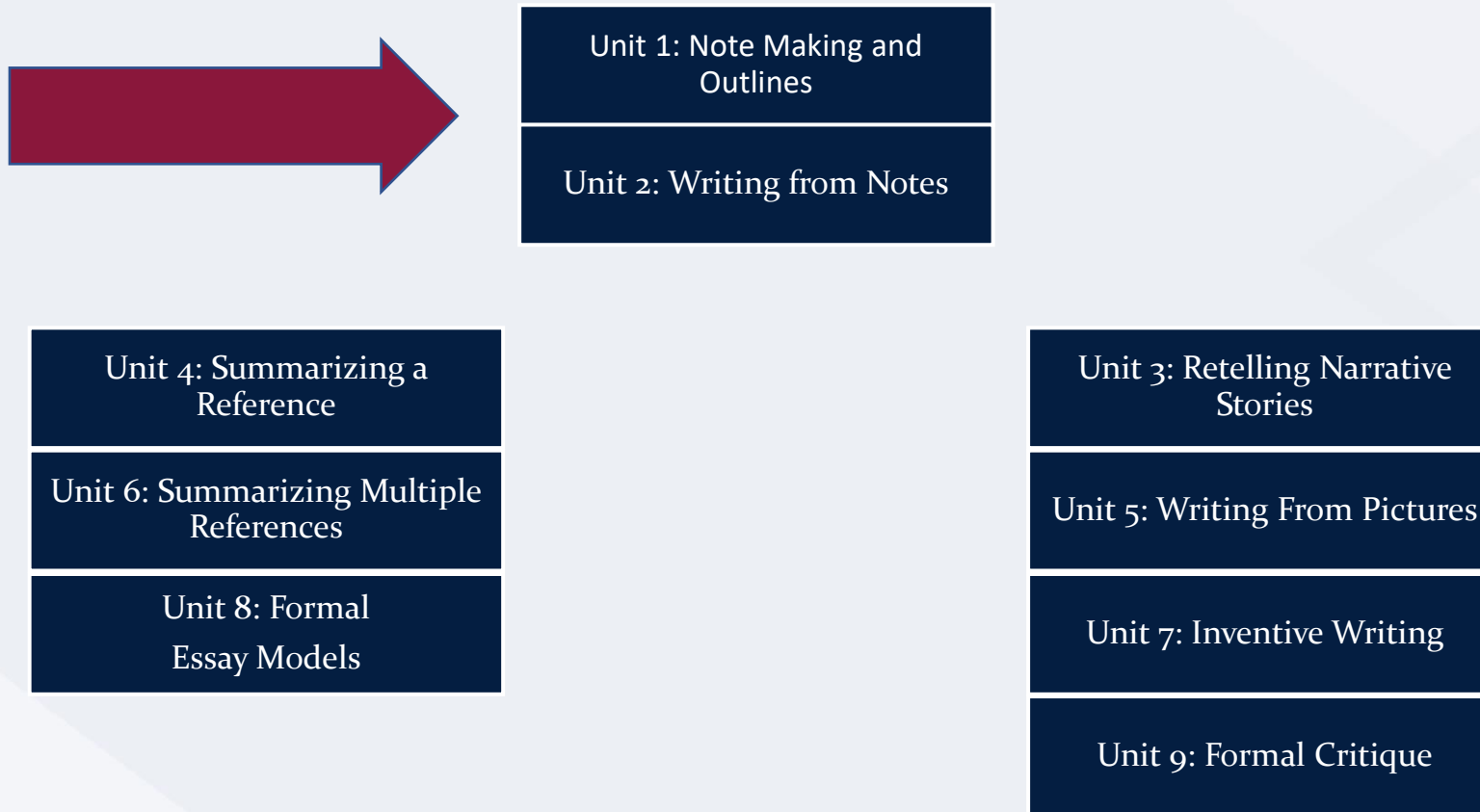
Listen. Speak. Read. Write. Think!

