



Listen. Speak. Read. Write. Think!

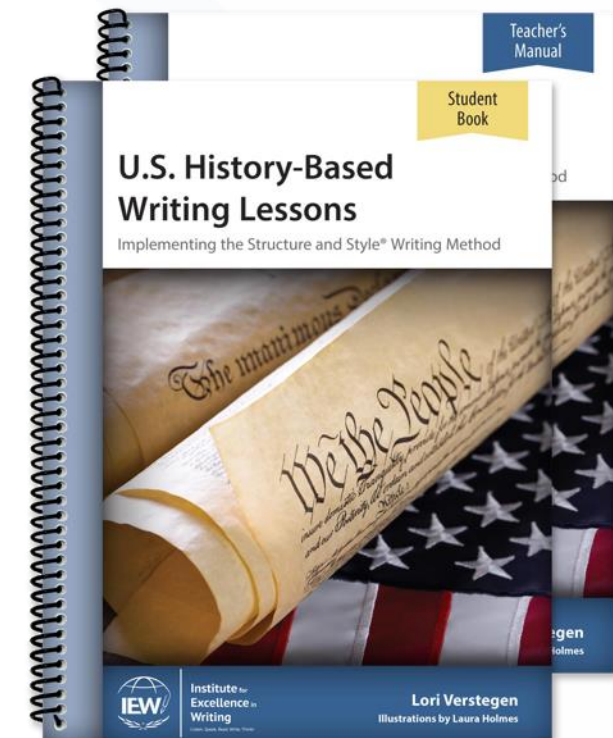
# U.S. History-Based Writing Lessons Support for Unit 7

## 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 7
- Practice of Unit 7
  - Lesson 20: *Hopes and Dreams, Part 1*
  - Lesson 21: *Hopes and Dreams, Part 2*
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!

# Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

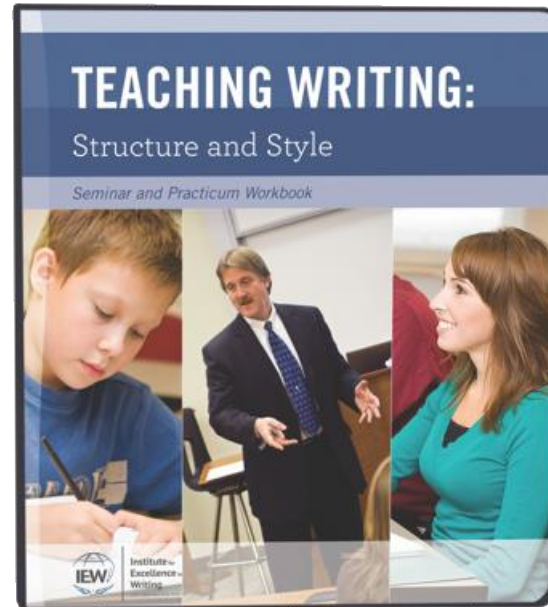
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



