

Teaching Writing:

Structure and Style

Seminar Workbook

Third Edition © January 2026
Institute for Excellence in Writing, L.L.C.

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Teaching Writing: Structure and Style Seminar Workbook
Third Edition, January 2026
PDF version 1
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ISBN 978-1-62341-432-0

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Printed in the United States of America

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Table of Contents

UNIT 1: NOTE MAKING AND OUTLINES

Information on Public Speaking	14
Unit 1 Practicum Assignment	15

UNIT 2: WRITING FROM NOTES

Writing and Editing – Handwriting and Typing	23
Unit 2 Practicum Assignment	25

UNIT 3: RETELLING NARRATIVE STORIES

Understanding the Process	35
Unit 3 Practicum Assignment	38

UNIT 4: SUMMARIZING A REFERENCE

Unit 4 Practicum Assignment	56
-----------------------------------	----

UNIT 5: WRITING FROM PICTURES

Unit 5 Practicum Assignment	70
-----------------------------------	----

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Unit 6 Practicum Assignment	82
-----------------------------------	----

UNIT 7: INVENTIVE WRITING

Unit 7 Practicum Assignment	108
-----------------------------------	-----

UNIT 8: FORMAL ESSAY MODELS

Teaching Essays	125
Unit 8 Practicum Assignment	138

UNIT 9: FORMAL CRITIQUE

The Four Stages	144
Critique Thesaurus	145
Unit 9 Practicum Assignment	152

WRITING ABOUT LITERATURE

Response to Literature	157
Literature Thesaurus	164
Literary Analysis	165
Classical Arrangement	169

STYLISTIC TECHNIQUES

Dress-Ups	178
Word Lists	180
Sentences Openers	182
Decorations	184
Triple Extensions	186
Advanced Dress-Ups	187
Advanced Sentence Openers	188

Acknowledgments

This seminar and practicum is based on *Blended Sound-Sight Program of Learning* by Anna Ingham and *Blended Structure and Style in Composition* by James B. Webster, Professor Emeritus, Dalhousie University, Halifax, Nova Scotia.

Without their inspiration and support, this seminar could not exist.

SAMPLE

Preface to the Third Edition

More than a decade after the release of the second edition, *Teaching Writing: Structure and Style*® has been carefully updated to better meet the needs of today's educators and students.

WHAT'S NEW

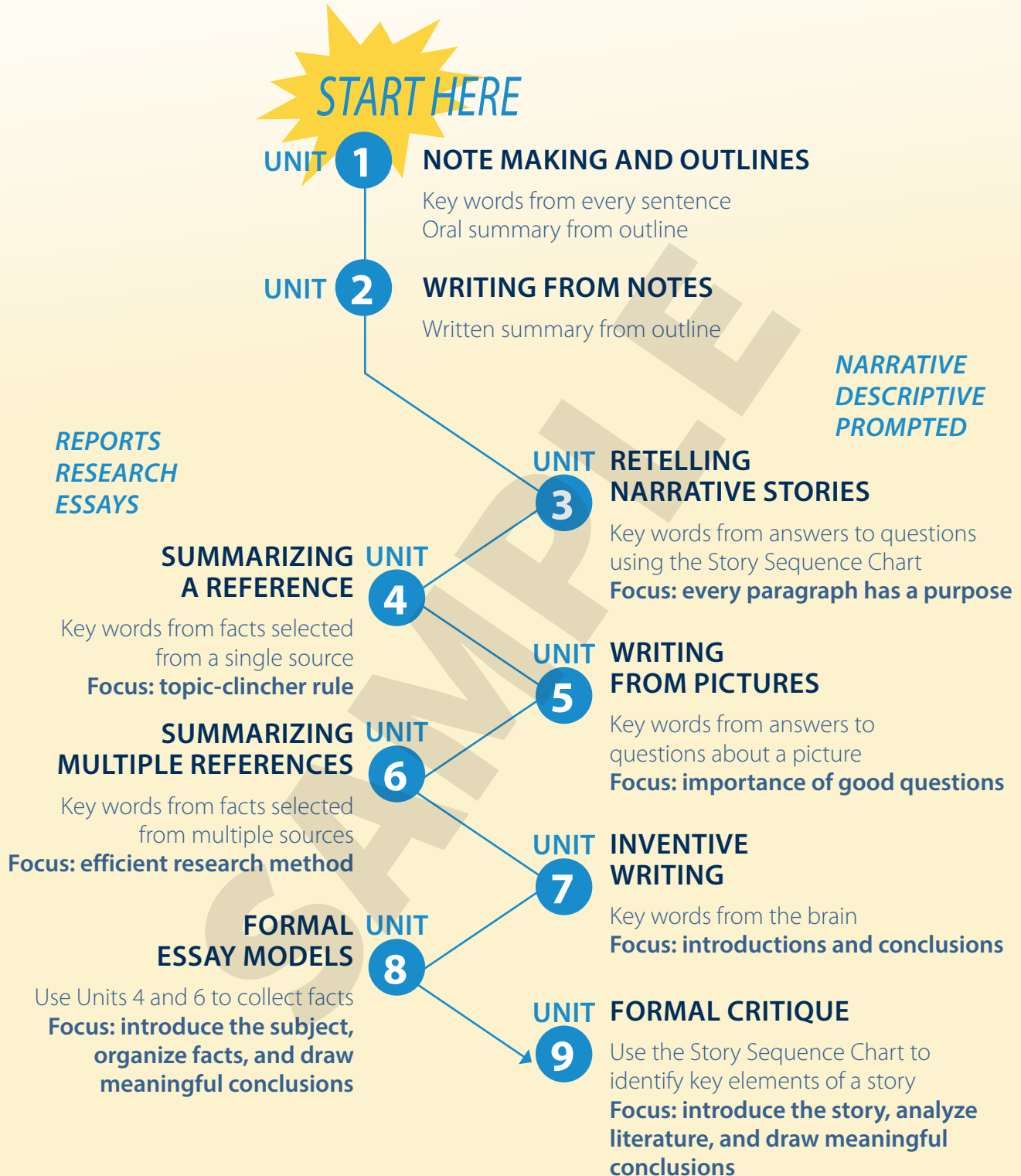
- Improved layout for better readability
- Detailed practicum instructions for easier implementation
- Updated exemplars to model Structure and Style methodology
- Enhanced video content

