



Listen. Speak. Read. Write. Think!

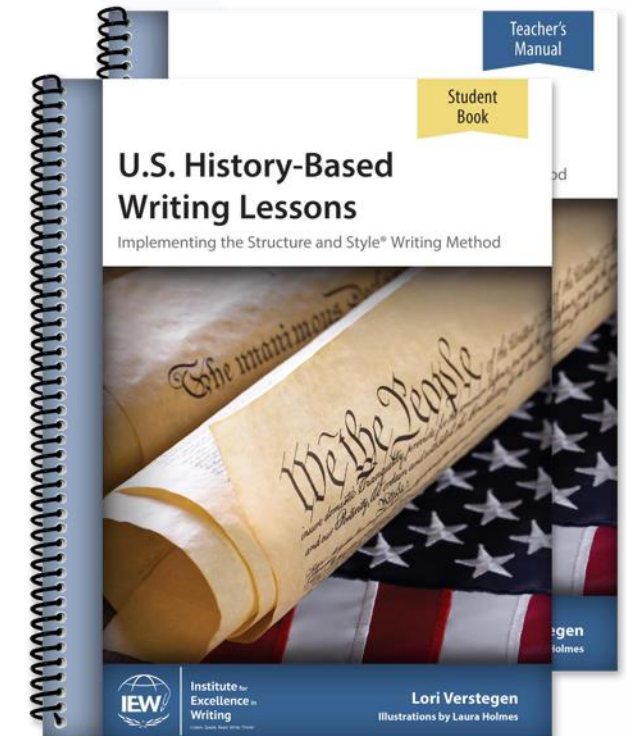
# U.S. History-Based Writing Lessons Support for Unit 3

## Andrew Pudewa

Founder and Director  
Institute for Excellence in Writing

Please introduce yourself in the chat box:

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



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

# Tonight's Outline

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

# Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

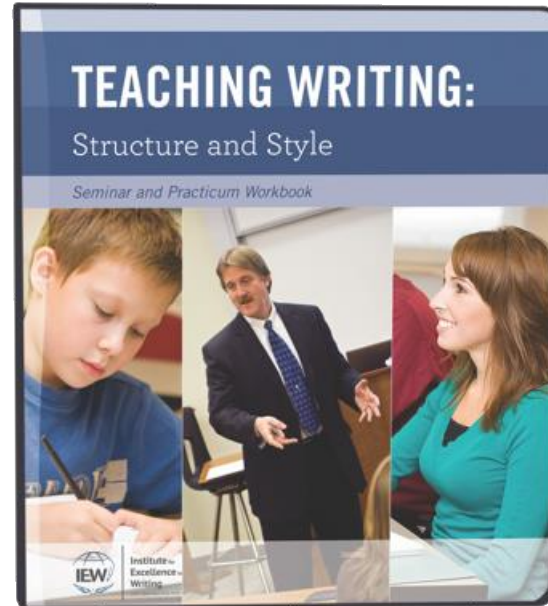
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



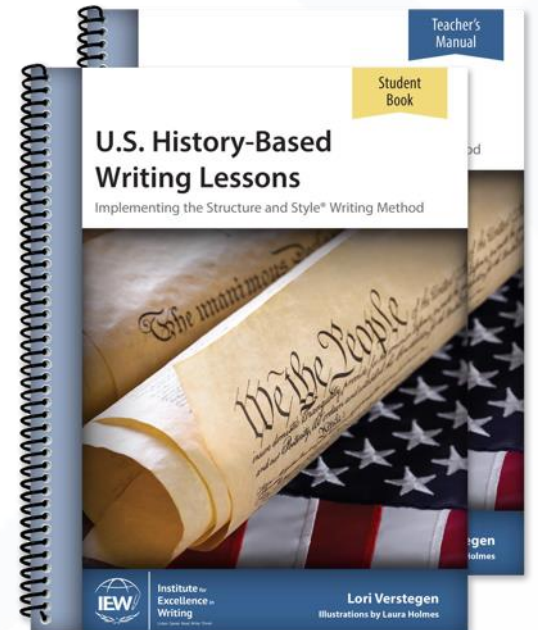
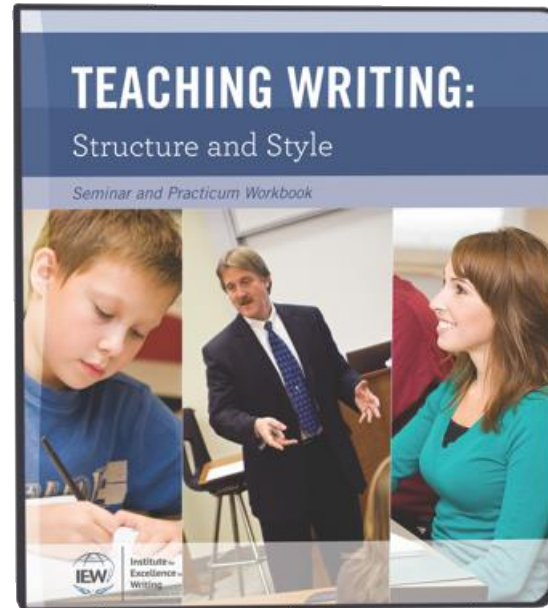
# Tools for Teaching This Course

