

# Voyages in Writing

Implementing the Structure and Style® Writing Method

Teacher's Manual

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

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*Voyages in Writing: Implementing the Structure and Style® Method* Teacher's Manual  
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SAMPLE

Welcome to *Voyages in Writing*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* video seminar and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and video. You can find references to the *Teaching Writing: Structure and Style* seminar in the teacher's notes for each new unit.

Introduction

## Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various themes and subjects, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

### Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**  
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Adding Literature**  
This appendix suggests various books and stories to be read or listened to.
- **Appendix II: Mechanics**  
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Vocabulary**  
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-three lessons include new vocabulary words. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference. Plan to study the words for the current lesson and continue to review words from previous lessons.

### Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If vocabulary words are included, add the appropriate amount of points and write the new total on the custom total line.

**Important:** Teachers and parents should remember IEW's **EZ#1** Rule when introducing IEW stylistic techniques. 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. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

Introduction

### Checklists

Each writing lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each writing assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

### Teacher's Manual

The Teacher's Manual includes all of the Student Book contents with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

### Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. For more information, please visit [IEW.com/TWSS](http://IEW.com/TWSS)

### Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units in this book, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

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### Grading with the Checklist

To use the checklists for grading, do not add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line. Total the negative points and subtract them from the total possible (or your custom total).

**Note:** Students should have checked the boxes in front of each element they completed.

Encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Introduction

## Assignment Schedule

All of the instructions for what to do for each lesson are included in the Assignment Schedule located on the first page of each lesson. Each lesson is divided into four days of instruction.

Some writing assignments are divided into two parts, allowing students two lessons to complete the entire assignment. Part one focuses on structure and writing a key word outline. Part two focuses on style and writing the paragraph(s). In the latter part of the book, lessons are divided into multiple parts, allowing students three to four lessons to complete the full essay.

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source texts and begin key word outlines with a teacher.

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
<b>Unit 1</b> 1	English Channel introduction to structure		fortitude, resolve stamina, tenacity
<b>Unit 2</b> 2	Human Electricity title rule	introduction to style -ly adverb	comprise, encompass entail, incorporate
<b>Unit 3</b> 3	The Ant and the Grasshopper		longingly, mournfully remorsefully, wistfully
4	Story Variation	<i>who/which</i> clause	
5	Story Sequel	alliteration invisible <i>who/which</i> clause	galvanize, incentivize incite, urge
<b>Unit 4</b> 6	Al-Khwārizmī topic-clincher sentences		adept, adroit competent, versatile
7	Harlem Renaissance	strong verb banned words	adamantly, avidly fervently, vehemently
8	D-Day	quality adjective banned words	commemorate, recall relive, reminisce
<b>Unit 5</b> 9	Pyramid Tomb		
10	Great Depression	duals	alleviate, assuage beleaguered, impoverished
<b>Unit 6</b> 11	Photography, Part 1 source and fused outlines		groundbreaking, pioneering revolutionary, rudimentary
12	Photography, Part 2	<i>www.asia.b</i> clause	debut, progress project, transform
13	Cold War, Part 1 library research, works consulted		advocate, disseminate instill, promote
14	Cold War, Part 2	#2 prepositional opener #3 -ly adverb opener	
<b>Unit 7</b> 15	Making Money, Part 1 body paragraphs		budget, contribute generate, invest

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
16	Making Money, Part 2 introduction and conclusion	#5 clausal opener #6 vss opener	effective, practical reliable, valuable
17	Socks	3sss	enterprising, inventive peculiar, resourceful
<b>Unit 8</b> 18	Musical Theater, Part 1 library research, works cited	quotation	choreography, ensemble libretto, orchestration
19	Musical Theater, Part 2	#1 subject opener #4 -ing opener	
20	Musical Theater, Part 3	[T] transition opener	convincingly, expressively intentionally, seamlessly
21	Musical Theater, Part 4		characteristic, component feature, theme
<b>Unit 9</b> 22	The Bet, Part 1		caprice, contempt deprivation, solitude
23	The Bet, Part 2		abrupt, intriguing perplexing, unsettling
24	Three Questions		
<b>RTL</b> 25	The Steadfast Tin Soldier, Part 1		callously, impetuously indifferently, recklessly
26	The Steadfast Tin Soldier, Part 2		dauntless, stalwart staunch, valiant
27	The Steadfast Tin Soldier, Part 3		exemplary, laudable memorable, touching
28	A Retrieved Reformation, Part 1		redeem, rehabilitate relinquish, renounce
29	A Retrieved Reformation, Part 2		
30	A Retrieved Reformation, Part 3		



## Lesson 1: English Channel

<b>Preparation:</b>	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 1: Note Making and Outlines. At <a href="http://IEW.com/twss-help">IEW.com/twss-help</a> reference the TWSS Viewing Guides.
<b>Structure:</b>	Unit 1: Note Making and Outlines Introduction to Structure
<b>Style:</b>	no new style
<b>Subject:</b>	English Channel

### UNIT 1: NOTE MAKING AND OUTLINES

#### Lesson 1: English Channel

##### Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *fortitude, resolve, stamina, tenacity*

#### Assignment Schedule

##### Day 1

1. Read Introduction to Structure and New Structure—Note Making and Outlines.
2. Read “English Channel.” Read it again and write a key word outline (KWO).
3. Test your KWO. If a note is unclear, check the source text and fix your KWO.