TWSS Viewing Schedule

- A PDF of the TWSS viewing schedule will be included with the recording of this webinar.
- Parents need the *Seminar Workbook* and access to TWSS Streaming.
- TWSS Streaming is available with Premium Membership.



IEW's Nine Structural Models





Listen. Speak. Read. Write. Think!

Unit 1: Note Making and Outlines

Goals for Unit 1

Recommended Materials

UNIT 1
1 Note Making and Outlines

Name	_____
Date	_____
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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





Listen. Speak. Read. Write. Think!

Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words

Recommended Materials

UNIT 1
Note Making and Outlines

Name	_____
Date	_____
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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





Listen. Speak. Read. Write. Think!

Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format

Recommended Materials

UNIT 1 **Note Making and Outlines**

Name	_____
Date	_____
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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



Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from one's own Key Word Outlines (KWO)

Recommended Materials



UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

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



Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from one's own Key Word Outlines (KWO)
- To “test the outline” by retelling basic ideas to another person using only the KWO

Recommended Materials



UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

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

Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from one's own Key Word Outlines (KWO)
- To “test the outline” by retelling basic ideas to another person using only the KWO
- To be introduced to basic public speaking skills

Recommended Materials



UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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



Listen. Speak. Read. Write. Think!

Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from one's own Key Word Outlines (KWO)
- To “test the outline” by retelling basic ideas to another person using only the KWO
- To be introduced to basic public speaking skills

Recommended Materials

- Very short, one-paragraph articles or stories at or below reading level (provided in *Medieval History-Based Writing Lessons*)

UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.

Unit 1: Note Making and Outlines

Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from one's own Key Word Outlines (KWO)
- To “test the outline” by retelling basic ideas to another person using only the KWO
- To be introduced to basic public speaking skills

Recommended Materials

- Very short, one-paragraph articles or stories at or below reading level (provided in *Medieval History-Based Writing Lessons*)
- Poster or reminder



Mini Posters

- Included with your Premium Membership*
- Print out or display in your classroom

* More about this later

UNIT
1 **Note Making and Outlines**

Name _____
Date _____
I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

3 words max!



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

Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.

UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.


UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Model. Allow students to select key words.


UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Model. Allow students to select key words.
4. Use one line for each sentence with 1, 2, or 3 words.

UNIT 1
Note Making and Outlines

Name	_____
Date	_____
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Model. Allow students to select key words.
4. Use one line for each sentence with 1, 2, or 3 words.
5. # \$ ☺, 123, and abbr. are free.

UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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



Unit 1 Teaching Procedure

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3. Model. Allow students to select key words.
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6. Realize students will begin to select better words over time.

UNIT 1
Note Making and Outlines

Name
Date
I. _____
1. _____
2. _____
3. _____
4. _____
5. _____


3 words max!



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

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1. Begin with demonstration and group participation.
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4. Use one line for each sentence with 1, 2, or 3 words.
5. # \$ ☺, 123, and abbr. are free.
6. Realize students will begin to select better words over time.
7. Pair students and have them tell each other content from their KWOs.



UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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

Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
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4. Use one line for each sentence with 1, 2, or 3 words.
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6. Realize students will begin to select better words over time.
7. Pair students and have them tell each other content from their KWOs.
8. Understand the goal is not to repeat the source verbatim.



UNIT 1 Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Model. Allow students to select key words.
4. Use one line for each sentence with 1, 2, or 3 words.
5. # \$ ☺, 123, and abbr. are free.
6. Realize students will begin to select better words over time.
7. Pair students and have them tell each other content from their KWOs.
8. Understand the goal is not to repeat the source verbatim.
9. Emphasize the importance of speaking in complete sentences.



UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

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

Unit 1 Reminders, Tips, and Tricks

- Don't assume students remember. It is okay to review, even with older third-year students.



Unit 1 Reminders, Tips, and Tricks

- Don't assume students remember. It is okay to review, even with older third-year students.
- Don't skip the verbal retelling. "Test" the outline, not the student.



