

# TWSS Tune-Up for Tutors



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# Welcome!

## A few instructions for those new to an IEW webinar

### Q&A Box

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

### Chat Box

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



# Agenda

- overview of the nine IEW Units
- Which students have success with IEW?
- best practices for teaching IEW's method in a tutoring environment
- choosing curriculum and other resources
- establishing expectations for students and parents
- Q&A



# How is IEW different?

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 1: Note Making and Outlines

# Unit 2: Writing from Notes


**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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**UNIT 2** **Writing from Notes**

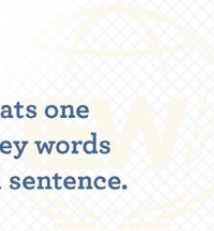
Name \_\_\_\_\_  
Date \_\_\_\_\_

Title \_\_\_\_\_

**INDENT** ~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~

**Double space!**

Title repeats one to three key words from final sentence.



UNIT

3

## 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.*



UNIT

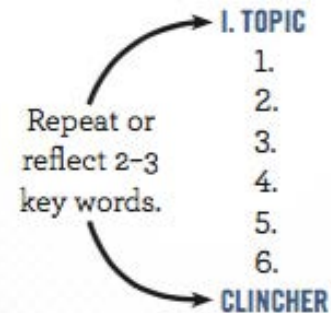
4

## 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?

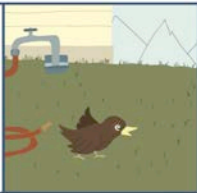
II. CENTRAL FACT

- 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.
<b>USEFUL INFORMATION</b>	<b>FUSED OUTLINE</b>	<b>STYLE LIST</b>
quotes due date or more notes	I. Topic A 1. 2. 3. 4. 5. 6. Clincher	-ly adverb who-which clause because clause

UNIT

7

# My Dog Model

THINK  
THREE  
TOPICS

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

HIS LOOKS

HIS FOOD

TRICKS



UNIT  
8

# Basic Essay Model

THINK  
THREE  
TOPICS

Champlain  
by  
Joe Student

**INTRODUCTION**

EXPLORER

**TOPIC A**

SETTLER

**TOPIC B**

SOLDIER

**TOPIC C**



**CONCLUSION**

NO  
"I's"





UNIT

9

## The Critique Model

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



## The Nine IEW Structural 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



# Which type of tutor are you?

- Tutor a student to improve test scores or college applications.
- Tutor a specific subject that a homeschool parent doesn't wish to handle.
- Tutor a student after school in a subject he needs additional help with.
- Tutor a student with special learning needs.
- Offer homework help or teach Structure and Style.



# Commonly Asked Question – “How to?”

How do I use IEW’s curriculum, knowing what to teach and what to assign for homework?

1. Before you start tutoring, train yourself with the TWSS.

- 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



[Teaching Writing: Structure and Style](#)



For tutoring SPED and ELL students, the *Seminar Workbook* offers invaluable 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](http://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.

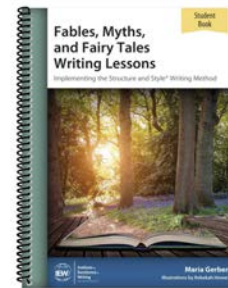
# Where do I start?

1. Begin with the TWSS.



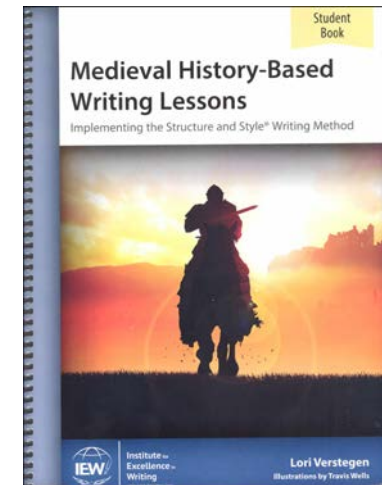
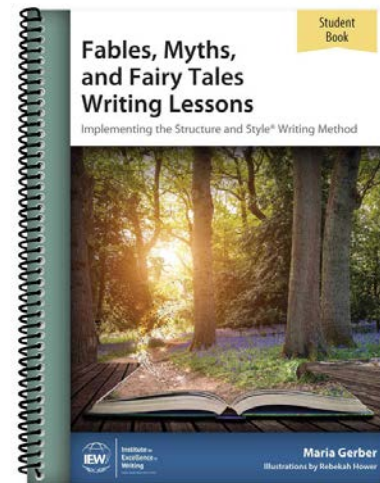
2. Decide how to implement.