##### Day 2

1. Look at the vocabulary words for Lesson 1. Complete Vocabulary Practice.
2. Try to add one vocabulary word to your KWO.
3. Give an oral report using your KWO. Read. Think. Look up. Speak.

##### Day 3

1. Read “Swimming the Channel.” Read it again and write a KWO.
2. Try to add one vocabulary word to your KWO.
3. Test your KWO. If a note is unclear, check the source text and fix your KWO.

##### Day 4

1. Review the vocabulary words and their definitions.
2. Complete Structure Review.
3. After practicing, use your KWO to give an oral report to a friend or family member. Read. Think. Look up. Speak. If applicable, be prepared to give the oral report in class.

#### Literature Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix I.

Lesson 1: English Channel



### Unit 1

Throughout the year, students progress through nine structural units. Every paper a student writes begins with skills learned in Unit 1: Note Making and Outlines. For this reason, the first year of IEW instruction begins by learning Unit 1, and each subsequent year begins by reviewing Unit 1.

In Unit 1, emphasize that every paper begins with a plan, and that plan is the key word outline (KWO). Students organize their thoughts by writing an outline. They prove the outline works when they test it.

### Key Words

In Unit 1 students learn to write the KWO. At a deeper level, Unit 1 teaches students to extract and understand key ideas from a text by slowing down and paying attention. This task improves comprehension and lays the foundation for meaningful discussion and writing.

It is only in Units 1 and 2 that students take key words from each sentence. Throughout the year, students' note taking skills become more sophisticated as they progress through IEW's structural units.

#### UNIT 1: NOTE MAKING AND OUTLINES

### Introduction to Structure

#### Structure

In writing *structure* refers to the organization and arrangement of ideas, sentences, and paragraphs to create a cohesive composition. Throughout the year, you will progress through nine structural units. Each unit is a framework for you to follow to gather information and organize your thoughts logically. As you work through the nine units, you will learn how to introduce subjects, state topics, provide supporting facts, and present a conclusion in a way that is easy for the reader to follow.

Every paper you write will begin with an outline. An outline serves as a blueprint for writing—much like the plans used by builders to construct a house. Building without a blueprint can result in an unstable structure. In the same way, writing without an outline can result in a disorganized paper. With a plan you learn to arrange ideas, ensuring each part of the paper serves a purpose and contributes to a cohesive whole.

Although your note taking skills will become more sophisticated, you never outgrow the outline. As you progress through IEW's nine structural units, you will select key words by asking questions, reading source texts, and looking at pictures.

- Unit 1** key words come from **every sentence**.
- Unit 2** key words come from **every sentence**.
- Unit 3** key words come from **a story**.
- Unit 4** key words come from **a single source**.
- Unit 5** key words come from **pictures**.
- Unit 6** key words come from **multiple sources**.
- Unit 7** key words come from **the brain**.

## New Structure

### Note Making and Outlines

In Unit 1: Note Making and Outlines, you will learn how to choose key words, not phrases or clauses, to write an outline—a key word outline (KWO). A KWO is one way to take notes. Key words are the interesting or important words that indicate the main idea of a sentence.

#### Take Notes

Writing key words helps you remember the main idea of a text.

Read the source text.

Choose two or three key words.

Symbols, numbers, and abbreviations are free.

Transfer the key words to the KWO.

As you write the KWO, separate key words, symbols, numbers, and abbreviations with commas.

#### Write a KWO.

##### 2–3 Key Words

main idea words

##### Symbols

an image drawn faster than writing the word

##### Numbers

numerals like 1, 2, 3 and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

##### Abbreviations

commonly accepted forms of shortened words

Orally test your KWO.

#### Test Your Notes

After you write the KWO, test it. Testing the KWO proves the outline works and a paper can be written.

Put the source text aside.

Look at the words on a line of the KWO and speak a complete sentence.

If a note is unclear, look at the source text and fix the outline.

### Oral Report

It is important to learn to speak in front of an audience with confidence and competence. A key word outline provides an effective framework for developing public speaking skills.

Focus on basic presentation techniques.

1. Stand confidently before an audience with hands on the lectern without fidgeting.
2. Use a KWO 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 you maintain eye contact with the audience.
4. Repeat this process, minimizing delays between sentences and avoiding 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.