Unit 1 Reminders, Tips, and Tricks

- Don't assume students remember. It is okay to review, even with older third-year students.
- Don't skip the verbal retelling. "Test" the outline, not the student.
- Read and retell several times if necessary.





Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!

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



Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.

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



Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.
- Short presentations are okay!

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



Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.
- Short presentations are okay!
- Don't fear repetition. Having the same selection from more than one student is okay.

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



Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.
- Short presentations are okay!
- Don't fear repetition. Having the same selection from more than one student is okay.
- Retelling from notes is an incredibly valuable tool for retention and comprehension.

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



Listen. Speak. Read. Write. Think!

Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.
- Short presentations are okay!
- Don't fear repetition. Having the same selection from more than one student is okay.
- Retelling from notes is an incredibly valuable tool for retention and comprehension.
- Rules:
 - Read the key words.
 - Think of the sentence.
 - Look up from the paper.
 - Speak the sentence.
 - Don't speak while your eyes are on the paper!

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



Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

Recommended Materials


UNIT 1
1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2
2 **Writing from Notes**

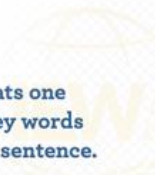
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO

Recommended Materials

UNIT 1


Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2

Writing from Notes

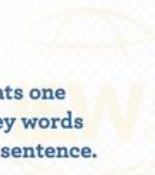
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process

Recommended Materials

UNIT 1

Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2

Writing from Notes

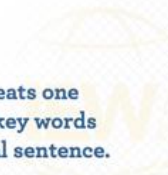
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO

Recommended Materials

UNIT 1


Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2

Writing from Notes

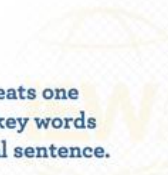
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO
- To rewrite from the KWO without copying from the source text

Recommended Materials

UNIT 1


Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2

Writing from Notes

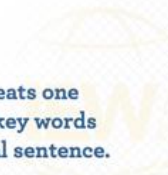
Name _____
Date _____

Title _____

INDENT ~~~~~
~~~~~  
~~~~~  
~~~~~  
~~~~~

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO
- To rewrite from the KWO without copying from the source text
- To “dress-up” the summary and rewrite a final draft*

Recommended Materials

UNIT 1


Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2

Writing from Notes

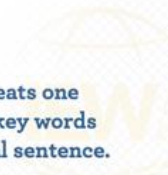
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.



Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO
- To rewrite from the KWO without copying from the source text
- To “dress-up” the summary and rewrite a final draft*

Recommended Materials

- Same source materials from Unit 1 (provided in *Medieval History-Based Writing Lessons*)

UNIT 1 Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.

UNIT 2 Writing from Notes

Name _____
Date _____

Title _____

INDENT

Double space!

Title repeats one to three key words from final sentence.



Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO
- To rewrite from the KWO without copying from the source text
- To “dress-up” the summary and rewrite a final draft*

Recommended Materials

- Same source materials from Unit 1 (provided in *Medieval History-Based Writing Lessons*)
- Use fiction and nonfiction

UNIT 1 Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.

UNIT 2 Writing from Notes

Name _____
Date _____

INDENT

Title _____

Double space!

Title repeats one to three key words from final sentence.



Listen. Speak. Read. Write. Think!

Unit 2: Writing from Notes

Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To become comfortable writing a KWO
- To rewrite from the KWO without copying from the source text
- To “dress-up” the summary and rewrite a final draft*

Recommended Materials

- Same source materials from Unit 1 (provided in *Medieval History-Based Writing Lessons*.)
- Use fiction and nonfiction
- Poster or reminder signs

UNIT 1
1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.

UNIT 2
2 **Writing from Notes**

Name _____
Date _____

Title _____

INDENT →

Double space!

Title repeats one to three key words from final sentence.

Unit 2 Teaching Procedure

- I. Always begin every unit with demonstrations and group participation.


UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

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



UNIT 2 **Writing from Notes**

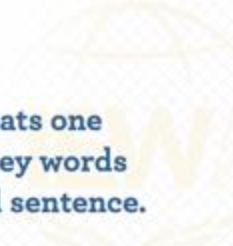
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.



Unit 2 Teaching Procedure

I. Always begin every unit with demonstrations and group participation.

1. Read the story together.


UNIT 1

Note Making and Outlines

Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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



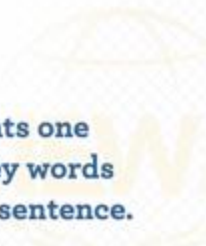
UNIT 2

Writing from Notes

Name	
Date	
	Title
INDENT	-----

Double space!

Title repeats one to three key words from final sentence.




Unit 2 Teaching Procedure

I. Always begin every unit with demonstrations and group participation.

1. Read the story together.
2. Create the KWO together.

UNIT 1 **Note Making and Outlines**



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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

UNIT 2 **Writing from Notes**

Name	
Date	
	Title
INDENT	-----

Double space!


Title repeats one to three key words from final sentence.

Unit 2 Teaching Procedure

- I. Always begin every unit with demonstrations and group participation.
 1. Read the story together.
 2. Create the KWO together.
 3. Remove the original text and retell it verbally.

UNIT 1

Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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

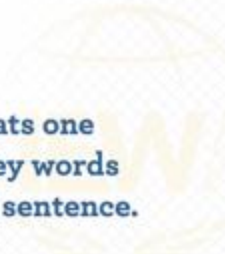
UNIT 2

Writing from Notes

Name	
Date	
	Title
INDENT	-----

Double space!

Title repeats one to three key words from final sentence.



Unit 2 Teaching Procedure

- I. Always begin every unit with demonstrations and group participation.
 1. Read the story together.
 2. Create the KWO together.
 3. Remove the original text and retell it verbally.
 4. Write the story or article from the outline together.

UNIT 1

Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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

UNIT 2

Writing from Notes

Name	
Date	
	Title
INDENT	-----

Double space!

Title repeats one to three key words from final sentence.




Unit 2 Teaching Procedure

- I. Always begin every unit with demonstrations and group participation.
 1. Read the story together.
 2. Create the KWO together.
 3. Remove the original text and retell it verbally.
 4. Write the story or article from the outline together.
 5. Younger students may copy from the board.

UNIT 1

Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3 words max!

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

UNIT 2

Writing from Notes

Name	
Date	
	Title
INDENT	-----

Double space!

Title repeats one to three key words from final sentence.





Listen. Speak. Read. Write. Think!

Unit 2 Teaching Procedure

II. Teach the Title Rule.

**Title repeats one
to three key words
from final sentence.**



Listen. Speak. Read. Write. Think!

Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.



Listen. Speak. Read. Write. Think!

Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.

- -ly



Listen. Speak. Read. Write. Think!

Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.

- -ly
- who/which



Listen. Speak. Read. Write. Think!

Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.

- -ly
- who/which

IV. Demonstrate how to make a first draft.



Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.

- -ly
- who/which

IV. Demonstrate how to make a first draft.

- double-space



Unit 2 Teaching Procedure

II. Teach the Title Rule.

III. When ready, begin to teach dress-ups.

- -ly
- who/which

IV. Demonstrate how to make a first draft.

- double-space
- indent

Unit 2 Teaching Procedure

V. Use pen. No erasing allowed!


UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2 **Writing from Notes**

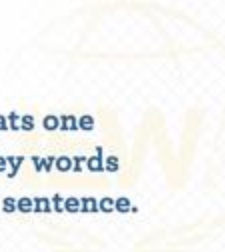
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.



Unit 2 Teaching Procedure

V. Use pen. No erasing allowed!

VI. Review the checklist.

UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

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



UNIT 2 **Writing from Notes**

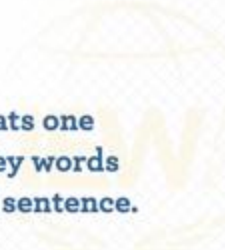
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.