WHAT REMAINS THE SAME

This edition continues to honor the Structure and Style method developed by Anna Ingham, CM, and James B. Webster, PhD. This method has empowered thousands of teachers and students. Rooted in decades of classroom-tested strategies, this successful method of teaching writing is used in schools—public, private, and hybrid—as well as homeschools, co-ops, and tutoring companies around the world.

Whether you are new to IEW or returning to review the methodology, this edition provides both teachers and teaching parents with the tools they need to become effective, confident, and competent educators.

Structural Models Pacing



The power of the method is in the structure.

Overview

Teaching Writing: Structure and Style® Seminar Workbook is intended to be used with the *Teaching Writing: Structure and Style* (TWSS) video seminar taught by Andrew Pudewa.

Comprehensive systems for teaching writing skills to students in grades 3 through 12 are rare. Clearly, no single program incorporates everything there is to learn about writing. The methodology presented in TWSS prepares students with writing skills far above their peers. It provides a solid foundation for exceptional performance in high school and college. Equally as significant, the TWSS seminar offers a way to assist teachers in developing confident and competent communicators and thinkers, all within a system that provides concrete evaluation and measurable achievement. The challenge of wordsmithing according to a concrete set of expectations becomes a game that students enjoy. As their enjoyment of writing increases, so do their skills.

STRUCTURAL MODELS

Structure is the elements found in compositions. The structure portion of the seminar workbook is divided into nine units. The pace of teaching must be adjusted to meet the age and ability of the students. A teacher begins with Unit 1: Note Making and Outlines and proceeds through the units as the months unfold. Each year the units are reviewed with more advanced source materials and with an increased expectation in sophistication and quality of output. The various structures are reinforced yearly and thus firmly internalized by the students.

STYLISTIC TECHNIQUES

The stylistic portion of the seminar workbook includes dress-ups, sentence openers, and decorations. Mr. Pudewa demonstrates how basic elements of style create a strong image or feeling in writing. Furthermore, he explains sentence variety by teaching six distinct sentence openers. He emphasizes that teachers should introduce the stylistic techniques using the EZ+1 method.

TEACHING MIXED GROUPS

This approach to composition instruction is ideal for teaching groups of students with mixed ages or abilities. Even a class of twenty-five nine-year-old students will show a wide variety of existing skills and inherent aptitudes. This teaching method allows the instructor to model a concept until the most advanced students are able to grasp the idea fully and apply it independently. While the first group works on their own, the teacher reviews the process for the other students. Checklists can be customized as needed.

Once the concept has been practiced sufficiently for all to understand and apply the basic ideas, the teacher can present the next concept.

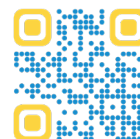
TEACHING BY DOING

The best way to learn the program is to practice it. Those who watch the seminar and complete the practicum assignments will be equipped to teach students effectively.

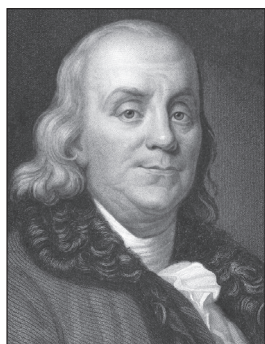
Teachers can pursue accreditation by completing the *Teaching Writing: Structure and Style* seminar and submitting the practicum assignments.

IEW Accreditation
IEW.com/accreditation

Complete and submit practicum assignments
to become an accredited IEW instructor.



On Writing and Learning



BENJAMIN FRANKLIN ON WRITING

Benjamin Franklin explains in his autobiography how he developed his writing skills:

When my father happened to find my papers and read them, he took occasion to talk to me about the manner of my writing; observed that, though I had the advantage of my antagonist in correct spelling and pointing (which I ow'd to the printing-house), I fell far short in elegance of expression, in method and in perspicuity, of which he convinced me by several instances. I saw the justice of his remark, and thence grew more attentive to the manner in writing, and determined to endeavor at improvement.

About this time I met with an odd volume of the *Spectator*. It was the third. I had never before seen any of them. I bought it, read it over and over, and was much delighted with it. I thought the writing excellent, and wished, if possible, to imitate it. With this view I took some of the papers, and, making short hints of the sentiment in each sentence, laid them by a few days, and then, without looking at the book, try'd to complete the papers again, by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should come to hand.

Then I compared my *Spectator* with the original, discovered some of my faults, and corrected them. But I found I wanted a stock of words, or a readiness in recollecting and using them, which I thought I should have acquired before that time . . . since the continual occasion for words of the same import, but of different length, to suit the measure, or of different sound for the rhyme, would have laid me under a constant necessity of searching for variety, and also have tended to fix that variety in my mind, and make me master of it.