**Read. Think. Look up. Speak.**

### Using the KWO

Writing and testing the KWO are not limited to Unit 1. Throughout the year, students should write a KWO in preparation for every paper they write. In turn, they should test every KWO prior to writing a paper. Testing the KWO proves the outline works and a paper can be written. If the KWO is skimpy, require that students add information before they write. If the KWO is filled with too much information, require that students limit information before they write. As students progress through the units, do not allow them to skip this important step in the writing process.

A secondary use of the KWO is to give an oral report. Do not have students practice this activity until they have tested and proved that the outline works.

**Read and Discuss**

Read the source text aloud and discuss vocabulary.

**Locate Key Words**

Model how to find key words. Reread the first sentence. Ask your students what words are main idea words. Transfer them to the KWO.

Sentence by sentence, repeat the process as students give key word suggestions.

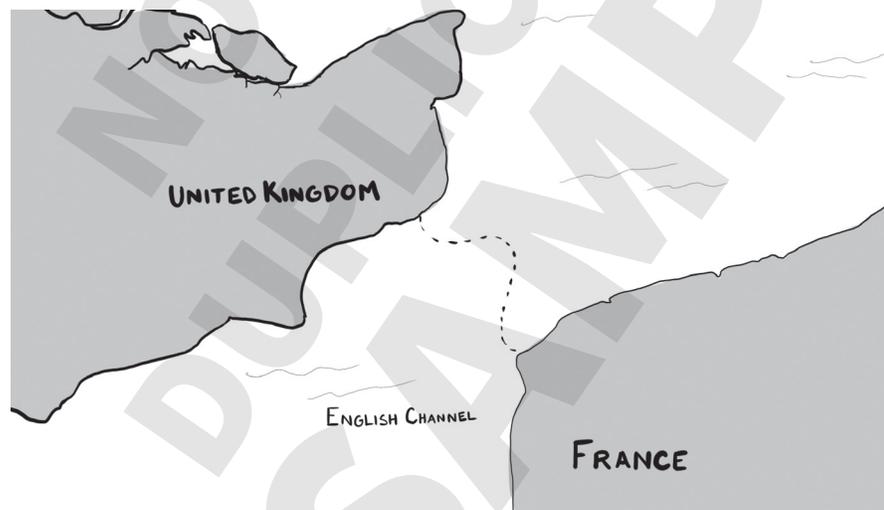
**Mechanics**

The mechanics notes listed in this book follow guidelines provided in *Fix It!*<sup>®</sup> *Grammar*, which aligns with *The Chicago Manual of Style*.

## UNIT 1: NOTE MAKING AND OUTLINES

**Source Text****English Channel**

The English Channel is a narrow body of water that separates France from England and connects the Atlantic Ocean to the North Sea. Running along the length of the southern coast of England, the English Channel is 350 miles long. At its widest point the channel stretches about 150 miles, and at its narrowest at the Strait of Dover, it is just 21 miles. Nearly six hundred tankers and two hundred ferries cross each day, making the English Channel one of the busiest shipping lanes in the world. The most common and affordable way to cross is by ferry. Another way to cross is by riding the Channel Tunnel, nicknamed the Chunnel. This 31.5-mile rail line along the sea bed allows passengers and cars to cross in just thirty-five minutes. Some daring people have even crossed from one coast to the other by swimming. However, heavy shipping traffic along with cold water temperatures and strong currents make the crossing challenging.

**Mechanics**

Capitalize proper nouns and proper adjectives.

Write out numbers expressed in one or two words and ordinal numbers. When several related numbers appear in a sentence or paragraph, use numerals for all to ensure consistency.

Use numerals for numbers that are three or more words, dates, and numbers mixed with symbols.

## Sample

Lesson 1: English Channel

**Key Word Outline**

Read the source text.

Write a key word outline (KWO).

Write two or three key words from each sentence of the source text.

Use symbols, numbers, and abbreviations when possible.

Write a **KWO**.**2-3 Key Words****Symbols****Numbers****Abbreviations**Orally test your **KWO**.

- I. \_\_\_\_\_ *EC, connects, Atlantic, N Sea* \_\_\_\_\_
1. \_\_\_\_\_ *S England, 350 mi, long* \_\_\_\_\_
2. \_\_\_\_\_ *widest, 150 mi, narrowest, Strait of Dover, 21 mi* \_\_\_\_\_
3. \_\_\_\_\_ *600 tankers, 200 ferries, busiest* \_\_\_\_\_
4. \_\_\_\_\_ *common, affordable, ferry* \_\_\_\_\_
5. \_\_\_\_\_ *Channel Tunnel, Chunnel* \_\_\_\_\_
6. \_\_\_\_\_ *31.5 mi, rail, sea bed, 35 min* \_\_\_\_\_
7. \_\_\_\_\_ *daring, crossed, swimming* \_\_\_\_\_
8. \_\_\_\_\_ *traffic, Brr! H<sub>2</sub>O, currents, challenging* \_\_\_\_\_

Cover the source text and test your KWO by retelling it to a partner. This is a test of the outline, not your memory.