Unit 2 Teaching Procedure

V. Use pen. No erasing allowed!

VI. Review the checklist.

VII. Have students rewrite their final drafts in pencil or on the computer, double-spaced if teaching MLA format.




UNIT 1
Note Making and Outlines

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2
Writing from Notes

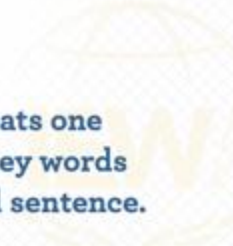
Name _____
Date _____

Title _____

INDENT _____

Double space!

Title repeats one to three key words from final sentence.



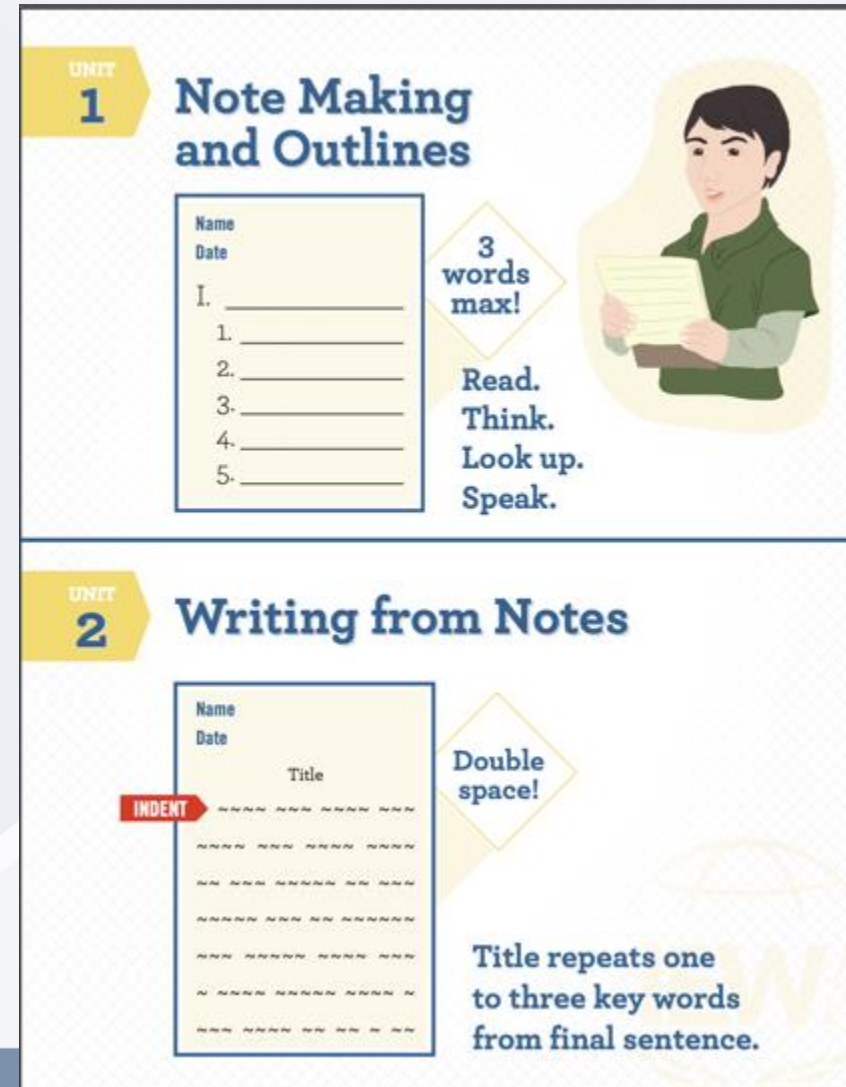
Unit 2 Teaching Procedure

V. Use pen. No erasing allowed!

VI. Review the checklist.

VII. Have students rewrite their final drafts in pencil or on the computer, double-spaced if teaching MLA format.

VIII. Turn in: Checklist on top, final draft, rough draft, KWO.



UNIT 1 **Note Making and Outlines**

Name _____
Date _____

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

3 words max!