- Theme-Based book
- *Structure and Style for Students*
- Create your own lessons.



# Implementing Structure and Style

## Theme-Based Books



## Lesson 3: The Four Oxen and the Lioness

Structure: IEW Unit 2: Writing from Notes  
Style: -ly adverb  
Writing Topic: The Four Oxen and the Lioness

### Lesson 3: The Four Oxen and the Lioness

#### UNIT 2: WRITING FROM NOTES

### Lesson 3: The Four Oxen and the Lioness

Mambo! (MAAhm-BO) This is how you would say, "What's up?" in Swahili.

Today you will learn the first dress-up. What's a dress-up?

First, try these tongue twisters. Speedily say each one three times:

She sifted thistles through her thistle-sifter. Zebras zig and zebras zag.

#### Goals

- to practice the Unit 1 and 2 structural models
- to create a key word outline
- to tell back a fable in your own words using just your outline
- to write a 1-paragraph fable about "The Four Oxen and the Lioness"
- to correctly add a dress-up: -ly adverb
- to correctly use new vocabulary words: *quietly* and *immediately*



#### Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

##### Day 1

- Read and discuss "The Four Oxen and the Lioness."
- Reread the source text one sentence at a time and circle two or three key words in each sentence that tell the sentence's main idea.
- Write a KWO on page 27.
- Using the KWO, tell the fable back to someone. Remember the process. Read. Think. Look up. Speak. If a note is unclear, check the source text and fix your note.

##### Day 2

- Learn a new dress-up, the -ly adverb. Read New Style on page 28 and complete Style Practice.
- Cut out the vocabulary cards for Lesson 3: *quietly*, *immediately*. Discuss their meanings and complete Vocabulary Practice on page 29.
- Review the checklist before you begin writing your paragraph.
- Use your outline, not the source text, to begin writing your 1-paragraph fable. Dress-up your writing by adding an -ly adverb to one of your sentences.

#### Read and Discuss

What are oxen?  
How might oxen defend themselves?  
What does the word *prowl* mean?

#### Locate Key Words

Sentence by sentence, circle key words.

#### UNIT 2: WRITING FROM NOTES

##### Day 3

- Finish writing your 1-paragraph fable. Remember to underline the -ly adverb.
- Check off each item on the checklist as you complete it.
- Turn in your rough draft to your editor with the completed checklist attached.

##### Day 4

- When your editor hands back your rough draft, make the needed changes.
- Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

#### Source Text

### The Four Oxen and the Lioness

A fierce lioness used to prowl around a field where four oxen grazed. Many a time she tried to attack them. Whenever she came near, however, they turned their tails to one another and made a circle. Then, the oxen quarreled among themselves. Not thinking, each wandered off to eat alone in a separate corner of the field. The lioness attacked them one by one and made an end of all four.

Moral: United we stand; divided we fall.



Some Boy Scouts from the city went camping. The mosquitoes were so fierce that the boys had to hide in their sleeping bags. Then, one of them saw some lightning bugs and said, "We might as well give up. They're coming after us with flashlights!"

## Sample

### Key Word Outline

After you have circled two or three key words from each sentence of the fable, copy the words from each sentence, using symbols, numbers, and abbreviations when possible.