**Writing the KWO**

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *English Channel* is the title, simply write *EC* when writing the KWO.

Because *Strait of Dover* is a proper noun, it counts as one key word.

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

**Using the KWO**

Students test the outline to ensure the key words can be used to write a sentence.

The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

On Day 1 students write and test this KWO.

On Day 2 students can use this KWO to give an oral report.

*Mechanics*

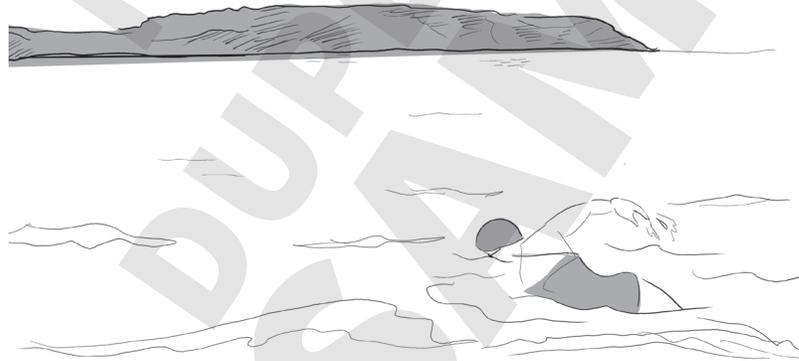
Although students will not write compositions in this lesson, highlight the mechanics notes beneath the source texts.

Strong compositions require more than structure and style—they also depend on correct spelling and proper punctuation.

## UNIT 1: NOTE MAKING AND OUTLINES

**Source Text****Swimming the Channel**

Swimming across the English Channel is a test of human endurance. People often compare it to climbing Mount Everest because both demand incredible strength and determination. To survive the dark choppy waters and isolation, swimmers must rely on both their bodies and their minds. In 1875 Captain Matthew Webb, a British sailor, became the first person to swim from Dover, England, to Calais, France. Covered in porpoise grease to stay warm, he battled strong currents for nearly twenty-two hours before finally stepping onto French soil. His success inspired others to try, but it would be thirty-six years before anyone succeeded. In 1926 American swimmer Gertrude Ederle proved that women could be just as strong and determined as men when she crossed the Channel in fourteen hours. Nearly a century later Sarah Thomas made history as the first person to swim the Channel four times in a row without stopping. To count as an official swim, athletes must begin and end on land, wear only a standard swimsuit, cap, and goggles, and receive no physical help. The nearly two thousand people who have succeeded prove that with determination and perseverance people can overcome even the greatest physical difficulties.

**Mechanics**

The first time you write a name, write the full name. After the first time, write the full name or only the last name.

Contractions are not used in academic writing.

When a date includes the month, day, and year, place a comma between the day and year. If the date is placed in the middle of a sentence, place a comma on both sides of the year.

## Sample

Lesson 1: English Channel

### Key Word Outline

Read the source text.

Write a key word outline (KWO).

Write two or three key words from each sentence of the source text.

Use symbols, numbers, and abbreviations when possible.

Write a **KWO**.

**2-3 Key Words**

**Symbols**

**Numbers**

**Abbreviations**

Orally test your **KWO**.

- I. swimming, EC, test, endurance
1. ~, Mt. Everest, strength, determination
  2. strong, physically + mentally
  3. 1875, Capt Matthew Webb, 1st, swim, Eng → Fr
  4. porpoise grease, warm, 22 hrs
  5. inspired, others, 36 yrs, succeeded
  6. 1926, US, Gertrude Ederle, crossed, 14 hrs
  7. Sarah Thomas, 1st, swim, x4, X stopping
  8. official, suit, , goggles
  9. ~2000, prove, persevere, overcome

Cover the source text and test your KWO by retelling it to a partner. This is a test of the outline, not your memory.

### Writing the KWO

Students should write two or three key words on each line. Do not allow students to write more than three key words. Limiting is a valuable skill and should be practiced. Many times, choosing what to leave behind is just as important as choosing what to keep.

Symbols and abbreviations must be easy to identify.

### Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 3 students write and test this KWO.

On Day 4 students can use this KWO to give an oral report.

**Dictionary Skills**

Teach students that a dictionary provides more than just definitions.

Knowing how to pronounce a word improves speaking skills, builds confidence, and reinforces correct spelling.

Identifying possible parts of speech helps students better understand how words can function in a sentence.

Reading sample sentences that demonstrate correct usage helps students write their own sentences accurately.

Knowing acceptable variations in spelling helps students recognize words they may encounter in text.

Learning derivatives expands vocabulary and deepens understanding of how words are related. If necessary, teach students how to add suffixes to base words to form derivatives.

UNIT 1: NOTE MAKING AND OUTLINES

**Vocabulary Practice**

**Listen** to someone pronounce the vocabulary words from Lesson 1. Look up any alternate pronunciations.

**Speak** them aloud yourself.

**Read** the definitions in a dictionary. Pay attention to the part of speech, sample sentences, and any alternate spellings.