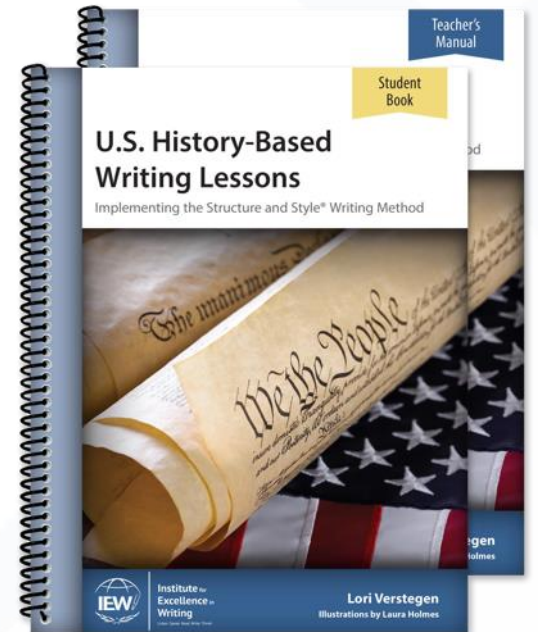
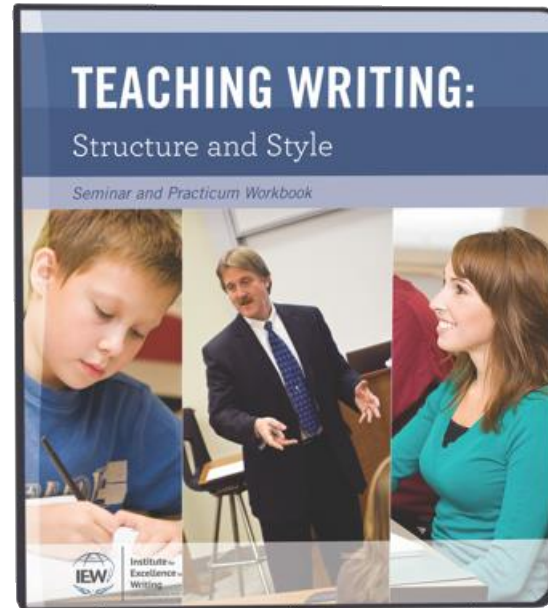
# Tools for Teaching This Course

- 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 7: Inventive Writing

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

Unit 4 requires more thought.

Key words come from facts.

Unit 5 allows for imagination.

Key words come from answers to questions about a picture.

Unit 6 increases the complexity.

Key words come from facts that must be selected from multiple sources.

**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  
Essay Clincher → Title

# Unit 7: Inventive Writing

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

Unit 4 requires more thought.

Key words come from facts.

Unit 5 allows for imagination.

Key words come from answers to questions about a picture.

Unit 6 increases the complexity.

Key words come from facts that must be selected from multiple sources.

Unit 7 uses your students' brains and whatever they happen to be carrying around in them. Key words come from ideas generated during the invention process.



# Unit 7: Inventive Writing

This used to be called Creative Writing.

*Creo*: coming from nothing

Now it is called Inventive Writing.

*Invenio*: finding or discovering something

**UNIT 7 My Dog Model**

**THINK THREE TOPICS**

**HIS LOOKS**

**HIS FOOD**

**TRICKS**



**My Dog**  
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**INTRODUCTION**  
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Clincher

**IV. THIRD TOPIC**  
Topic  
4-7 details  
Clincher

**CONCLUSION**  
3 Topics  
Most Significant and Why  
Essay Clincher → Title



# Unit 7: Inventive Writing

## Goals and Materials

### Goals

- to take notes from your own brain
- to create a key word outline for the content generated by the invention process
- to write body paragraphs from the key word outline
- to write an introduction and a conclusion for the composition

### Recommended Materials

Unit 7 Mini Poster



# Unit 7: Teaching Procedure

## Lesson 20

1. Consider the subject. Read and analyze the prompt: “Write about two things you hope to do or accomplish.”
2. List possible topics related to the subject.
3. Choose topics.  
# of topics = # of ¶
4. Create a KWO for the body paragraphs.
5. Write body paragraphs.
6. Write conclusion. (Lesson 21)
7. Write introduction. (Lesson 21)



# Unit 7

## Let's try it together!

Lesson 20: Hopes and Dreams, Part 1

UNIT 7: INVENTIVE WRITING

### **Lesson 20: Hopes and Dreams, Part 1**

#### **Goals**

- to learn the Unit 7 Inventive Writing structural model
- to create a KWO from a writing prompt
- to write the body paragraphs of a 4-paragraph composition
- to correctly use new vocabulary words: *espouse*, *adverse*, *aspire*, *lofty*

# Unit 7

## Let's try it together!

Lesson 20:

*Hopes and Dreams, Part 1*

page 197

page 200

### Key Word Outline

|                     |               |
|---------------------|---------------|
| II. Topic A: _____  | ?             |
| 1. _____            | who?          |
| 2. _____            | what?         |
| 3. _____            | when?         |
| 4. _____            | where?        |
| 5. _____            | why?          |
| (6.) _____          | how?          |
| (7.) _____          | how feel?     |
| Clincher            | problems?     |
|                     | solutions?    |
| III. Topic B: _____ | best thing?   |
| 1. _____            | worst thing?  |
| 2. _____            | value?        |
| 3. _____            | significance? |
| 4. _____            | meaning?      |
| 5. _____            | examples?     |
| (6.) _____          | description?  |
| (7.) _____          |               |
| Clincher            |               |

# Unit 7: Teaching Procedure

## Lesson 21

### 1. Conclusion Paragraph

Echo or restate topics.

Tell what is the MOST significant/important and why.

*Do not include ¶ topic-clincher sentences.*

**UNIT 7 My Dog Model**

**THINK THREE TOPICS**

**HIS LOOKS**

**HIS FOOD**

**TRICKS**



**My Dog**  
by  
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**INTRODUCTION**  
Attention getter  
Background – time, place  
3 Topics

**II. FIRST TOPIC**  
Topic  
4-7 details  
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**III. SECOND TOPIC**  
Topic  
4-7 details  
Clincher

**IV. THIRD TOPIC**  
Topic  
4-7 details  
Clincher

**CONCLUSION**  
3 Topics  
Most Significant and Why  
Essay Clincher → Title

# Unit 7: Teaching Procedure

## Lesson 21

### 2. Introduction Paragraph

Start with an attention getter.

question  
quotation  
vss  
shocking or dramatic fact  
humor

Include some background information.

State topics.

*Do not include ¶ topic-clincher sentences.*

**UNIT 7 My Dog Model**

**THINK THREE TOPICS**

**HIS LOOKS**

**HIS FOOD**

**TRICKS**

**My Dog**  
by  
Joe Student

**INTRODUCTION**  
Attention getter  
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Topic  
4-7 details  
Clincher

**IV. THIRD TOPIC**  
Topic  
4-7 details  
Clincher

**CONCLUSION**  
3 Topics  
Most Significant and Why  
Essay Clincher → Title



# Unit 7

## Let's try it together!

### UNIT 7: INVENTIVE WRITING

#### **Lesson 21: Hopes and Dreams, Part 2**

##### **Goals**

- to practice the Unit 7 structural model
- to create KWOs for an introduction and a conclusion paragraph
- to write an introduction and a conclusion paragraph
- to complete a 4-paragraph composition
- to correctly add a new sentence opener: #5 clausal opener
- to take Vocabulary Quiz 5
- to correctly use new vocabulary words: *enthrall*, *persistent*, *emblem*, *elated*

# Unit 7

## Let's try it together!

Lesson 21:

*Hopes and Dreams, Part 2*

page 205

page 207

### **Key Word Outline for Conclusion**

IV. Topic A: \_\_\_\_\_

Topic B: \_\_\_\_\_

Most significant \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Title repeats 1–3 key words from final sentence.



# Unit 7

## Let's try it together!

Lesson 21:

*Hopes and Dreams, Part 2*

page 205

page 209

### Key Word Outline for Introduction

I. Attention getter \_\_\_\_\_

Background \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

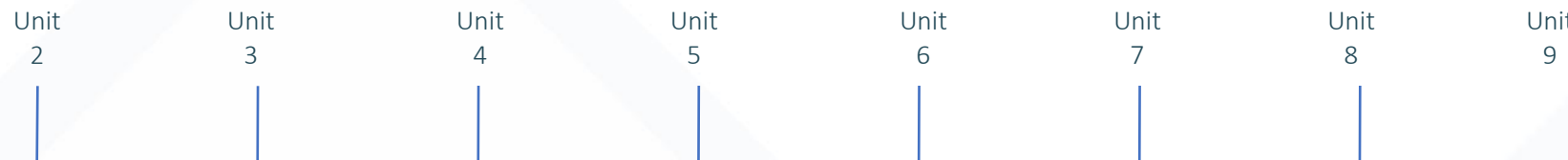
Topic A: \_\_\_\_\_

Topic B: \_\_\_\_\_

# Stylistic Techniques Pacing

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

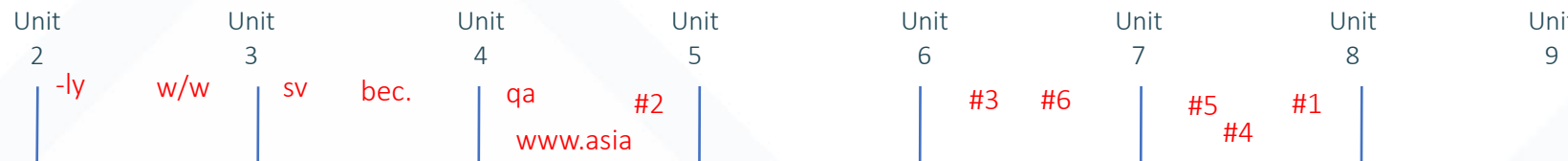
Example:



# Stylistic Techniques Pacing

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

Example:

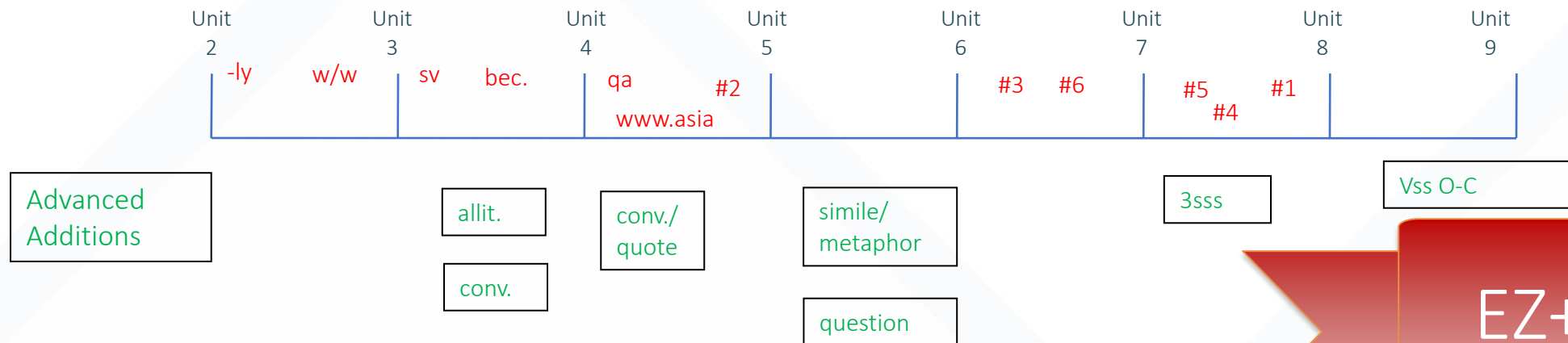


EZ+1

# Stylistic Techniques Pacing

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

Example:



# Checklist Preview

Lesson 20 checklist is for only the body paragraphs.

