

Success in Teaching Writing:

A Special Education Writing
Conference from IEW®

Teaching Writing to Students
with Special Learning Needs



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IEW's Founder
and Director



Why does Structure and Style® work so well with special learning needs?

- clear models
- engaging source texts
- incremental pacing
- adapts to each student's needs
- teacher is free to help student as much as needed



The Nine IEW® Units

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



The Dog and the Shadow

A lucky dog had found a big fresh bone and was carrying it home to enjoy. On his way he had to cross a low bridge over a calm stream. As he crossed, he looked down and saw his own reflection in the water beneath. Thinking it was another dog with another bone, he wanted to have that also. So he growled and snapped at the other dog in the water, but as he opened his mouth, the bone fell out. It dropped into the stream and was gone forever.



1. bone, home, enjoy
2. bridge, calm, stream
3. reflection, water, beneath
4. another, **(D)** bone, wanted
5. Grrr, snapped, open, fell
6. dropped, stream, gone

Unit 1: Note Making and Outlines

Unit 2: Writing from Notes



- I. bone, home, enjoy
 - 1. bridge, calm, stream
 - 2. reflection, water, beneath
 - 3. another, **(D)** bone, wanted
 - 4. grrr, snapped, open, fell
 - 5. dropped, stream, gone


UNIT
1

**Note Making
and Outlines**

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

3
words
max!

Read.
Think.
Look up.
Speak.



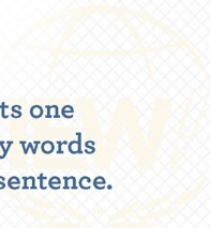
UNIT
2

Writing from Notes

Name
Date
Title
INDENT

Double
space!

Title repeats one
to three key words
from final sentence.



For teaching SPED and ELL students, the Seminar Workbook offers additional teaching guidelines for each unit.



REMINDER SIGNS

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

Name
Date
My Title
Be sure to indent the first line of your paragraph and be sure to double-space. Put your name and the date at the top left. Capitalize the words in the title as taught.

4-Point Check

1. Capitals
2. Spacing
3. Punctuation , . ? !
4. Does it make sense?

No erasing allowed!

ADJUSTING FOR GRADE LEVEL

Grades 3–5

- Simple narrative stories, such as fables, are easiest.
- Continue to retell the content from the outline in preparation for writing.
- Group summarizing and frequent modeling are essential.
- Very gradually introduce dress-ups. Start with an -ly adverb.
- Pay particular attention to page format.
- Use a variety of sources (fiction and nonfiction) and one, two, or three short paragraphs.
- Continue “telling the content” from the outline in preparation for writing.
- As needed, help students construct sentences from the outline.
- As dress-ups are taught, have students underline them in their papers.
- Customize the checklist to meet the needs of each individual student. Invite slower students to cross items off the checklist.
- Rewriting should be a natural and consistent part of the process.

Grades 6–12

- Work quickly toward independence.
- Introduce dress-ups. Start with an -ly adverb.
- Customize the checklist to meet the needs of each individual student. Either teach additional advanced techniques to students who are ready or invite slower students to cross items off the checklist.
- Have students underline dress-ups.
- Integrate writing assignments with content areas (e.g., history or science).

Special Needs and English Learners

- Continue to discuss the source text and vocabulary with each new paragraph.
- Continue to conduct the oral retelling from the outline. Help students with this as much as possible. Help them begin sentences and manage syntax. Use poetry memorization to develop sophisticated linguistic patterns. For more information, refer to “Nurturing Competent Communicators,” available as a free download. Visit IEW.com/NCC-E.
- If students struggle with handwriting, scribe for them. Typing early may help.
- Model correct mechanics when writing the class paragraph. Discussing when to capitalize, thinking of words, and demonstrating punctuation will help immensely.
- Be sure students read their finished paragraphs aloud. They will hear mistakes much better if they read them.

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. PLOT & CONFLICT

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



III. CLIMAX, RESOLUTION, MESSAGE

How is the need resolved?
What happens after?
What is the message/lesson?
 Final clincher repeats title.

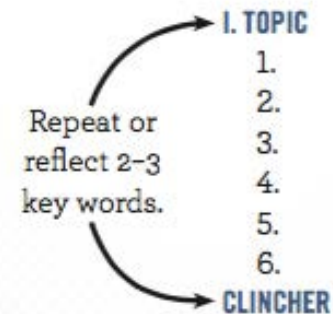


Summarizing a Reference

- Key words from facts.
- Choose 4–7 details.
- 3 words max.
- 1 topic per ¶.



Topic-Clincher Rule



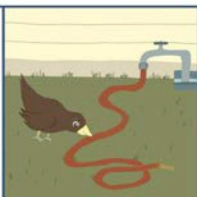
UNIT

5

Writing from Pictures

I. CENTRAL FACT

- 1.
- 2.
3. (details)
- 4.
- Clincher



ASK QUESTIONS

Who?