**Write** four sentences using one of this lesson’s vocabulary words in each sentence. You may use derivatives of the words. For example, you may add an -ed, -ly, -s, or -ing to a basic vocabulary word.

fortitude \_\_\_\_\_  
*Swimming the English Channel requires fortitude.*

resolve \_\_\_\_\_  
*The long swim tested the swimmer’s resolve.*

stamina \_\_\_\_\_  
*Developing the stamina to swim the Channel requires years of training.*

tenacity \_\_\_\_\_  
*Captain Webb’s famous swim was a result of his tenacity and courage.*

**Think** about the words and their meanings. Can you use them in your key word outline?

**Structure Review**

Answer these questions.

1. What is a key word? \_\_\_\_\_ *the most important word that tells the main idea*
2. How many words can you put on one line of a KWO? \_\_\_\_\_ *two or three key words*
3. When you write a KWO, what are free? \_\_\_\_\_ *symbols, numbers, and abbreviations*
4. After you write a KWO, what do you have to do? \_\_\_\_\_ *test the KWO*

## Lesson 2: Human Electricity

<b>Preparation:</b>	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 2: Writing from Notes. At <a href="http://IEW.com/twss-help">IEW.com/twss-help</a> reference the TWSS Viewing Guides.
<b>Structure:</b>	Unit 2: Writing from Notes title rule
<b>Style:</b>	Introduction to Style -ly adverb
<b>Subject:</b>	human electricity

### UNIT 2: WRITING FROM NOTES

#### Lesson 2: Human Electricity

##### Goals

- to learn the Unit 2 Writing from Notes structural model
- to write a 2-paragraph summary
- to add a new dress-up: -ly adverb
- to create a title
- to be introduced to the composition checklist
- to use new vocabulary words: *comprise, encompass, entail, incorporate*

#### Assignment Schedule

##### Day 1

1. Play Build-a-Man. Directions for this game and all other suggested games are in the Teacher's Manual.
2. Read New Structure—Writing from Notes and answer the question.
3. Read "Human Electricity." Read it again and write a KWO.

##### Day 2

1. Review your KWO from Day 1.
2. Learn about dress-ups. Read New Style and complete Style Practice.
3. Using your KWO as a guide, begin writing a rough draft in your own words.
4. Go over the checklist. Check each box as you complete each requirement.

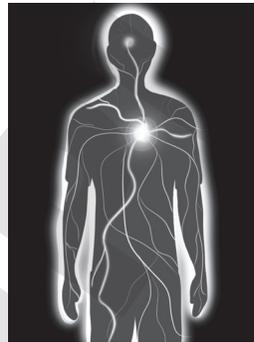
##### Day 3

1. Look at the vocabulary words for Lesson 2. Complete Vocabulary Practice.
2. Finish writing your 2-paragraph summary using your KWO, your Style Practice, and the checklist. Underline one -ly adverb in each paragraph. You may use more than one but only underline one. If you use vocabulary words, label them with (voc) at the end of the sentence.
3. Turn in your rough draft to your editor with the completed checklist attached. The backs of all checklists are blank so that they can be removed from this consumable book.

##### Day 4

1. Review the vocabulary words and their definitions.
2. Write or type a final draft, making any corrections your editor asked you to make.
3. Paperclip the checklist, final draft, rough draft, and KWO together.

Lesson 2: Human Electricity



### Unit 2

In Unit 2: Writing from Notes, students write a summary paragraph using the KWO. Provide clear instruction on how to properly format a paper and correctly write a paragraph. Before students begin the writing assignment, read the checklist with the students to ensure they understand the expectations.

Remind students that the KWO is the written and tested plan. Stress the importance of using the KWO to write the paragraph. Model the writing process if necessary.

### Build-a-Man

See Appendix IV for game directions. For this lesson, use the following word and bonus question:

TENACITY Bonus: What is the definition? *refusal to quit; persistence*

### Exemplar

The Exemplars file contains a student's completed assignment for Lesson 2. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Proficiency in typing is a crucial skill in today's digital world. Typing enables students to revise efficiently without the burden of repeatedly rewriting their work by hand. As you teach students keyboarding skills, train them to format a paper properly. Students whose final drafts are typed should know how to do four things.

1. Choose a font and font size. Times New Roman, 12-point font with 1-inch margins is standard.
2. Set the line spacing to double. Do not allow students to insert additional enters before or after a paragraph.
3. Center a title using the center command, not spaces or tabs.
4. Begin a paragraph by pushing enter and, if necessary, using the tab key to indent the first line.

#### UNIT 2: WRITING FROM NOTES

### New Structure

#### Writing from Notes

In Unit 2: Writing from Notes, you will use your written, tested KWO to write a paragraph. When you write from key word notes, use your own words, sentences, and ideas. It is important that you refer to the outline as you write. Although the outline provides a structured plan, do not feel restricted by it. One line of the KWO may become two or more sentences, or two lines may become one sentence.