I also sometimes jumbled my collections of hints into confusion, and after some weeks endeavored to reduce them into the best order, before I began to form the full sentences and compleat the paper. This was to teach me method in the arrangement of thoughts. By comparing my work afterwards with the original, I discovered many faults and amended them; but I sometimes had the pleasure of fancying that, in certain particulars of small import, I had been lucky enough to improve the method or the language, and this encouraged me to think I might possibly in time come to be a tolerable English writer, of which I was extremely ambitious.



DOROTHY SAYERS ON LEARNING

In her 1947 Oxford essay “The Lost Tools of Learning,” Dorothy Sayers observes:

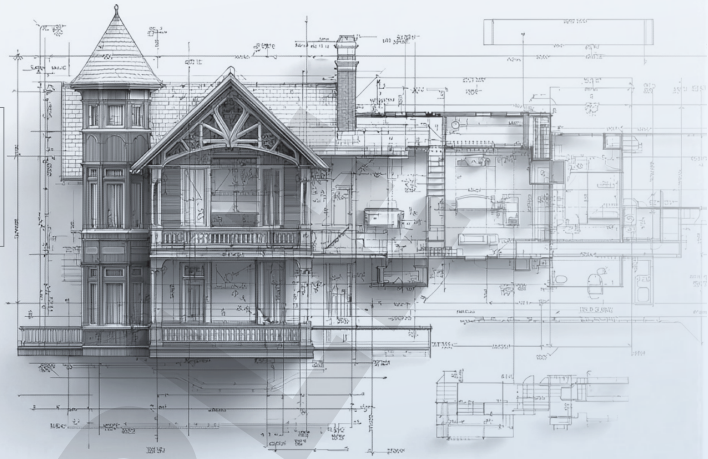
In certain of the arts and crafts, we sometimes do precisely this—requiring a child to “express himself” in paint before we teach him how to handle the colours and the brush. There is a school of thought which believes this to be the right way to set about the job. But observe—it is not the way in which a trained craftsman will go about to teach himself a new medium. He, having learned by experience the best way to economise labor and take the thing by the right end, will start off by doodling about on an odd piece of material, in order to “give himself the feel of the tool.”

Begin with a Plan

UNIT 1: NOTE MAKING AND OUTLINES

Structure

- I. ●
1. ●
 2. ●
 3. ●
 4. ●
 5. ●
- notes
- 1 note per sentence
2-3 key words
Symbols, numbers, and abbreviations are free.



Source Text

A Better Product

Building a house requires a plan. Before a house is built, someone draws blueprints for the builders. The builders have to follow the plans so that each part of the house is in its proper place. The walls cannot be built before the foundation is poured. The roof cannot be added before the frame is finished. Each step has to be completed in order to give the house its proper structure. Beginning with a plan results in a better product.

KWO

1. building, requires, plan
1. draws, blueprints, builders
2. builders, part, place
3. walls, \emptyset before, foundation
4. roof, \emptyset before, frame
5. step, completed, order
6. plan, better, product

Write 1 note per sentence.

Proper nouns count as one key word.

Note Making and Outlines

2–3 Key Words

Symbols

Numbers

Abbreviations

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

The **KEY WORD OUTLINE** (KWO) organizes your thoughts.

2–3 Key Words

main idea words

Symbols

images drawn faster than writing words

Numbers

numerals like 1, 2, 3 and 1st, 2nd, 3rd

Abbreviations

commonly accepted forms of shortened words

Unit 1: Note Making and Outlines

In Unit 1: Note Making and Outlines, students learn to plan to write before they write. The plan is called a key word outline, or KWO. The KWO is the first step of the writing process, where a student organizes his or her thoughts. By writing an outline, a student determines what to write and eliminates the blank page problem.

Students never outgrow the outline. It is only during the initial steps that they take key words from each sentence. Throughout the year, students' note-taking skills become more sophisticated as they progress through IEW's structural units.

GOALS

- to understand the purpose of key words
- to write a key word outline (KWO) following the rules
- to retell the content of a source using just the KWO

Key words
for the KWO
come from
every sentence.

RECOMMENDED SOURCES

Use a variety of short articles or stories at or below reading level.

- Aesop's fables
- children's encyclopedia articles
- children's magazine articles
- children's books of facts

TEACHING PROCEDURE

Model the process.

1. Read the source and discuss vocabulary.
2. Write a key word outline together.
Allow students to select key words.
Use one line for each sentence.
Choose 2–3 key words. Teach the skill of limiting.
Symbols, numbers, and abbreviations are free.
Separate key words, symbols, numbers, and abbreviations with commas.
3. Remove the original text from view.
4. Retell the story or article from the outline.
Pair students and have them test their KWOs.
The goal is not to repeat the source verbatim. It is not the test of their memory.
Emphasize the importance of speaking in complete sentences.
This is not a public speaking exercise. Students should look at their KWOs while retelling.

Teaching Tips

Don't withhold help.

Help students as much as they need. If they are stuck, tell them what to write.

Don't skip the verbal retelling.

Test the outline, not the student. Read and retell several times if necessary. Verbal retelling is particularly helpful for English Language Learners and students who have learning differences.

Don't assume students remember.

Always begin with Unit 1 even with experienced IEW students.

Information on Public Speaking

The oral report has long been a cornerstone of traditional education, yet it is often reduced to a monotonous reading of written notes with little preparation or attention to delivery. To foster true public speaking skills, students should be trained to present with confidence, using the key word outline with structured yet minimal notes rather than reading full sentences verbatim.