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

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

Teacher's Manual includes sample answers.

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



# Structural Models Pacing

Unit 1: Note Making and Outlines

Unit 2: Writing from Notes

Unit 4: Summarizing a Reference

Unit 6: Summarizing Multiple References

Unit 8: Formal Essay Models

Unit 3: Retelling Narrative Stories

Unit 5: Writing From Pictures

Unit 7: Inventive Writing

Unit 9: Formal Critique



# Unit 3: Retelling Narrative Stories

## Story Sequence Chart

Units 1 and 2 are easy.

Key words come from every sentence.

UNIT  
**3**

### Retelling Narrative Stories

#### Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
*Where do they live or go?*



#### II. CONFLICT/PROBLEM

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



#### III. CLIMAX/RESOLUTION

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



# Unit 3: Retelling Narrative Stories

## Story Sequence Chart

Units 1 and 2 are easy.

Key words come from every sentence.


Unit 3 is different.

Key words come from the brain.

**UNIT 3** **Retelling Narrative Stories**  
Story Sequence Chart


**I. CHARACTERS/SETTING**

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
*Where do they live or go?*




**II. CONFLICT/PROBLEM**

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# Unit 3: Retelling Narrative Stories

## Goals and Materials


### Goals

- to identify the story sequence in a narrative story
- to write a KWO using the Story Sequence Chart
- to understand that each paragraph has a purpose
- to summarize a story from an outline

**UNIT 3**  
**Retelling Narrative Stories**  
Story Sequence Chart


**I. CHARACTERS/SETTING**

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
*Where do they live or go?*




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# Unit 3: Retelling Narrative Stories

## Goals and Materials

### Goals

- to identify the story sequence in a narrative story
- to write a KWO using the Story Sequence Chart
- to understand that each paragraph has a purpose
- to summarize a story from an outline


### Recommended Materials

Unit 3 Mini Poster

**UNIT 3**  
**Retelling Narrative Stories**  
Story Sequence Chart

**I. CHARACTERS/SETTING**

*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
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*What is the message/lesson?*  
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# Unit 3: Retelling Narrative Stories

## Teaching Procedure

1. Begin with demonstration and group participation.
2. Read the story, perhaps twice! Put the story aside.
3. Do not choose words from each sentence.
4. Refer to the Story Sequence Chart and ask questions to create the KWO.

Answer the questions in any order.

Use more than one line to answer one question.

Answer two questions on one line.

You do not have to answer every question.

UNIT  
3

### Retelling Narrative Stories

#### Story Sequence Chart

#### I. CHARACTERS/SETTING

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

## Teaching Procedure

1. Begin with demonstration and group participation.
2. Read the story, perhaps twice! Put the story aside.
3. Do not choose words from each sentence.
4. Refer to the Story Sequence Chart and ask questions to create the KWO.
5. Pair students and have them test their KWOs.
6. Using the KWO, rewrite the story in three paragraphs.

**UNIT 3**  
**3 Retelling Narrative Stories**  
Story Sequence Chart

**I. CHARACTERS/SETTING**  
*Who is in the story?*  
*What are they like?*  
*When does it happen?*  
*Where do they live or go?*



**II. CONFLICT/PROBLEM**  
*What do they need or want?*  
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Title repeats one to three key words from final sentence.