#### Format the Paper

Proper formatting enhances readability and overall presentation.

When you begin your assignment, place your name and the date in the top left corner of the first page. Because a series of sentences about one topic is called a paragraph, indent the first sentence of the paragraph to show the reader where a paragraph begins. If you are typing, the indent should be made by pushing *tab*, not *space*.

Your Name

January 1, 20\_\_

Title Centered

Indent the first line of each paragraph half an inch. Place one space between sentences. Double-space all lines.

#### Edit the Paper

The rough draft is never the final draft. Editing helps you identify unclear ideas, repetitive words, or awkward sentences. With repeated practice, you will develop the ability to evaluate your work with a critical eye and grow more confident in your writing skills. The more effort put into revising and editing, the more polished the final draft will be.

Self-editing is not enough. That is why you must hire an editor. An editor is someone who reads the draft, identifies spelling and grammatical errors, and highlights awkward phrasing or incorrect information. In addition, the editor should verify that you followed the checklist.

The goal of writing a paper should never be a perfect first draft but rather a polished final draft.

“ Do what you check and check what you do. ”

Always look at the checklist before you write to ensure you understand the expectations. As you complete your assignment, systematically go line by line, fulfilling each checklist requirement.

#### Edit

From the first writing lesson, train students that the rough draft is never the final draft. Editing helps students identify unclear ideas, repetitive words, or awkward sentences. With repeated practice, students develop the ability to evaluate their work with a critical eye and grow more confident in their writing skills.

**Title the Paper**

An interesting title grabs a reader's attention. To write an intriguing title, repeat one to three key words from the final sentence. This creates an echo between the title and the final sentence.

**Practice**

The source text for this lesson is on the right. Read the final sentence. Which title is best?

- A. Chemistry
- B. Electric Life
- C. Biological Balance
- D. Perfect Harmony

**Title Capitalization**

Capitalize the first word and the last word.

Capitalize all other words except articles  
(a, an, the),  
coordinating conjunctions  
(for, and, nor, but, or, yet, so),  
and prepositions  
(such as in, over, on, without).

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

From now on, create a title for your compositions by repeating one to three key words from the final sentence.

**Mechanics**

When you write a title, capitalize the first word, the last word, and all other words except for articles, coordinating conjunctions, and prepositions.

**Titles**

Teach students to identify one, two or three dramatic, meaningful words in their final sentence and use them in the title. This technique creates a strong relationship between the title and the last sentence, giving the composition a sense of unity. It also helps students see how a title can connect to the overall message, rather than being a random phrase.

**Practice**

D is best.

A does not create a strong relationship between the title and the last sentence. *Chemistry* does not grab the reader's attention nor is it relevant to the entire source text.

B does not follow the title rule because *electric* is a synonym for *electricity*. The key words must repeat, not reflect.

C does not follow the title rule because *Biological* is not in the final sentence.

D follows the title rule and creates a strong relationship between the title and the last sentence.

**Title**

The human body is like a walking electrical power plant, constantly generating and using electricity to keep every system running. The heartbeat, the ability to see, and even the sensation of pain are all controlled by electrical impulses traveling through the body. In fact, the brain itself functions because of these electrical signals. On average, the human body can produce around one hundred watts of power—enough to light a small bulb. Everything a person does, from blinking an eye to running a marathon, depends on the flow of electricity within. Without electrical activity, the body would not be able to communicate within itself, and life would stop. Even when a person sleeps, millions of tiny electrical impulses continue firing, maintaining vital functions and processing thoughts. This remarkable electrical system also explains why doctors can measure the body's activity using machines like electrocardiograms (ECGs) and electroencephalograms (EEGs). These devices record the electrical signals from the heart and brain, allowing doctors to detect irregularities or diseases.

At the atomic level, everything that makes up the body—and the world itself—is built from atoms containing protons, neutrons, and electrons. When an atom gains or loses electrons, it becomes charged, creating electricity. Because the human body is made up of countless atoms, electricity naturally exists within it. This electrical energy allows messages to travel throughout the body in an instant. . . . The messages travel by jumping from one nerve cell to another until they reach their destination. In this way, electricity acts as the body's internal messenger, connecting every part into one living, thinking whole. The body's electricity not only keeps us alive but also reveals the incredible complexity of human biology. **It shows that life itself depends on a delicate balance of energy, chemistry, and electricity, all working together in perfect harmony.**

**Read and Discuss**

As you read the source text, ask questions to get students thinking about the information.

**Mechanics**

An em dash (—) is about the width of the letter M. It's longer than a hyphen or en dash.

Em dashes, like commas, work in pairs when they enclose nonessential information in the middle of a sentence. Students should use only one em dash when enclosing nonessential information at the end of a sentence.