A key word outline provides an effective framework for developing public speaking skills throughout the academic year. Just as it is important for students to have opportunities to reconstruct meaning from the key words in an outline to write a composition, it is also important that they learn to speak in front of an audience.

This structured progression of skills builds both confidence and competence in communication.

Stage 1: Foundational Public Speaking Skills

At this stage, students should focus on basic presentation techniques.

1. Stand confidently before an audience with hands on the lectern without fidgeting.
2. Use a key word outline with large legible print.
3. Read the first line of key words, think of a sentence, and speak a complete sentence that conveys the main idea while maintaining eye contact with the audience.
4. Repeat this process, minimizing delays between sentences and prohibiting filler words such as *uh*, *um*, *like*, *ya know*, and *stuff*. You may look at your notes, and you may speak to your audience, but you may not do both at the same time.

Stage 2: Advanced Delivery Techniques

As students gain confidence, additional techniques can enhance their delivery.

1. Incorporate purposeful, rehearsed gestures to emphasize key points.
2. Move naturally from the lectern—step to one side while speaking, return to the center, step to the opposite side, and return to the center.
3. Expand key word outlines to include more descriptive words and phrases.

With these foundational skills in place, students can progress to more sophisticated public speaking formats, such as extemporaneous speaking, debate, and persuasive or descriptive speeches.

Many adults are uncomfortable speaking in public, but with early and consistent practice, students can develop confidence and poise. By providing ample opportunities, we can ensure that students become confident and competent communicators and thinkers.

Read. Think. Look up. Speak.

Introduction to Public Speaking
IEW.com/speech

This self-explanatory program empowers teachers to help students become competent and confident public speakers.





Unit 1 Practicum Assignment

Read the source text and write a key word outline (KWO).

SOURCE TEXT

Booklice

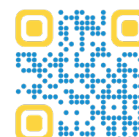
Booklice are tiny insects that eat mold and mildew in old books as well as papers and maps. They also crawl around on floors, bookshelves, windowsills, and walls in search of moist places where mold thrives. A booklouse is usually less than two millimeters long. You should not just look for booklice but listen for them too. To attract a mate, the female of the species makes an audible clicking sound by striking its abdomen against paper or wood. If you ever hear faint creaking or light tapping noises on the library shelves, you are not imagining things. The place is simply alive with booklice.

KEY WORD OUTLINE

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

Cover the source text and test your KWO by retelling it to a partner.

IEW Accreditation
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If you are seeking accreditation, note that you will receive feedback on your submission before you are prompted to submit your next assignment.

SAMPLE

Unit 1 Exemplars

Elementary

Adventures in Writing, Lesson 1 Yangtze River

SOURCE TEXT

Endangered Species of the Yangtze River

The Yangtze River is home to three of the world's most endangered species of animals. This river in China is the world's third-longest river. The black and white giant panda lives in the bamboo forests around the upper Yangtze River. Finless porpoises dodge boat traffic in the river. The Yangtze giant softshell turtle lives in the lower Yangtze River floodplain. It is nearly extinct. Almost a thousand species of other animals also call this river home.

KEY WORD OUTLINE

- I. YR, 3, endangered, species
1. China, 3rd, longest, river
2. g. panda, bamboo, forests
3. porpoises, dodge, boats
4. softshell, turtle, floodplain
5. nearly, extinct
6. 1000, animals, home

Middle School

Investigations in Writing, Lesson 1 History of Maps

SOURCE TEXT

History of Maps

People have drawn maps of the Earth for centuries. The oldest known maps were carved in clay and hardened in the sun by people from the ancient Babylonian civilization. In the second century, the ancient Greek geographer Ptolemy designed lines of latitude and longitude to draw maps of the known world. Eventually, European explorers and cartographers drew maps of new coast lines of the lands they found. To navigate their ships, explorers used special instruments to determine direction and distance on their maps. When English settlers arrived in North America, John Smith drew the first maps of Virginia and New England. As explorers such as Lewis and Clark traveled west and surveyed the new land, they measured and recorded details to make maps. Nowadays cartographers use computers and satellites to draw maps of the Earth.

KEY WORD OUTLINE

- I. drawn, maps, centuries
1. oldest, clay, Babylonians
2. Ptolemy, latitude + longitude
3. Eu, explorers, maps, coasts
4. navigate, , special, instruments
5. John Smith, 1st, maps, VA, New Eng.
6. W, surveyed, details, maps
7. nowadays, computers, satellites

High School

Structure and Style for Students: Year 1 Level C, Week 1 Recovered Pirate Secrets

SOURCE TEXT



Recovered Pirate Secrets

The *Whydah* is a pirate ship that sunk in 1717 off the eastern coast of Massachusetts. It was found two and a half centuries later by marine archaeologist Barry Clifford. It was the world's first recovered Golden Age pirate ship. The vessel began its service as a slave ship but was captured by two pirate ships in February 1717 near the Bahamas. The pirate captain was Samuel "Black Sam" Bellamy, a former British sailor. After a three-day chase, Captain Prince surrendered the *Whydah* to the pirates' superior force. Bellamy claimed the vessel as his flagship, adding some of Prince's sailors and freed slaves to his crew. In a gesture of goodwill toward the captain who surrendered, Bellamy gave the *Sultan*, a smaller ship, to Prince and his remaining crew.

Soon, the *Whydah* was used to plunder ships along the East Coast, but its career was short-lived. On April 26, 1717, the *Whydah* was caught by a powerful nor'easter. High winds and waves battered the ship, causing it to crash stern first into a sandbar. The vessel began to break apart in the tumultuous seas. A large wave pushed the ship over and caused her cannons to come loose. The heavy guns ripped up parts of the ship as they slid, splitting the *Whydah* in half. Of her 146 crewmembers, only two survived.