1. lioness, around, oxen
1. tried, attack
2. turned, tails, ○
3. oxen, quarreled, themselves
4. wandered, corner, field
5. lioness, attacked, end
6. moral, united, divided

### Read. Think. Look up. Speak.

Use this outline to tell the fable back to someone. Remember the pattern? Read a line of notes. In your mind, make a sentence out of the words. Look up. Say the sentence loudly and clearly. Follow this pattern to tell back the whole outline.  
Is it becoming easier for you to tell back a fable?

### Source Text

#### The Four Oxen and the Lioness

A fierce lioness used to prowl around a field where four oxen grazed. Many a time she tried to attack them. Whenever she came near, however, they turned their tails to one another and made a circle. Then, the oxen quarreled among themselves. Not thinking, each wandered off to eat alone in a separate corner of the field. The lioness attacked them one by one and made an end of all four.

**Moral:** United we stand; divided we fall.

### Tell Back

Have the students tell back the fable using just their KW. Be a cheerleader. Compliment students when you observe improvement.





## New Style

### Dress-Ups

There are many IEW elements of style. The first element you will be introduced to is called a dress-up because it will help you “dress-up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To indicate that you have added a dress-up to a sentence, you should underline it. Although you may use more than one of a specific type of dress-up in a paragraph, only underline one of each type in each paragraph.

### -ly Adverb Dress-Up

In this lesson you will learn the first dress-up: the -ly adverb.

An -ly adverb is 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. Here are some examples:

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

Can you think of any more? There is a long list of -ly adverbs in the *Student Resource Packet* (SRP). You may turn there for help when you write.

Notice how the meaning of this sentence changes when different -ly adverbs are added:

The oxen quarreled among themselves.

The oxen stubbornly quarreled among themselves.

The oxen loudly quarreled among themselves.

The oxen eventually quarreled among themselves.

From now on, each paragraph you write should include an -ly adverb. Mark the -ly adverb by underlining it.

From this point forward students should include one -ly adverb in each paragraph they write. Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

This dress-up now appears on the checklist.

**Style Practice**

Choose different -ly adverbs that would work in the sentences below. Choose the ones you think sound best and put them in the blanks. You may use the -ly adverbs in the box on the previous page, the *Student Resource Packet* (SRP), a thesaurus, your vocabulary words, or -ly adverbs you think of on your own.

1. A lioness \_\_\_\_\_ *fiercely* \_\_\_\_\_ prowled around a field.
2. The four oxen \_\_\_\_\_ *lazily* \_\_\_\_\_ grazed in the field.
3. The oxen \_\_\_\_\_ *immediately* \_\_\_\_\_ turned their tails to one another and made a circle.
4. The oxen \_\_\_\_\_ *foolishly* \_\_\_\_\_ wandered off to eat alone.
5. The lioness \_\_\_\_\_ *easily* \_\_\_\_\_ attacked them.

In your writing assignment this week, plan to add an -ly adverb to at least one sentence.

**Vocabulary Practice**

Cut out the vocabulary cards for Lesson 3: *quietly*, *immediately*. Discuss their meanings. Make up sentences. Write them below. Read them aloud.



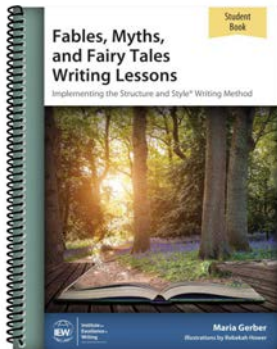
quietly \_\_\_\_\_ *The oxen quietly formed a circle.* \_\_\_\_\_

\_\_\_\_\_ *The lioness quietly killed the four oxen.* \_\_\_\_\_



immediately \_\_\_\_\_ *The oxen immediately looked for safety.* \_\_\_\_\_

\_\_\_\_\_ *The lioness took advantage of the situation immediately.* \_\_\_\_\_



Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

UNIT 2: WRITING FROM NOTES

Unit 2 Composition Checklist  
Lesson 3: The Four Oxen and the Lioness

Writing from Notes

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



Institute for Excellence in Writing  
www.IEW.org

STRUCTURE

- name and date in upper left-hand corner \_\_\_\_\_ 5 pts
- composition double-spaced \_\_\_\_\_ 5 pts
- title centered \_\_\_\_\_ 5 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 5 pts