- Structure

MLA format

topic-clincher rule (highlight or bold)

checklist on top, final draft, rough draft, KWO

## Unit 7 Composition Checklist

Inventive Writing

### Lesson 20: Hopes and Dreams, Part 1 body paragraphs

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



#### STRUCTURE

- MLA format (see Appendix I) \_\_\_\_\_ 2 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 2 pts

#### Body

- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_ 5 pts
- facts stay on topic \_\_\_\_\_ 5 pts

#### STYLE

- ¶12 ¶13 Dress-Ups** (underline one of each) (2 pts each)
- ly adverb \_\_\_\_\_ 4 pts
- who/which* clause \_\_\_\_\_ 4 pts
- strong verb \_\_\_\_\_ 4 pts
- because* clause \_\_\_\_\_ 4 pts
- quality adjective \_\_\_\_\_ 4 pts
- www.asia* clause \_\_\_\_\_ 4 pts

- Sentence Openers** (number; one of each as possible) (2 pts each)
- [2] prepositional \_\_\_\_\_ 4 pts
- [3] -ly adverb \_\_\_\_\_ 4 pts
- [6] vss \_\_\_\_\_ 4 pts

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small \_\_\_\_\_ pts

#### MECHANICS

- spelling, grammar, and punctuation (-1 pt per error) \_\_\_\_\_ pts

#### VOCABULARY

- vocabulary words - label (*voc*) in left margin or after sentence \_\_\_\_\_ pts

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

# Checklist Preview

Lesson 20 checklist is for only the body paragraphs.

- Structure
- Style

## Dress-Ups

-ly adverb

*who/which* clause

strong verb

*because* clause

quality adjective

*www.asia* clause

## Sentence Openers

#2 prepositional

#3 -ly adverb

*number in the margin; no double-dipping*

# 6 very short sentence

- Mechanics
- Vocabulary (optional)

## Unit 7 Composition Checklist

### Lesson 20: Hopes and Dreams, Part 1 body paragraphs

Inventive Writing

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



#### STRUCTURE

- MLA format (see Appendix I) \_\_\_\_\_ 2 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 2 pts

#### Body

- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_ 5 pts
- facts stay on topic \_\_\_\_\_ 5 pts

#### STYLE

#12 #13 Dress-Ups (underline one of each) (2 pts each)

- ly adverb \_\_\_\_\_ 4 pts
- who/which* clause \_\_\_\_\_ 4 pts
- strong verb \_\_\_\_\_ 4 pts
- because* clause \_\_\_\_\_ 4 pts
- quality adjective \_\_\_\_\_ 4 pts
- www.asia* clause \_\_\_\_\_ 4 pts

Sentence Openers (number; one of each as possible) (2 pts each)

- [2] prepositional \_\_\_\_\_ 4 pts
- [3] -ly adverb \_\_\_\_\_ 4 pts
- [6] vss \_\_\_\_\_ 4 pts

CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small \_\_\_\_\_ pts

#### MECHANICS

- spelling, grammar, and punctuation (-1 pt per error) \_\_\_\_\_ pts

#### VOCABULARY

- vocabulary words - label (*voc*) in left margin or after sentence \_\_\_\_\_ pts

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

# Checklist Preview

Lesson 21 checklist is for only the introduction and conclusion.

- Structure
  - MLA format
  - title centered
  - checklist on top, final draft, rough draft, KWO

## Unit 7 Composition Checklist

Inventive  
Writing

### Lesson 21: Hopes and Dreams, Part 2 introduction and conclusion

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



Institute for  
Excellence in  
Writing

#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 2 pts |
| <input type="checkbox"/> title centered   | _____ | 2 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 pt  |

#### Introduction

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> introduction includes attention getter, background information, and states topics (bold or highlight) | _____ | 10 pts |
|--|-------|--------|

#### Body

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> insert body paragraphs | _____ | 2 pts |
|---|-------|-------|

#### Conclusion

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> conclusion restates topics (bold or highlight) and indicates most significant/why | _____ | 10 pts |
| <input type="checkbox"/> final sentence repeats 1–3 key words for the title                                | _____ | 2 pts  |

#### STYLE

##### ¶1 ¶4 Dress-Ups (underline one of each)

(2 pts each)

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> who/which clause  | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> strong verb       | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> quality adjective | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> www.asia.b clause | _____ | 4 pts |

##### Sentence Openers (number; one of each as possible)

(2 pts each)

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> [2] prepositional        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb           | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [5] clausal - www.asia.b | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [6] vss                  | _____ | 4 pts |

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

#### MECHANICS

- |   |       |     |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

#### VOCABULARY

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

Total: \_\_\_\_\_ 65 pts  
Custom Total: \_\_\_\_\_ pts

# Checklist Preview

Lesson 21 checklist is for only the introduction and conclusion.