What?

When?

Where?

Why?

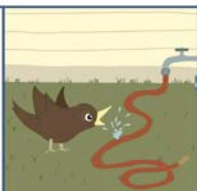
Before?

After?

Outside?

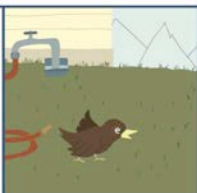
II. CENTRAL FACT

- 1.
- 2.
3. (details)
- 4.
- Clincher



III. CENTRAL FACT

- 1.
- 2.
3. (details)
- 4.
- Clincher



ADVANCED

Central Fact: past tense**Details:** past perfect
(had been, had done, had _____)**Clincher:** past tense

UNIT

6

Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source)	SOURCE 2 (info on source)	SOURCE 3 (info on source)
I. Topic A	I. Topic A	I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
USEFUL INFORMATION	FUSED OUTLINE	STYLE LIST
quotes due date or more notes	I. Topic A	-ly adverb who-which clause because clause
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	Clincher	

UNIT

7

My Dog Model

THINK
THREE
TOPICS

HIS LOOKS

HIS FOOD

TRICKS



My Dog
by
Joe Student

INTRODUCTION

Attention getter
Background — time, place
3 Topics

II. FIRST TOPIC

Topic
4-7 details
Clincher

III. SECOND TOPIC

Topic
4-7 details
Clincher

IV. THIRD TOPIC

Topic
4-7 details
Clincher

CONCLUSION

3 Topics
Most Significant and Why
Clincher: Title

UNIT
8

Basic Essay Model

THINK
THREE
TOPICS

EXPLORER

SETTLER

SOLDIER



Champlain
by
Joe Student

INTRODUCTION

TOPIC A

TOPIC B

TOPIC C

CONCLUSION

NO
"I"'

UNIT

9

The Critique Model

INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Type of Story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters and Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict and Plot <ul style="list-style-type: none"> • Problems that must be solved • The plan of the story IV. Climax and Resolution <ul style="list-style-type: none"> • Turning point of the story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme • No "I"



The Nine IEW Units

- Note Making and Outlines
- Writing from Notes
- Retelling Narratives Stories
- Summarizing a Reference
- Writing from Pictures
- Summarizing Multiple References
- Inventive Writing
- Formal Essay Models
- Formal Critique



Stylistic Techniques – A Sampling

Dress-Ups

-ly adverb

who/which clause

quality adjective

Decorations

alliteration

question

simile

Sentence Openers

subject

prepositional

-ing



EZ+1

Important: We introduce a new stylistic technique when the previous one is mastered.



Suggestions from Seminar Workbook to Use When Teaching Style

- Discuss vocabulary in source texts.
- Display word lists, especially banned word lists.
- Remind students to use tests to verify parts of speech. (e.g. the adjective test: the ____pen)
- Brainstorm possible options for stylistic techniques. Write them on the board.
- Customize the checklist for each student.

What about grading?

Unit 2

Unit 2 Composition Checklist Unit 2

Writing
from
Notes

Name: _____



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STRUCTURE

- ☐ name and date in upper left-hand corner
- ☐ composition double-spaced
- ☐ title centered and repeats 1–3 key words from final sentence
- ☐ checklist on top, final draft, rough draft, key word outline

STYLE

11 Dress-Ups (underline one of each)

- ☐ -ly adverb
- ☐ who/which clause

MECHANICS

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



Unit 7

EZ+1

Units 7/8 (with individual paragraph style boxes) Unit 7

Inventive
Writing

Name: _____



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STRUCTURE

- ☐ name and date in upper left-hand corner
- ☐ composition double-spaced
- ☐ title centered and repeats 1–3 key words from final sentence
- ☐ checklist on top, final draft, rough draft, key word outline

Introduction

- ☐ introduction includes attention getter, background information, and states topics (bold or highlight)

Body

- ☐ topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold)

Conclusion

- ☐ conclusion restates topics (bold or highlight) and indicates most significant/why

STYLE

11 112 113 114 115 Dress-Ups (underline one of each)

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

11 112 113 114 115 Sentence Openers (number; one of each as possible)

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

11 112 113 114 115 Decorations ('dec' in margin or italics if typed)

- ☐ ☐ ☐ ☐ alliteration, conversation/quotation, simile/metaphor, question, 3sss, vss open-close

11 112 113 114 115 Triple Extensions (choose one triple from the list)

- ☐ ☐ ☐ ☐ repeating: same words, clauseals or prepositions, -ings, -ly adverbs, adjectives or nouns, verbs

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, go/went, good, bad

MECHANICS

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



Where Should I Begin?