STYLE

- ¶1 Dress-Up (underline) \_\_\_\_\_ 10 pts each
- ly adverb \_\_\_\_\_ 10 pts

MECHANICS

- capitalization \_\_\_\_\_ 5 pts
- end marks and punctuation \_\_\_\_\_ 5 pts
- complete sentences (Does it make sense?) \_\_\_\_\_ 5 pts
- correct spelling \_\_\_\_\_ 5 pts

VOCABULARY

- vocabulary words - label (VOC) in left margin or after sentence \_\_\_\_\_

Total \_\_\_\_\_ 50 pts  
Custom Total \_\_\_\_\_ pts



# 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)

## Week 3: The Bald Man and the Fly



### Teacher Preparation

- Watch TWSS Video 2 - Total Time 47:20
- Stylistic Techniques: How to Teach
  - Stylistic Techniques: Dress-Ups

### Literature Suggestion

*Little House on the Prairie* by Laura Ingalls Wilder

Week 3: The Bald Man and the Fly

UNIT 2: WRITING FROM NOTES

OVERVIEW

### Week 3: The Bald Man and the Fly

*Structure and Style for Students Video 3* Part 1: 00:00–31:27 Part 2: 31:28–end

#### Goals

- to practice the Units 1 and 2 structural model
- to write a KWO about “The Bald Man and the Fly”
- to write a summary about “The Bald Man and the Fly” from your KWO
- to correctly create a title
- to correctly add a dress-up: -ly adverb
- to be introduced to the composition checklist
- to correctly use new vocabulary: mumble

#### Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"><li>- Watch Part 1 of Video 3.</li><li>- Create a title for your summary about scorpions following the title rule.</li><li>- Read and discuss “The Bald Man and the Fly.”</li><li>- Write a KWO with the class.</li><li>- Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li></ul> <p>Optional: Complete Day 1 In Fix It! Grammar Week 3.</p>
DAY 2	<ul style="list-style-type: none"><li>- Watch Part 2 of Video 3 starting at 31:28.</li><li>- Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary.</li><li>- Learn how to use the checklist.</li></ul> <p>Optional: Complete Day 2 In Fix It! Grammar Week 3.</p>
DAY 3	<ul style="list-style-type: none"><li>- Using your KWO, not the source text, write your summary about “The Bald Man and the Fly.”</li><li>- Include and mark (underline) one -ly adverb in your paragraph.</li><li>- Follow the directions on the checklist and check off each item as you complete it.</li><li>- Hire an editor and ask him or her to check your rough draft.</li></ul> <p>Optional: Complete Day 3 In Fix It! Grammar Week 3.</p>
DAYS 4 AND 5	<ul style="list-style-type: none"><li>- Write your final draft making any changes that your editor suggested.</li><li>- Staple the checklist, final draft, rough draft, and KWO together. Hand them in.</li></ul> <p>Optional: Complete Day 4 In Fix It! Grammar Week 3.</p>

Teacher’s Manual  
(with embedded  
pages from Student  
Book)



**Structure** Unit 2: Writing from Notes  
the title rule

- To form a catchy title that grabs the reader's attention, students use the title rule: title repeats one to three key words from final sentence.
- Students should look at the checklist before writing. While writing, they should check off items on the checklist as they complete them. Before submitting an assignment, they should review the checklist to ensure their paper is complete.
- If students complete the checklist, they can expect to receive an *A* for *accepted*. If students fail to complete the checklist, they are not yet finished and should receive an *I* for *incomplete*.