The wreck remained buried under water and sand until Barry Clifford discovered the site in 1984 and shed light on some of the pirates' secrets. Artifacts found on board have provided an enhanced snapshot of the life of a pirate in the early 1700s. Recovered items include excessive jewelry and fashionable clothing, handmade grenades, and the ammunition they used in battle. According to testimony at the time, the *Whydah* was carrying five tons of gold, gold dust, silver, jewelry, and other treasures. Dives and excavations have continued for three decades, and thousands of recovered items are now on display at the *Whydah* Pirate Museum in West Yarmouth, Massachusetts.

KEY WORD OUTLINE

- I. Whydah, sunk 1717, eastern MA
 1. found, H₂O archaeologist, Barry Clifford
 2. 1st, recovered, Golden Age, 
 3. 1st, slave, captured, Bahamas
 4. Capt. "Black Sam" Bellamy
 5. 3, days, Capt. Prince, surrendered
 6. Capt. B, claimed, vessel + crew
 7. Capt. B, gave, Sultan → Capt. Prince
- II. W, plunder, E. Coast, career --
 1. 4/26/1717, powerful, nor'easter
 2. ++ winds, , crash, sandbar
 3. break, tumultuous, sea
 4. ++ wave, cannons, loose
 5. guns, ripped, split, W, 1/2
 6. 2/146, crewmembers, survived
- III. B Clifford, discovered, wreck, 1984
 1. artifacts, life, pirate, 1700s
 2. ++ jewelry, clothing, ammunition
 3. W, 5 T, gold, silver, treasures
 4. excavations, 30 yrs, 1000s, recovered, display

Write an Essay



Unit 8 Composition Checklist

Lesson 22: Modern Technology

Formal
Essay
Models

Name: Paige Turner



Institute for
Excellence in
Writing
Learn. Speak. Read. Write. Thrive!

STRUCTURE

- name and date in upper left-hand corner _____ 2 pts
- composition double-spaced _____ 2 pts
- title centered and repeats 1–3 key words from final sentence _____ 2 pts
- checklist on top, final draft, rough draft, key word outline _____ 6 pts

Introduction

10 pts

3 pts

3 pts

Paige Turner

25 March 20__

10 pts

Here to Stay

10 pts

“You on the cutting edge of technology have already made yesterday’s impossibilities the commonplace realities of today” (Ronald Reagan). [2] In 2018, 92% of homes in the United States had at least one computer (“Computer”). [3] Naturally, education in the technical field becomes a necessity. [6] It **dominates** society. [2] In today’s digital world, computer languages provide the foundation of everything from smartphone apps to complex websites. [1] A computer language, **which** is a set of instructions that tells a computer what to do, allows programmers to *create software, create games, and even create artificial intelligence*. [4] Acting as a bridge between human ideas and the computer’s ability to process them, it performs a **vital** function. [5] Just as people use spoken languages to communicate with each other, programmers **adeptly** use computer languages to communicate with machines. [1] The **development** of computer languages and the different **types** provide the context for their **importance** in modern technology **as** people navigate today’s tech-driven society.