Read.
Think.
Look up.
Speak.



UNIT 2 **Writing from Notes**

Name _____
Date _____

Title _____

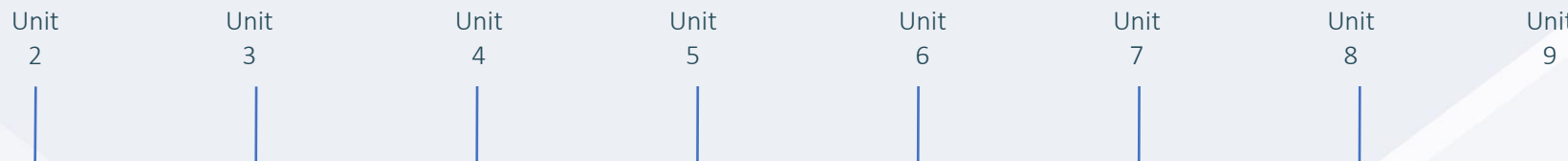
INDENT

Double space!

Title repeats one to three key words from final sentence.

Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become _____.
- Example:



Advanced
Additions

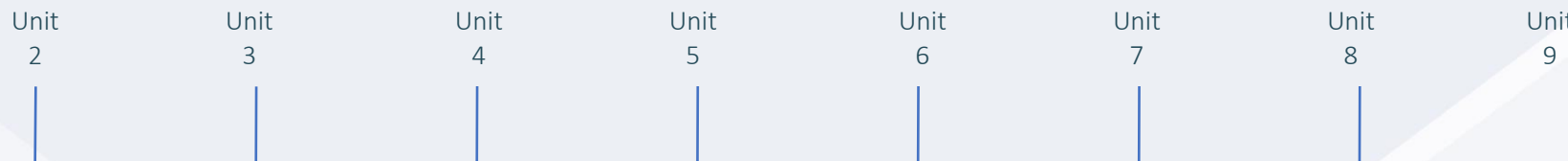


EZ+1



Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become _____ **easy** _____.
- Example:

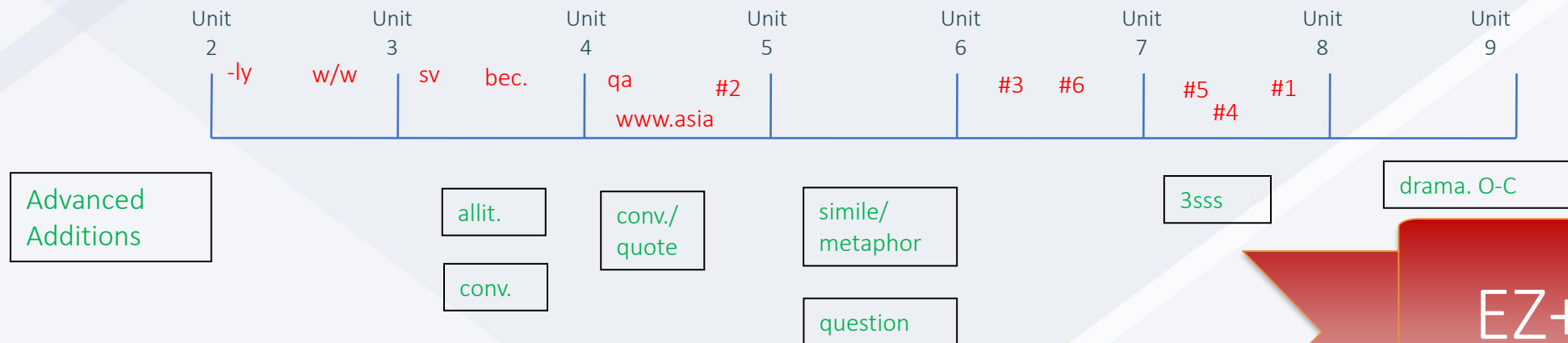


Advanced
Additions

EZ+1

Stylistic Techniques Pacing

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



EZ+1

Adjustments for Style

- Remember the EZ+1 rule.
- Allow students and parents to dictate what they will include on their checklist, not *Medieval History-Based Writing Lessons*.
- Average: -ly, w/w
- Use the IEW Checklist Generator™.