**Style** Introduction to Style  
-ly adverb

- The IEW dress-ups are descriptive words, phrases, or clauses added to a sentence. To indicate that a dress-up has been added to a sentence, students underline it.
- The first dress-up is the -ly adverb. Do not allow students to use -ly impostors (adjectives) such as ugly.
- From now on, students should include and mark an -ly adverb in each paragraph that they write.

level 4: the bald man and the fly

**Source Text**

**The Bald Man and the Fly**  
Attributed to Aesop

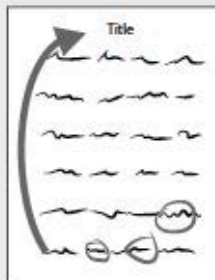
On a hot summer day, a tired traveler sat down to rest and took off his hat. A fly began buzzing about his bald head and sweaty face, landing on his skin from time to time. "Get away, fly!" he mumbled. He tried to smack the fly, but instead he hit only his own head. When he slapped his skin, it stung, but he slapped again and again, trying to get that pesky insect. But he failed and thus became frustrated and angry. Finally, the man understood his mistake. He thought, "We are likely to hurt only ourselves when we get so angry."



**Definitions from Source Text**

mumble (v): to speak in a way that is not clear enough to be understood

**Board Notes**



- 1 Dramatic Words
- 2 Last Sentence

Title Rule: Title repeats one to three key words from final sentence.

Repeat 1-3 words

**The Bald Man and the Fly**

- summer, traveler, sat
- sweaty, landing, time
- "Away, fly," mumbled
- tried, instead, head
- (slapped, stung, again)
- (failed, frustrated, angry)
- (finally, understood, mistake)
- (hurt, ourselves, angry)

**Dress-Up**

- ly adverb

**-ly adverbs**

- suddenly
- happily
- sleepily
- (un)comfortably
- busily
- annoyingly
- constantly
- repeatedly
- violently
- vigorously
- meanly
- angrily
- discouragingly
- repeatedly
- finally

Note that the key words in parentheses are suggestions. Answers will vary.



**Additional Assignment**

Hire an editor

## Stylistic Techniques

### I. Dress-Ups

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Indicator:* \_\_\_\_\_

*Minimum Rule:* \_\_\_\_\_

### II. Sentence Openers

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Indicator:* \_\_\_\_\_

*Minimum Rule:* \_\_\_\_\_

### III. Decorations

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Indicator:* \_\_\_\_\_

*Minimum Rule:* \_\_\_\_\_

### Dress-Ups

*Indicator:* underline

*Minimum Rule:* each one in every paragraph

#### Week 3

- ly adverb

#### Week 5

- who/which clause

#### Week 7

- strong verb

#### Week 9

- because clause

#### Week 13

- quality adjective

#### Week 15

- www.asia clause

### Sentence Openers

*Indicator:* number

*Minimum Rule:* each one in every paragraph

#### Week 20

- prepositional

Teachers and parents should remember IEW's EZ+1 Rule. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out.

Note that students can include more than one -ly adverb. However, they should only mark (underline) one.

Week 2: The Bald Man and the Fly

## Unit 2 Composition Checklist

Writing  
from  
Notes

### Week 3: The Bald Man and the Fly

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

Source Text: \_\_\_\_\_



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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 \_\_\_\_\_

#### MECHANICS

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

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist with Points link.





### **Organize Your Binder**

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- Put "The Bald Man and the Fly" behind the Source Texts tab.
- Put your KWO, your bald man summary, and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put the Stylistic Techniques and your -ly adverb list behind the Stylistic Techniques tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

### **Homework**

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1. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
2. Include and mark (underline) one -ly adverb in your paragraph.
3. Follow the directions on the checklist.



# Establishing Expectations for Parents and Students

Week 4: The Fox and the Stork 33

- Students progress better with parental support and assistance.



## Letter to the Editor

Writer's Name: \_\_\_\_\_

Dear Editor,

Congratulations on being selected to edit the rough draft of the writing assignment for the writer listed above. Every good writer has an encouraging editor. This student is enrolled in my writing course using the IEW® Structure and Style® writing program.

Because this is a “school paper,” it is easy to be confused on the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program’s editor job has two main distinctions.