10 pts

5 pts

10 pts

10 pts

10 pts

3 pts

2 pts

2 pts

pts

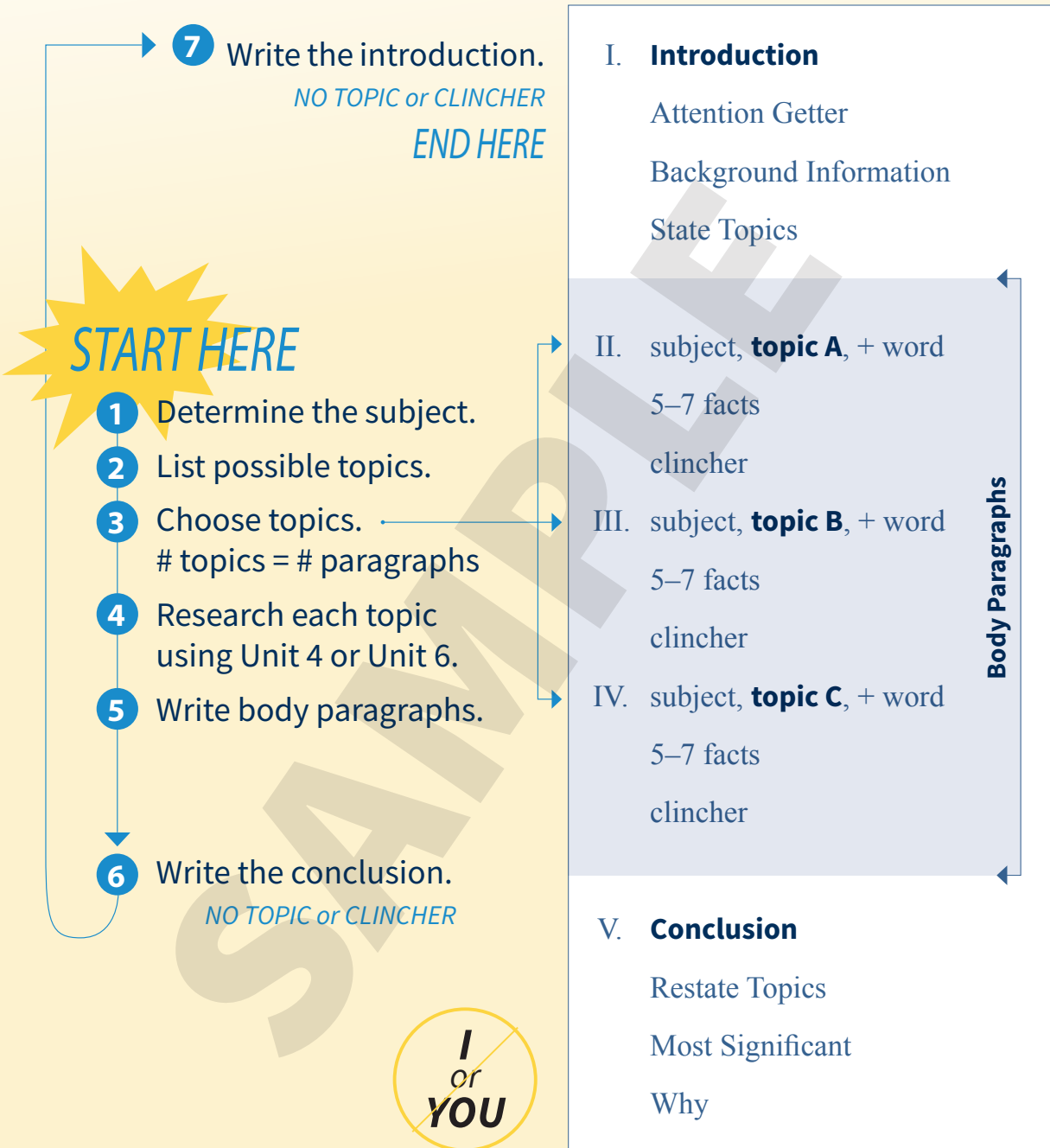
pts

[5] As computers became more advanced, the **rapid development** of computer languages began in the mid-twentieth century. [Q] *How could programmers keep up with the growth?*

[1] Fortran, **which** was one of the earliest languages, was developed in the 1950s for scientific calculations, and some engineering firms today still **employ** Fortran (Metcalf). [2] Over time, languages like C, created in the 1970s, allowed programmers to write more complex programs for operating systems and software. [4] Emerging in the 1990s, Python made coding easier and more **accessible** **because** it used simple syntax. [1] Each new language built on the strengths of

00 pts

Basic Essay Model



Length Dictates Structure
of topics = # of body paragraphs

Unit 8: Formal Essay Models

In Unit 8: Formal Essay Models, students write various types of essays. An essay is a short, written composition that expresses the ideas, beliefs, or opinions of the author. The structure for the basic essay is the same as the five-paragraph model learned in Unit 7.

Initially, students begin with a completed Unit 4 or Unit 6 assignment that includes two or three topic-based paragraphs about a single subject. By adding an introduction and a conclusion, students transform the paragraphs they wrote earlier in the year into an expository essay. As students write essays, teach them how to document and cite quotations. Students write additional essays by following a defined process.

GOALS

- to differentiate between a report (facts) and an essay (opinion)
- to review the basic components of an introduction and a conclusion
- to understand that length dictates structure
- to understand the proper structure for multi-paragraph essays
- to learn various types of essays

RECOMMENDED SOURCES

Use a variety of reference materials at or below student reading level.

- encyclopedia, magazine, or internet articles
- selections from history or science books
- documentaries or live interviews

TEACHING PROCEDURE

1. Determine the subject.
Find sources about the subject.
2. List possible topics.
Look at table of contents, index, chapter titles, headings.
3. Choose topics.
Choose the number of topics based on the length of the assignment. **# topics = # paragraphs**
4. Research each topic using Unit 4 or Unit 6.
Follow the topic line pattern: *subject, topic, + word.*
5. Write body paragraphs.
Each paragraph begins with a topic sentence, contains relevant facts, and ends with a clincher sentence.
6. Write the conclusion.
A conclusion begins with a restatement of topics, summarized in one or two sentences each, and then indicates what is most significant about the subject and why. Although the students' viewpoints must be clear, first and second person pronouns like *I* and *you* should be avoided. The conclusion also brings finality to the paper.
7. Write the introduction.
An introduction must get the readers' attention by enticing readers to keep reading. An attention getter may be an anecdote, a dramatic fact, or a decoration. The majority of this paragraph is background information that introduces the readers to the subject of the paper. End the introduction by stating the topics in the order they appear in the body paragraphs.

Progression by Subject Type

As students grow in their writing abilities, a structured progression by subject type provides a clear path for development. Subject selections may align with current content-area studies, allowing writing instruction to reinforce and deepen academic learning across the curriculum.

This thoughtful sequence equips students to write with increasing sophistication and purpose, preparing them for a variety of academic and real-world communication tasks.

Report = Facts

↓	Stage 1	Write about related factual topics such as animals, states, and countries. Build foundational research skills.
	Stage 2	Write about opinion-based topics such as things, people, and events. Strengthen structure and clarity.
	Stage 3	Write about argumentative-based topics for a personal response or analysis. Encourage logical thinking and reasoning skills.
↓	Stage 4	Write about persuasive-based topics such as current issues or debatable subjects. Develop rhetorical skills.

Essay = Opinion

Length Dictates Structure

One of the most practical writing skills students can learn is how to convert an assignment's required length—whether it is given in pages or word count—into a manageable structure. This helps students move from a vague sense of *how long it should be* to a clear plan for *how it should be organized*.

To teach this, have students examine four of their compositions to determine the average length of their paragraphs. Once students know their average paragraph length, they can use simple math to organize their assignments.