UNIT 2: WRITING FROM NOTES

**Source Text****Human Electricity**

The human body is like a walking electrical power plant, constantly generating and using electricity to keep every system running. The heartbeat, the ability to see, and even the sensation of pain are all controlled by electrical impulses traveling through the body. In fact, the brain itself functions because of these electrical signals. On average, the human body can produce around one hundred watts of power—enough to light a small bulb. Everything a person does, from blinking an eye to running a marathon, depends on the flow of electricity through the body. Without electrical activity, the body would not be able to communicate within itself, and life would stop. Even when a person sleeps, millions of tiny electrical impulses continue firing, maintaining vital functions and processing thoughts. This remarkable electrical system also explains why doctors can measure the body's activity using machines like electrocardiograms (ECGs) and electroencephalograms (EEGs). These devices record the electrical signals from the heart and brain, allowing doctors to detect irregularities or diseases.

At the atomic level, everything that makes up the body—and the world itself—is built from atoms containing protons, neutrons, and electrons. When an atom gains or loses electrons, it becomes charged, creating electricity. Because the human body is made up of countless atoms, electricity naturally exists within it. This electrical energy allows messages to travel throughout the body in an instant. For example, if someone touches a hot stove, an electrical signal rushes to the brain to warn it of danger, causing the person to pull back immediately. These signals are constantly firing, telling the heart to beat, the lungs to breathe, and the eyes to send images to the brain. The messages travel by jumping from one nerve cell to another until they reach their destination. In this way, electricity acts as the body's internal messenger, connecting every part into one living, thinking whole. The body's electricity not only maintains life but also reveals the incredible complexity of human biology. It shows that life itself depends on a delicate balance of energy, chemistry, and electricity, all working together in perfect harmony.

**Mechanics**

Use em dashes to emphasize information that interrupts the flow of the sentence.

## Sample

Lesson 2: Human Electricity

**Key Word Outline**

Read the source text.

Write a key word outline (KWO).

Write two or three key words from each sentence of the source text.

Use symbols, numbers, and abbreviations when possible.

Write a **KWO**.**2-3 Key Words****Symbols****Numbers****Abbreviations**

- I. ⚡, electrical, power plant
1. ♥, 🧠, pain, controlled, ⚡ impulses
2. 🧠, function, ⚡ signals
3. ⚡, 100 watts, power, 💡
4. everything →, blinking 🧠, running, ⚡
5. X ⚡ = X life
6. Zzzz, 1,000,000s ⚡ impulses, functions & thoughts
7. Drs., measure, activity, ECG, EEG
8. record, signals, ♥ → 🧠, diseases
- II. 🌐, atoms = protons, neu., electrons
1. +, -, electrons = creating ⚡
2. ⚡, +++ atoms, ⚡, naturally
3. ⚡, messages, instant
4. hot, signal, 🧠, danger
5. signals, constantly, firing, ♥, 🧠
6. messages, jump, cells
7. ⚡, internal messenger, whole
8. ⚡, ⚡, alive, complexity, biology
9. energy, chemistry, ⚡, harmony

Orally test your **KWO**.

Cover the source text and test your KWO by retelling it to a partner. This is a test of the outline, not your memory.

**Reminder**

Symbols, numbers, and abbreviations are free.

Using them allows room for other key words.

- ⚡ = human
- ♥ = heart
- 🧠 = see
- ⚡ = electricity
- 🧠 = brain
- 💡 = light bulb
- = from/to
- 🌐 = world

**Writing from Notes**

Students should write from the KWO. One note may become two or more sentences, or two notes may become one sentence.

After a solid foundation has been laid, experienced students are prepared to focus on technique and artistry as well as the nuances of punctuation. Teach students how to use a thesaurus to find a word that expresses an exact intention.

Students who have been exposed to IEW stylistic techniques for several years should use them to add depth and meaning to their writing in order to convey complex ideas.

**-ly Adverb**

Students benefit from looking at word lists. A list of -ly adverbs can be found on the *Portable Walls™ for Structure and Style®* Students as well as the IEW Writing Toolbox app.

As time allows, build -ly adverb word lists that coordinate with the KWO so that students have a ready supply of -ly adverbs to use in their compositions. As you build word lists, invite students to contribute to these lists so that everyone benefits from each other’s ideas—like the Robin Hood effect, where the wealth of words is shared.

**Practice**

*Amazingly* is a poor choice because it does not add meaning to the sentence. It is not necessary.

**New Style**

**Style**

In writing *style* refers to the language—words, phrases, and clauses—a writer uses to express ideas. Writers intentionally choose specific words to express tones, moods, or emotions. Additionally, writers insert phrases and mix main clauses and dependent clauses to express ideas and add layers of description. Writers adapt their styles based on their purposes and audiences.