Includes checklist for regular and advanced additions



<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: _____

 Institute for Excellence in Writing
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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

Created on the IEW Checklist Generator in < 2 min.



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 - Buy the IEW.com/TWSS2-PREM or (TWSS Seminar).
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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)

11

- ly adverb

CHECK FOR BANNED WORDS :

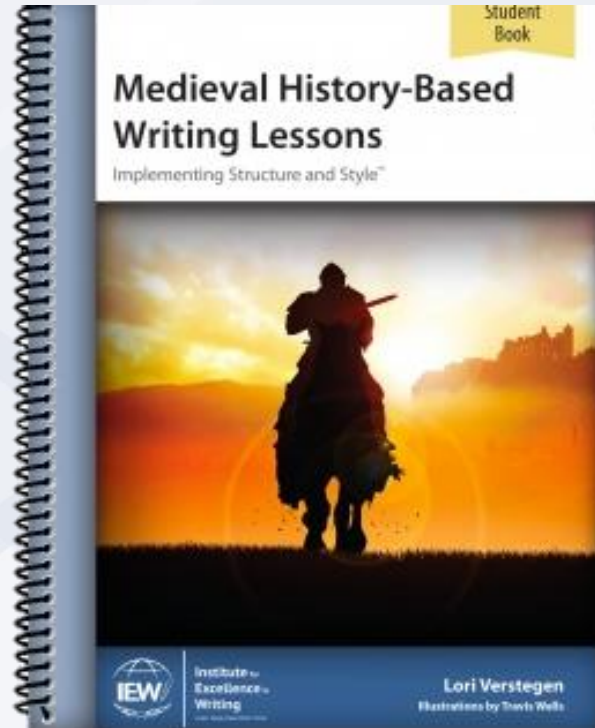
MECHANICS

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

VOCABULARY

- vocab. requirement removed

Let's do one together!



Page 20

Source Text

Anglo-Saxons

When the Roman Empire fell, Anglo-Saxons invaded Britain. They came from Europe across the North Sea. The Anglo-Saxons divided Britain into seven sections, each with its own king. The southern part of the land was called *Anglaland*, which eventually evolved into *England*. At first, the Anglo-Saxons were pagans who worshiped many gods. That is why in the English language, four of the days of the week are named after some of their gods.* However, in 598 a monk named Augustine traveled there, and many converted to Christianity. The Anglo-Saxons ruled England until 1066.

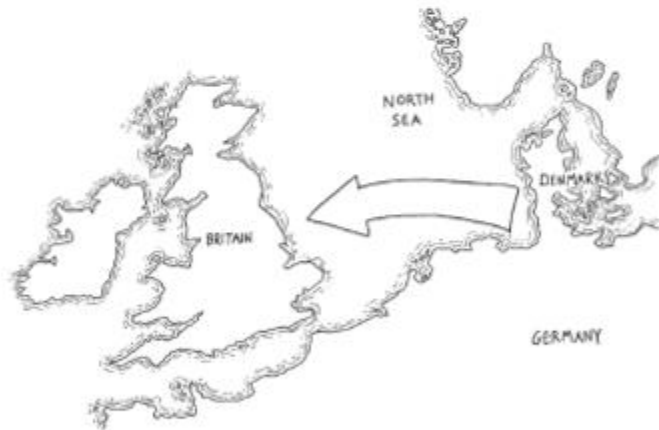


*Note: Tuesday was named after Tiu, Wednesday came from Woden's Day (Woden was king of the Norse gods.), Thursday was named after Thor, and Friday was from Freya.