First, the editor’s job is to simply correct grammar and spelling mistakes. This course requires students to write quickly—hence the possibility of poor handwriting. Additionally, the course requires students to insert specific stylistic techniques which may, at times, render a sentence more awkward than is desirable. Upon practice, students will become more eloquent in their writing. For our purposes, it is better to undercorrect than overcorrect.

Secondly, an editor should be compensated. You and the student should agree on compensation for your time. Compensation should ideally take approximately the same amount of time as your time editing (usually less than 15 minutes). Some ideas are cleaning, pulling weeds, or my personal favorite—a shoulder massage!

If you choose to accept this task, I encourage you to relax, enjoy reading what this student has written, and simply mark any obvious errors. Then, enjoy your shoulder massage, weeded garden, or cleaned area of the house.

Thank you for your willingness to help young people become better writers.

Warmly,

Writing Teacher

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# Establishing Expectations for Parents and Students

- Provide written explanation so that parents have something to refer to.
- Suggest setting up Google Classroom and having parents join as students.
- If parents can't or won't help, go at a pace that you can. Don't stall. Don't stick in Unit 1 and 2.
- If homework isn't possible, then know you won't likely get through all of the work in one year.



# Question

What can students do at home for feedback between tutoring sessions?

Suggestions (Involve parents for assistance.)

- vocabulary quiz games
- style practice opportunities
- *Linguistic Development through Poetry Memorization*
- Teach speak to text options (SPED).



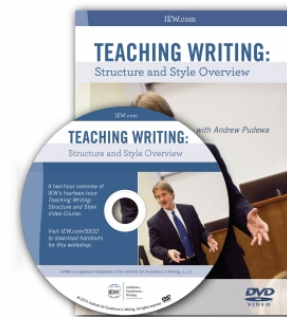
Provide midweek links to videos, etc. that flesh out our assignments.

# Resources for Parents

*Four Deadly Errors of Teaching Writing*

*Nurturing Competent Communicators*

*Structure and Style Overview*



# Stylistic Techniques – A Sampling

## Dress-Ups

-ly adverb

*who/which* clause

quality adjective

## Sentence Openers

subject

prepositional

-ing

## Decorations

alliteration

question

simile

EZ+1

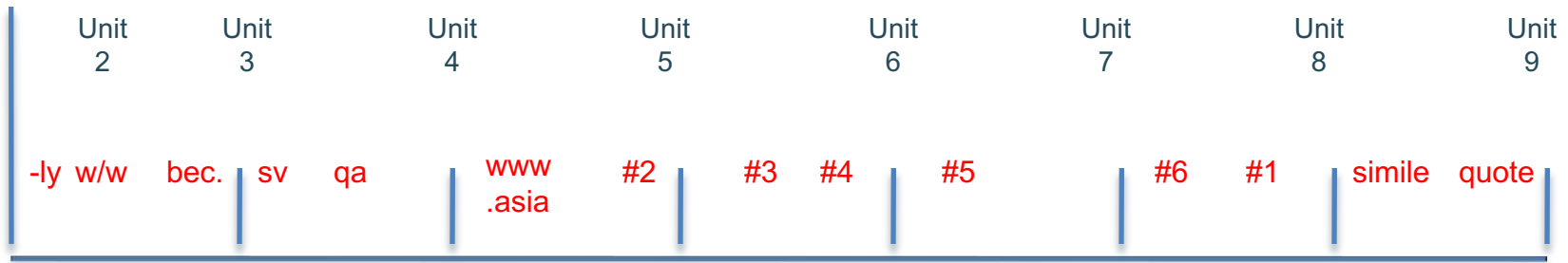
*Important: We introduce a new stylistic technique when the previous one is mastered.*



# Stylistic Techniques: Pacing

- Techniques should be “drilled in” as they become easy.