# Unit 3

## Let's try it together!

### Lesson 5: *Ambush in the Wilderness*

page 41

#### Source Text

##### *Ambush in the Wilderness*

It was a hot summer day in 1755, but the forest of the Ohio River Valley seemed dark, gloomy, and eerily quiet. The British army trudged on, led by General Edward Braddock. Braddock was a well-trained, experienced officer; however, his training and experience had been on the vast, open fields of England, not in the dense wilderness of America. Additionally, he knew little of the ways of the Native American warriors.

A young American officer was at his side. His name was George Washington. Washington knew the terrain of the land well. He had spent much time in the woods. He also had already been involved in battles with the French and Indian forces, so he knew their tactics.

The objective of the British army was to capture Fort Duquesne. The French had built this fort to keep the British out of the Ohio River Valley. This particular land was very valuable because it had several rivers needed for trading goods. The British believed the land belonged to them.

The soldiers were now just ten miles from the fort, hoping for a quick victory. Suddenly, shots and shouts rang out. Fierce Indians and ruthless French soldiers charged at the British from all sides. They quickly killed many of the officers, including General Braddock. The soldiers panicked.

Washington soon took control. He fought hard. Two horses were shot out from under him. Musket balls and arrows whizzed by him, and four shots tore right through his coat. Still, he was able to lead many of the survivors to safety. They escaped with their lives, and George Washington was hailed a hero. This ambush in the wilderness was just one of the many battles of the French and Indian War that lasted from 1754 to 1763.

# Unit 3

## Let's try it together!

### Characters/Setting

- I. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
- (5.) \_\_\_\_\_

UNIT

3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

*Who is in the story?*

*What are they like?*

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#### II. CONFLICT/PROBLEM

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#### III. CLIMAX/RESOLUTION

*How is the need resolved?*

*What happens after?*

*What is the message/lesson?*

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



# Unit 3

## Let's try it together!

### Conflict/Problem

- II. \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  - (5.) \_\_\_\_\_

UNIT

3

## Retelling Narrative Stories

### Story Sequence Chart

#### I. CHARACTERS/SETTING

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# Unit 3

Let's try it together!

Climax/Resolution

- III. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
- (5.) \_\_\_\_\_

UNIT

3

## Retelling Narrative Stories

Story Sequence Chart

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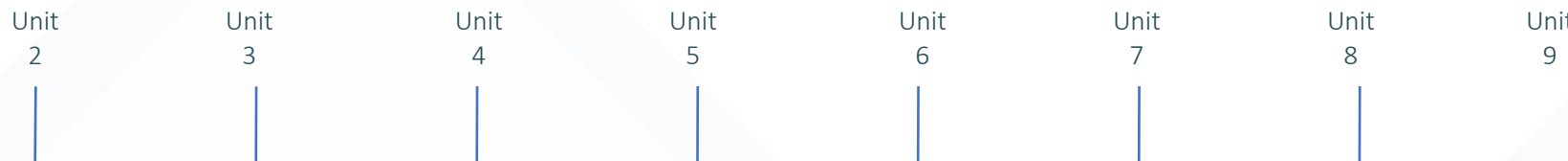
*How is the need resolved?*  
*What happens after?*  
*What is the message/lesson?*  
*Title repeats one to three key words from final sentence.*



# Stylistic Techniques Pacing

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

Example:



Advanced  
Additions

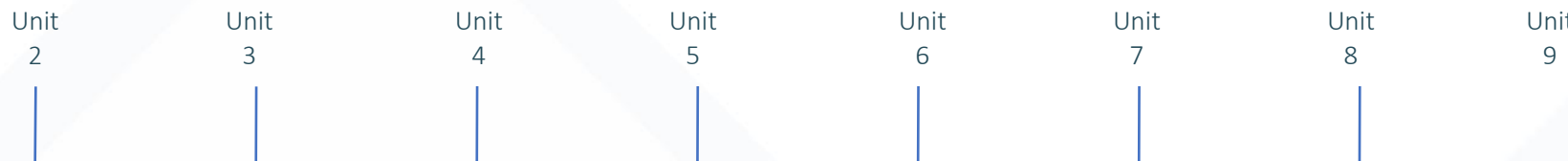
EZ+1



# Stylistic Techniques Pacing

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

Example:



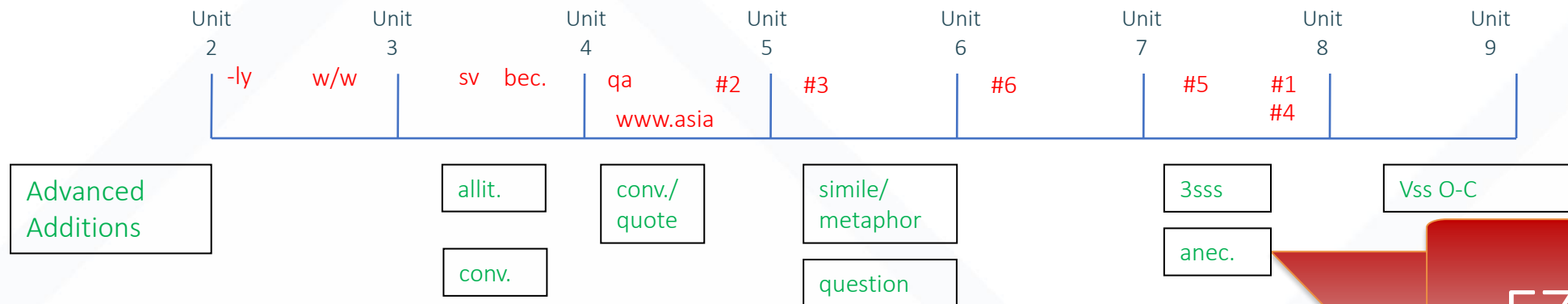
Advanced  
Additions

EZ+1

# Stylistic Techniques Pacing

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

Example:




EZ+1

# Checklist Preview

- Structure
  - MLA format
  - title centered and repeats 1-3 key words
  - story follows Story Sequence Chart
  - each paragraph contains at least four sentences
  - checklist on top, final draft, rough draft, KWO
- Style
  - ly adverb                      strong verb (Lesson 6)
  - who/which* clause            *because* clause (Lesson 7)
- Mechanics
- Vocabulary (optional)

Lesson 5: Ambush in the Wilderness

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

# Adjustments for Style

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

Easy: -ly adverb

Average: -ly adverb + w/w clause

Harder: add alliteration decoration,  
explained in Advanced Additions

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 5: Ambush in the Wilderness

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



Institute for  
Excellence in  
Writing

Listen, Speak, Read, Write, Think

#### STRUCTURE

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

#### STYLE

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

#### MECHANICS

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

#### VOCABULARY

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

Total:	_____	50 pts
Custom Total:	_____	pts

# IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



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

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

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

**STRUCTURE**

MLA format

title centered on top

checklist on top, final draft, rough draft, key word outline

**STYLE**

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

fr \_\_\_\_\_

-ly adverb

**CHECK FOR BANNED WORDS :**

**MECHANICS**

capitalization

end marks and punctuation

complete sentences (Does it make sense?)

correct spelling

**VOCABULARY**

vocab. requirement removed

# IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



- This is available only to IEW Premium Members.

- Become a Premium Member one of two ways:

Buy TWSS Seminar. [IEW.com/TWSS2-FS](http://IEW.com/TWSS2-FS)

Buy Premium Membership. [IEW.com/TWSS2-PREM-GO](http://IEW.com/TWSS2-PREM-GO)

- Premium Membership annual renewal fee is only \$39!

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

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

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

**STRUCTURE**

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

**STYLE**

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

fr \_\_\_\_\_

- ly adverb

**CHECK FOR BANNED WORDS :**

**MECHANICS**

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

**VOCABULARY**

- vocab. requirement removed

# Questions and Answers



# We're here to help!

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# 400<sup>th</sup> Episode

## ARTS *of* LANGUAGE PODCAST

**LIVE EVENT**

**12:00 PM CT  
November 13, 2023**

**Register at [IEW.com/400](https://www.iew.com/400)**

# The Winner of Tonight's \$100 IEW Gift Card!



Congratulations!

## Join us next time!

### **U.S. History-Based Writing Lessons Support for Unit 4**

Unit 4: Summarizing a Reference

October 9, 2023

7:00 PM Central Time

Register at [IEW.com/webinar](https://www.iew.com/webinar)