Source Text

Anglo-Saxons

When the Roman Empire fell, Anglo-Saxons invaded Britain. They came from Europe across the North Sea. The Anglo-Saxons divided Britain into seven sections, each with its own king. The southern part of the land was called *Angleland*, which eventually evolved into *England*. At first, the Anglo-Saxons were pagans who worshiped many gods. That is why in the English language, four of the days of the week are named after some of their gods.* However, in 598 a monk named Augustine traveled there, and many converted to Christianity. The Anglo-Saxons ruled England until 1066.



*Note: Tuesday was named after Tiu, Wednesday came from Woden's Day (Woden was king of the Norse gods.), Thursday was named after Thor, and Friday was from Freya.

Key Word Outline

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



New Style

-ly Adverb Dress-Up

There are many IEW elements of style. The first elements we will learn are called *dress-ups* because they will help you “dress-up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses. Today we will have fun practicing one of these: the *-ly adverb*.

An *-ly adverb* is simply an adverb that ends in *-ly*. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done. Can you think of any such words? There is a long list of *-ly adverbs* in the *Student Resource Packet (SRP)*. You may turn there for help when you write.

Practice

Choose different *-ly adverbs* to plug into the sentences below and notice how the meaning of the scene is changed. You may use the *-ly adverbs* in the box below, some from the SRP, or *-ly adverbs* you think of on your own.

- The king walked _____ to his throne room.
- There, a young knight was _____ waiting for him.
- “What do you want?” the king asked _____.
- “Her,” the knight replied _____.
- “Me?” the princess _____ gasped.

angrily	excitedly	humbly	longingly	smugly
anxiously	fearfully	hysterically	nervously	stubbornly
boldly	happily	innocently	rudely	suspiciously
eagerly	hatefully	intrepidly	savagely	sweetly
evilly	hopefully	joyfully	sheepishly	woefully

Style Practice

-ly Adverb Dress-Up

Write ideas for adding *-ly adverbs*. Then, choose your favorite idea to write in the blank of the sentence. You may use the SRP or a thesaurus for help. Also, some of your vocabulary words for Lesson 2 may be used. See the chart on pages 274–275.

- Anglo-Saxons _____ raided Britain.

-ly adverb ideas _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____

- A monk named Augustine _____ shared Christianity with the Anglo-Saxons.

-ly adverb ideas _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____

- Anglo-Saxons ruled England _____ until 1066.

-ly adverb ideas _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____

Vocabulary Practice

In each blank, write a vocabulary word from Lesson 1 that would make sense.

- Anglo-Saxons were _____ warriors.
- Because the Roman Empire had been _____, Anglo-Saxons seized the opportunity to invade Britain.



Let's review the checklist.

- MLA format
 - Cross out if not typing.
 - If typing, see page 261.
 - first line indented
- title centered (Title Rule)
- checklist on top, final draft, rough draft, key word outline
- check off style
- double check mechanics
- vocabulary (optional)

Unit 2 Composition Checklist Lesson 2: Anglo-Saxons

Writing
from
Notes

Name: _____



Institute for
Excellence in
Writing

STRUCTURE

- | | | |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 6 pts |
| <input type="checkbox"/> title centered on top line | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

STYLE (one of each in each paragraph)

- | | | |
|-------------------------------------|--------------|-------|
| #1 Dress-Up (underline) | (5 pts each) | |
| <input type="checkbox"/> -ly adverb | _____ | 5 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 | _____ | 1 pt |

VOCABULARY

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

Total:	_____	25 pts
Custom Total:	_____	pts



Listen. Speak. Read. Write. Think!

Questions and Answers





Listen. Speak. Read. Write. Think!

We're here to help!

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- Podcasts (IEW.com/podcast)
- Forum (IEW.com/forum)
- Blogs (IEW.com/blog)
- Facebook group (facebook.com/excellenceinwriting)
- Magalog (IEW.com/magalog)
- IEW Customer Service Team (info@IEW.com)





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IEW's Founder and Director





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