- Structure
- Style

## Dress-Ups

-ly adverb

*who/which* clause

strong verb

quality adjective

*www.asia.b* clause

## Sentence Openers

#2 prepositional

#3 -ly adverb

*number in the margin; no double-dipping*

# 5 clausal – *www.asia.b*

# 6 very short sentence

- Mechanics
- Vocabulary (optional)

## Unit 7 Composition Checklist

### Lesson 21: Hopes and Dreams, Part 2 introduction and conclusion

Inventive  
Writing

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



Institute for  
Excellence in  
Writing  
Creating Quality Writers Since 1989

#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 2 pts |
| <input type="checkbox"/> title centered   | _____ | 2 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 pt  |

#### Introduction

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> introduction includes attention getter, background information, and states topics (bold or highlight) | _____ | 10 pts |
|--|-------|--------|

#### Body

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> insert body paragraphs | _____ | 2 pts |
|---|-------|-------|

#### Conclusion

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> conclusion restates topics (bold or highlight) and indicates most significant/why | _____ | 10 pts |
| <input type="checkbox"/> final sentence repeats 1–3 key words for the title                                | _____ | 2 pts  |

#### STYLE

#1 #4 Dress-Ups (underline one of each)

(2 pts each)

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb               | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause  | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> strong verb              | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> quality adjective        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause | _____ | 4 pts |

Sentence Openers (number; one of each as possible)

(2 pts each)

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> [2] prepositional               | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb                  | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [5] clausal – <i>www.asia.b</i> | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [6] vss                         | _____ | 4 pts |

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

\_\_\_\_\_ pts

#### MECHANICS

- |   |       |     |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

#### VOCABULARY

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

Total: \_\_\_\_\_ 65 pts

Custom Total: \_\_\_\_\_ pts



# Adjustments for Style

- Remember the EZ+1 rule!
- Allow parents to adjust what students will include on their checklists, not the IEW text.


Lesson 20: Hopes and Dreams, Part 1

### Unit 7 Composition Checklist

Lesson 20: Hopes and Dreams, Part 1 body paragraphs

Inventive Writing

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


 Institute for Excellence in Writing  
Over 3000 Schools and 100,000 Students

**STRUCTURE**

MLA format (see Appendix I) \_\_\_\_\_ 2 pts

checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 2 pts

**Body**

topic-clincher sentences repeat or reflect 2-3 key words (highlight or bold) \_\_\_\_\_ 5 pts

facts stay on topic \_\_\_\_\_ 5 pts

**STYLE**

**#12 #13 Dress-Ups** (underline one of each) (2 pts each)

-ly adverb \_\_\_\_\_ 4 pts

*who/which* clause \_\_\_\_\_ 4 pts

strong verb \_\_\_\_\_ 4 pts

*because* clause \_\_\_\_\_ 4 pts

quality adjective \_\_\_\_\_ 4 pts

*www.asia* clause \_\_\_\_\_ 4 pts

**Sentence Openers** (number; one of each as possible) (2 pts each)

[2] prepositional \_\_\_\_\_ 4 pts

[3] -ly adverb \_\_\_\_\_ 4 pts

[6] vss \_\_\_\_\_ 4 pts

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small \_\_\_\_\_ pts

**MECHANICS**

spelling, grammar, and punctuation (-1 pt per error) \_\_\_\_\_ pts

**VOCABULARY**

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

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


Lesson 21: Hopes and Dreams, Part 2

### Unit 7 Composition Checklist

Lesson 21: Hopes and Dreams, Part 2 introduction and conclusion

Inventive Writing

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


 Institute for Excellence in Writing  
Over 3000 Schools and 100,000 Students

**STRUCTURE**

MLA format (see Appendix I) \_\_\_\_\_ 2 pts

title centered \_\_\_\_\_ 2 pts

checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 1 pt

**Introduction**

introduction includes attention getter, background information, and states topics (bold or highlight) \_\_\_\_\_ 10 pts