EZ+1



# Benefits of the Checklist Generator





# Premium Membership

## WHAT IS INCLUDED IN THE PREMIUM MEMBERSHIP?

- Streaming video of the entire **Teaching Writing: Structure and Style** teacher training course
- Streaming video of a sampling of student workshops at four different grade levels to help you get started
- Free access to our online **IEW Checklist Generator™**
- Master Classes** taught live and online by Andrew Pudewa
- Video streaming of the talk "However Imperfectly"
- Andrew Pudewa's latest book, *However Imperfectly*
- A one-time-use free shipping coupon
- Linguistic Development through Poetry Memorization* – Level 1
- A library of Andrew Pudewa's most popular conference talks
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- Our Mini Poster set, PDF download
- Homeschool and Schools Division Magalogs, PDF downloads
- Fix It! Grammar* "Grammar Glossary," PDF download



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# Evaluating Work

## Unit 2

### Unit 2 Composition Checklist Unit 2

Writing  
from  
Notes

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



#### 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: \_\_\_\_\_



#### 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-dose

##### 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



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# Tutoring Online

- Google Classroom or equivalent
- Zoom or another platform
- Google documents
- helpful options: Wordwall, Quizlet, Flippity.net, etc.
- Checklist Generator
- Understand copyright rules.



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## Lesson 2: Anglo-Saxons

Begins on p. 17

New Symbols for Key Word Outlining (p. 19)

ea= each  
waves = sea/water/ocean/lake  
ppi= people

Source Text (p. 20)  
"Anglo Saxons"

Key Word Outline (p. 21)

1. Rom. Emp. ↓, Anglo-Saxons, →, Brit.
2. from, Eur., →, N. *Sea*
3. ⚔ Brit., 7, sections, ea, own, 🗿 ↑
4. S., Angle-land, → England
5. 1st, pagans, many, gods
6. 4 days, from, gods
7. 598, monk, Augustine, converted,  
+
8. A-S, ruled, Eng., until, 1066

Key Word Outlines (p. 22)

1. Rom. Emp. ↓, Anglo-Saxons, →, Brit.

~~fall, invaded~~

After the Roman Empire tumbled, Anglo-Saxons took over Britain.

New Style (p. 23)  
-ly Adverb Dress-Up



### Practice (p. 23)

1. The king walk briskly/swiftly/abnoxiously to his throne room.
2. There, a young knight was hopefully/angrily/nervously waiting for him.
3. "What do you want?" the king asked angrily/agressively/softly.
4. "Her," the knight replied kindly/joyfully/anxiously.
5. "Me?" the princess anxiously/sweetly/contently.

### Style Practice

#### -ly Adverb Dress-Up

1. Anglo-Saxons aggressively raided Britain. (rapidly, quickly, ferociously, brutally)
2. A monk named Augustine kindly shared Christianity with the Anglo-Saxons (nervously, softly, boldly)
- 3.

### Vocabulary Practice (feid, massive, dilapidated, intrepid) (capably, tenaciously, brazenly, and benevolently)

- 1.
- 2.

### Checklist

### Week 2: The Nose Tree

### Articles: a, an, the

(Day 1) Since the wood was dark and dangerous, they decided to take turns keeping watch.





# Question

How do I “level up” my class for students who have been introduced to Structure and Style already? Do I use more challenging source texts? Is there a list of more advanced skills to teach them?



# Question

If I teach a group of students, am I looking for similarly abled kids, or is one level sufficient to group them together?

# Magnum Opus Magazine



- yearly print magazine
- monthly e-newsletter
- #featuredonFacebook



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# We are here to help!

- Need recommendations on what curriculum to use for a particular student?
- Have an unusual situation that needs special assistance?
- Email [tutors@IEW.com](mailto:tutors@IEW.com), chat at IEW.com, call 800.856.5815, or join the forum for tutors.
- [IEW.com/tutors](http://IEW.com/tutors)



# Thank you for attending!

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## Additional Resources

- monthly e-newsletters [IEW.com/e-newsletter](https://www.iew.com/e-newsletter)
- webinars [IEW.com/webinar](https://www.iew.com/webinar)
- forums [IEW.com/forum](https://www.iew.com/forum)
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