Teaching Writing: Structure and Style



Implementing Structure and Style

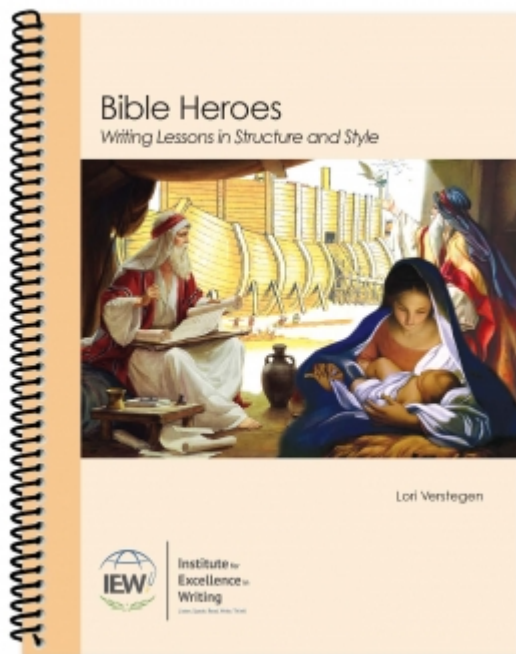
Structure and Style for Students (SSS)



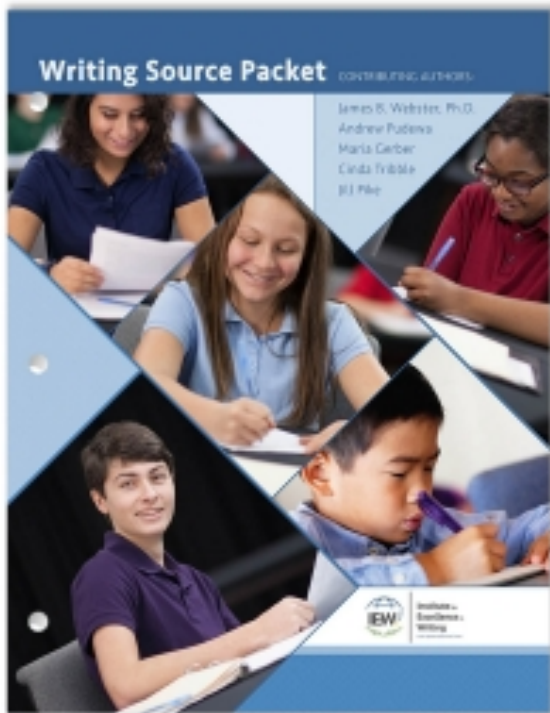
Try three weeks free at [IEW.com/free-lessons](https://www.iew.com/free-lessons)

Implementing Structure and Style

Theme-Based Books



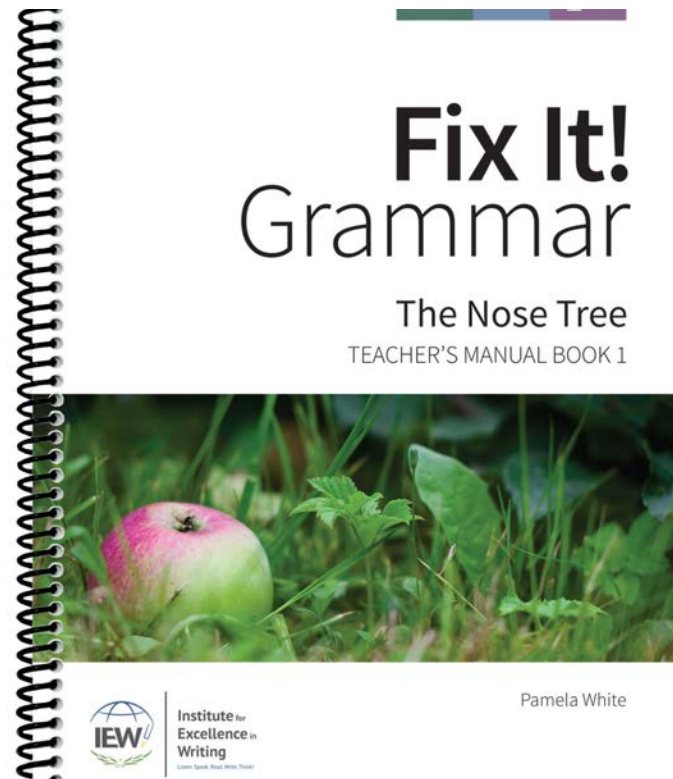
Writing Source Packet



Create your own source texts.



Fix It! Grammar



How can poetry memorization help?

Linguistic Development through Poetry Memorization



- increases active vocabulary
- makes neural connections
- infuses reliably correct and sophisticated English language patterns
- enjoyable to share with others



IEW.com/free-poetry

Final Reminders

- Help your student as much as needed!
- You are not looking for mastery the first time through the nine units.
- Be encouraged!
- Four Deadly Errors of Teaching Writing