**Body**

insert body paragraphs \_\_\_\_\_ 2 pts

**Conclusion**

conclusion restates topics (bold or highlight) and indicates most significant/why \_\_\_\_\_ 10 pts

final sentence repeats 1-3 key words for the title \_\_\_\_\_ 2 pts

**STYLE**

**#11 #14 Dress-Ups** (underline one of each) (2 pts each)

-ly adverb \_\_\_\_\_ 4 pts

*who/which* clause \_\_\_\_\_ 4 pts

strong verb \_\_\_\_\_ 4 pts

quality adjective \_\_\_\_\_ 4 pts

*www.asia.b* clause \_\_\_\_\_ 4 pts

**Sentence Openers** (number; one of each as possible) (2 pts each)

[2] prepositional \_\_\_\_\_ 4 pts

[3] -ly adverb \_\_\_\_\_ 4 pts

[5] clausal - *www.asia.b* \_\_\_\_\_ 4 pts

[6] vss \_\_\_\_\_ 4 pts

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small \_\_\_\_\_ pts

**MECHANICS**

spelling, grammar, and punctuation (-1 pt per error) \_\_\_\_\_ pts

**VOCABULARY**

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

Total: \_\_\_\_\_ 65 pts  
Custom Total: \_\_\_\_\_ pts

# Advanced Additions

Access using the link on the blue page.

## UNIT 7: INVENTIVE WRITING

|           |   |
|-----------|---|
| Lesson 20 | Hopes and Dreams, Part 1 ..... 46<br><i>Extra Paragraph</i><br><i>Additional Style Practice</i> |
| Lesson 21 | Hopes and Dreams, Part 2 ..... 49<br><i>New Attention Getter: Anecdotal Opener</i>              |
| Lesson 22 | The Preamble to the Constitution, Part 1 ..... 52<br><i>Additional Style Practice</i>           |
| Lesson 23 | The Preamble to the Constitution, Part 2 ..... 55<br><i>New Decoration: 3sss</i>                |
| Lesson 24 | The American Flag ..... 57<br><i>Additional Style Practice</i>                                  |

# 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.

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

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

|                                  |      |
|----------------------------------|------|
| Standard Templates               |      |
| Product Templates                |      |
| Bible-Based (BBW)                | (30) |
| Fables, Myths, Fairy Tales (FMF) | (27) |
| Medieval (MHW)                   | (56) |
| My Custom Checklists             | (8)  |

Checklist Generator

Writing from Pictures

### The Westward Movement

Lesson 13 Level: B

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

**STRUCTURE**

- MLA format \_\_\_\_\_ 1 pts
- title centered and repeats 1-3 key words from final sentence \_\_\_\_\_ 2 pts
- topic-clincher sentences repeat or reflect 2-3 key words (highlight or bold) \_\_\_\_\_ 6 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 5 pts

**STYLE**

Dress-Ups (underline one of each) 2 pts each

§1 §2 §3

- ly adverb \_\_\_\_\_ 6 pts
- who/which clause \_\_\_\_\_ 6 pts
- strong verb \_\_\_\_\_ 6 pts
- because clause \_\_\_\_\_ 6 pts

Customize PDF Font: 12 Total Points: 60

# Questions and Answers



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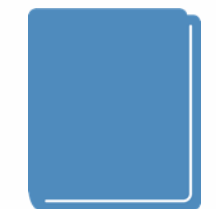
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