For example, if a student's average paragraph length is 125 words, two paragraphs fill one page. (A typed page is roughly 300 words.) A two-page assignment requires four paragraphs ($2 \times 2 = 4$): an introduction, two body paragraphs, and a conclusion. A 1,000-word essay requires eight paragraphs ($1,000 \div 125 = 8$): an expanded essay with six body paragraphs. A ten-page research paper requires twenty paragraphs ($10 \times 2 = 20$): a super-duper essay with three areas of six paragraphs each.

With structure in place, the assignment becomes far more manageable.

	Basic 5 ¶	Expanded 6–7+ ¶	Expanded Topics 8–11+ ¶	Super 12–16+ ¶	Super-Duper 17–23 ¶
	Introduction	Introduction	Introduction	Super-Introduction	Super-Duper Introduction
Body Paragraphs	Topic A	Topic A → A ₁ child, home Topic B → A ₂ child, school		Basic 5–7 ¶s	Basic 5–7 ¶s
	Topic B	Topic C		Basic 5–7 ¶s	Basic 5–7 ¶s
	Topic C	Topic D → D ₁ 1st term Topic E → D ₂ 2nd term		Basic 5–7 ¶s	Basic 5–7 ¶s
	Conclusion	Conclusion	Conclusion	Super-Conclusion	Super-Duper Conclusion

Teaching Essays

Writing an essay is more than arranging facts into paragraphs. Writing an essay is the process of selecting information, organizing it meaningfully, and then analyzing its significance. In Unit 8 students learn to write essays by collecting and organizing facts and then drawing a thoughtful conclusion. What do these facts reveal? Why do they matter? Who should care, and how does this information affect our understanding of life? These questions represent the higher-level thinking required for essay writing.

What Is an Essay?

An essay is a short, written composition that expresses the ideas, beliefs, or opinions of the author. It explores a subject and draws a conclusion. Although the academic world often distinguishes between expository and opinion essays, IEW teaches that all essays express opinion—either directly or indirectly. Even when students write about animals, people, or places, the conclusion includes a required opinion: of all that a student has written, what is most significant and why? This early exposure to opinion writing builds the foundation for more sophisticated essays later on.

Four Formal Essay Models

Many essay prompts call for specific essay types: descriptive, compare–contrast, cause–effect, definition, process, and others. Regardless of type, all essays follow the same basic essay model. It is the content that determines what kind of essay is being written. As students develop their reasoning and rhetorical skills, teachers should introduce increasingly complex writing assignments. These four essay models build critical thinking skills while reinforcing the essential structure of essay writing.

Basic Essay

The basic essay serves as the foundation for all essay writing. Therefore, teach the basic essay model and require students to memorize the structure. Although the body of the essay may simply present facts, the conclusion is where students learn to make a choice and express an opinion. This *most significant and why* statement helps students practice analytical thinking within a simple format.

Compare–Contrast Essay

This essay explores similarities and differences between two aspects of a subject. Students may write by topic, comparing two or more items within a single paragraph, or they may write in back-to-back paragraphs, analyzing one item and then the other. This format teaches clarity and organization because students consider two related aspects of a single subject and explain them distinctly.

Persuasive Essay

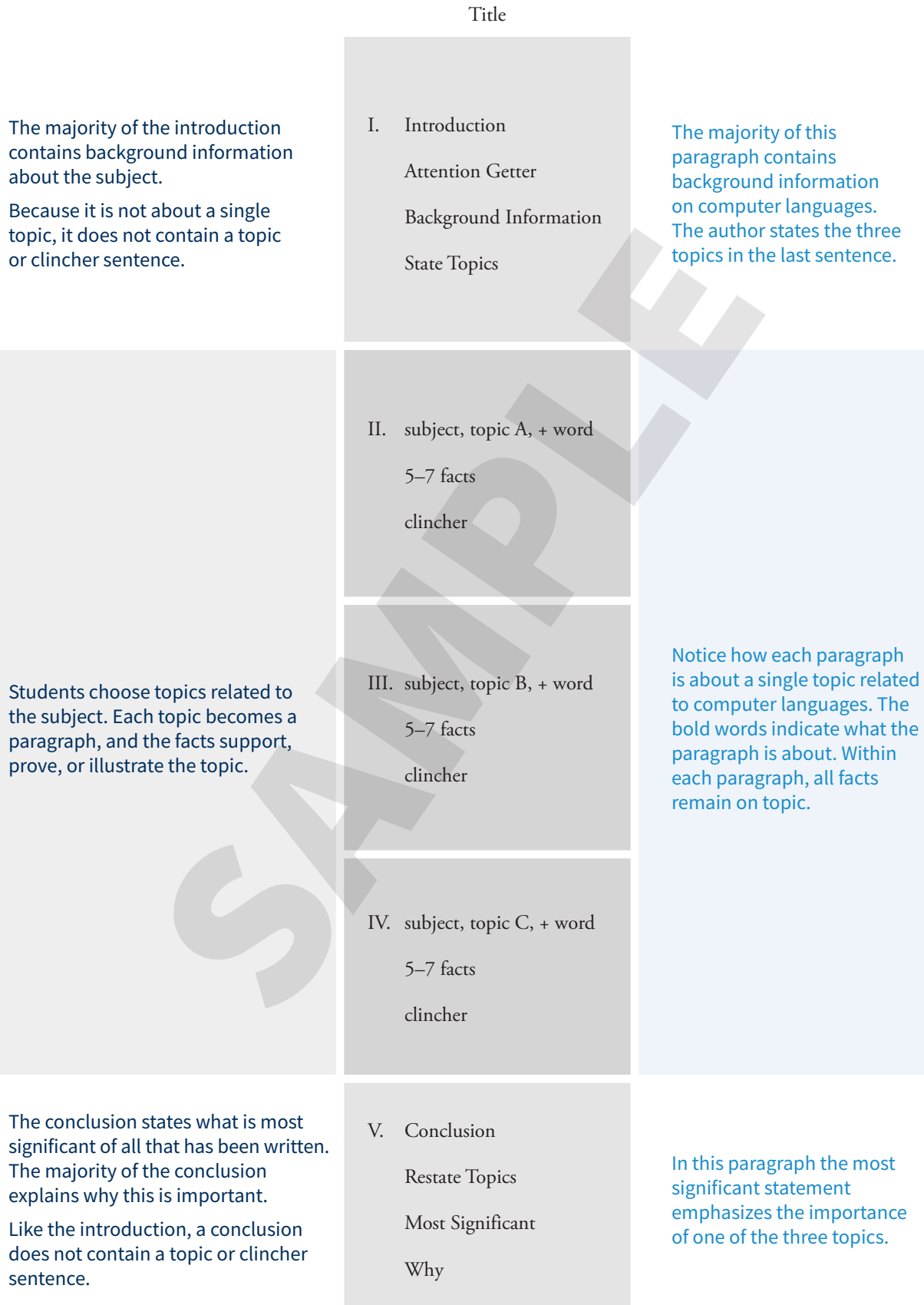
A persuasive essay is designed to change the reader's mind. Unlike an argumentative or motivational essay, a persuasive essay does not begin by stating the author's position. Instead, it raises a question or issue and gently guides the reader toward a new perspective. This method trains students to think strategically about audience and tone. Rather than arguing a point, students learn to persuade through structure, evidence, and thoughtful reasoning.

Super-Essay

The super-essay combines two or three basic essays into a single, unified paper. A super-introduction and a super-conclusion frame the entire essay. This advanced structure allows students to explore multiple areas within a subject in greater depth and then tie everything together with a well-developed, meaningful conclusion. The super-essay is the precursor to the term paper.

As students progress through these formal essay models, they learn to evaluate, analyze, and persuade. Essay writing becomes a powerful tool for understanding and communicating ideas.

BASIC ESSAY MODEL



Here to Stay

“You on the cutting edge of technology have already made yesterday’s impossibilities the commonplace realities of today” (Ronald Reagan). [2] In 2018, 92% of homes in the United States had at least one computer (“Computer”). [3] Naturally, education in the technical field becomes a necessity. [6] It dominates society. [2] In today’s digital world, computer languages provide the foundation of everything from smartphone apps to complex websites. [1] A computer language, which is a set of instructions that tells a computer what to do, allows programmers to *create software, create games, and even create artificial intelligence*. [4] Acting as a bridge between human ideas and the computer’s ability to process them, it performs a vital function. [5] Just as people use spoken languages to communicate with each other, programmers adeptly use computer languages to communicate with machines. [1] The development of computer languages and the different types provide the context for their importance in modern technology as people navigate today’s tech-driven society.

[5] As computers became more advanced, the **rapid development** of computer languages began in the mid-twentieth century. [Q] *How could programmers keep up with the growth?* [1] Fortran, which was one of the earliest languages, was developed in the 1950s for scientific calculations, and some engineering firms today still employ Fortran (Metcalf). [2] Over time, languages like C, created in the 1970s, allowed programmers to write more complex programs for operating systems and software. [4] Emerging in the 1990s, Python made coding easier and more accessible because it used simple syntax. [1] Each new language built on the strengths of earlier ones, adapting to the needs of evolving technology. [6] Need generates new languages. [3] Predictably, computer languages have **swiftly grown** alongside computers, becoming more user-friendly and powerful.

[3] Purposefully, **many types** of computer languages exist. [1] Low-level languages like Assembly are closer to the computer’s hardware and are fast but hard to learn and cumbersome. [1] Simple addition requires many lines of code. [2] On the other hand, high-level languages, which include Python and Java, are easier to read and write, making them popular for creating apps and websites (Liang). [1] Some languages like HTML are primarily used for structuring web pages while others such as SQL manage databases. [6] *Each has purpose.* [6] *Each is utilized.* [6] *Each functions well.* [4] Choosing the best tool for their project, programmers design languages with unique roles. [5] Since programmers have an **abundance of variety** available to them, this ensures that every aspect of technology, from games to medical software, can be built efficiently.

[1] Computer languages are **important** because they power the technology that society uses every day. [3] Impactfully, they keep everything running. [2] Without languages like JavaScript, websites like Google or YouTube would not function interactively. [1] Languages like C++ are used to create video games and self-driving car systems while Python is behind many artificial intelligence programs (Downey). [4] Coding in these languages, programmers also learn problem-solving and critical-thinking skills, which are valuable in many careers. [6] *Coding creates confidence.* [5] As technology continues to shape the world, computer languages enable **innovation**, making them a **key** part of modern life.

[6] *Technology continues to grow.* [2] From their early development, computer languages have evolved to meet the demands of a changing world. [1] Their different types allow programmers to tackle a wide range of tasks. [3] Clearly, their importance in creating everything from apps to AI cannot be overstated. [1] The most significant aspect of computer languages is their importance in the advancement of increasingly complex technology. [5] While technology gains a greater stronghold, the understanding of computer languages will become more critical. [4] Learning about them, individuals can better understand the digital world while they appreciate the possibilities it holds. [1] Computer languages are the invisible force behind the technology which pervades society. [6] *Technology is here to stay.*