**Dress-Ups**

The IEW dress-ups are descriptive words and clauses that you add to a sentence. You will learn five dress-ups. Three of the dress-ups challenge you to deliberately choose more sophisticated vocabulary. Carefully placed -ly adverbs, strong verbs, and quality adjectives clarify meaning by creating images or evoking feelings in the mind of the reader. The other dress-ups challenge you to expand your sentences by incorporating dependent clauses. The use of main clauses and dependent clauses affects the flow and clarity of a composition.

To show you have added a dress-up to a sentence, you should underline it. You may use more than one of a specific type of dress-up in a paragraph but only underline one of each type in each paragraph.

**-ly Adverb Dress-Up**

An -ly adverb is an adverb that ends in -ly. An adverb modifies a verb, an adjective, or another adverb. From now on, include an -ly adverb in every paragraph you write. Mark it by underlining it.



The most effective -ly adverbs modify an action verb by telling *how* or *when* something is done.

Devices record electrical signals when?  
 These devices continuously record.  
 These devices periodically record.  
 These devices simultaneously record.

Devices record electrical signals how?  
 These devices accurately record.  
 These devices precisely record.  
 These devices reliably record.

If the -ly adverbs does not enhance the sentence, it is not necessary. The -ly adverbs *really*, *actually*, *amazingly*, *extremely*, *greatly*, and *interestingly* often weaken your writing because they do not add meaning.

The brain actually functions because of electrical signals.  
*Actually* does not enhance the sentence and is not needed. The verb *functions* is sufficient.

These signals really move from one nerve cell to another.  
 It is clearer to write, *These signals travel from one nerve cell to another*. The verb *travel* is better than *really move*.

“ Choose your words thoughtfully, purposefully, and deliberately. ”

**Practice**

We often begin by thinking of words in our brains, but the best place to find an effective -ly adverb is the thesaurus. Find the underlined -ly adverb in the thesaurus and list three alternative -ly adverbs that fit the context of this sentence and add meaning to the verb.

The human body amazingly generates its own electricity.

\_\_\_\_\_ continually \_\_\_\_\_ perpetually \_\_\_\_\_ effectively \_\_\_\_\_



Vocabulary

Teach students how to use a thesaurus to find more precise, varied, or interesting words, thus improving vocabulary usage.

Although the sample student answer analyzes *entail*, students may choose any one of the four vocabulary words.

Encouraging students to use new words expands their vocabulary. However, the vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

UNIT 2: WRITING FROM NOTES

**Vocabulary Practice**

**Listen** to someone pronounce the vocabulary words from Lesson 2. Look up any alternate pronunciations.

**Speak** them aloud yourself.

**Read** the definitions in a dictionary. Pay attention to the part of speech, sample sentences, and any alternate spellings.

**Write** one of this lesson's vocabulary words in the blank. entail

Using a thesaurus, write three synonyms below.

involve, contain, encompass

From the three words listed above, choose one and explain the similarities and differences between it and the vocabulary word. Consider the roots, definitions, related words, shared meanings, or key differences.

Entail and encompass both mean to include, but the connotations are different. Entail means that something is included as a necessary requirement, consequence, or result. Encompass is used when something includes or covers a range of different things.

Provide sample sentences for both words.

Becoming a doctor entails years of schooling.

The first year of medical school encompasses a range of subjects.

**Think** about the words and their meanings. Can you use them in your paragraphs?

Before students begin the writing assignment, read the checklist with the students to ensure they understand the expectations.



Lesson 2: Human Electricity

## Unit 2 Composition Checklist

### Lesson 2: Human Electricity

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

Writing  
from  
Notes



**Institute for  
Excellence in  
Writing**  
Listen. Speak. Read. Write. Think.

**STRUCTURE**

<input type="checkbox"/> name and date in upper left-hand corner		_____	10 pts
<input type="checkbox"/> composition double-spaced		_____	10 pts
<input type="checkbox"/> title centered and repeats 1–3 key words from final sentence		_____	20 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline		_____	20 pts

**STYLE**

**¶1 ¶2 Dress-Ups** (underline one of each) (20 pts each)

<input type="checkbox"/> <input type="checkbox"/> -ly adverb		_____	40 pts
--	--	-------	--------

**MECHANICS** (-1 pt per error)

<input type="checkbox"/> spelling, grammar, and punctuation		_____	pts
---	--	-------	-----

**VOCABULARY**

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

Total: \_\_\_\_\_ 100 pts

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

Voyages in Writing: Student Book

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### Checklist

In each lesson students are directed to give their editors a rough draft with the completed checklist attached. The backs of all checklists are blank so they can be removed from the Student Book.

Reproducible checklists are included in the downloads that came with this book. See the blue page for download instructions.

The two boxes under style indicates two paragraphs. Students should include and mark one -ly adverb in each paragraph.

Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

The vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

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

Instruct students to tear the checklist out of the book so that they can use it while they write. Train students to “do what you check and check what you do.” Learning how to follow directions and to complete items on a checklist is a lifelong skill that will benefit students beyond the classroom because it fosters a habit of thoroughness and attention to detail.

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

## Lesson 3: The Ant and the Grasshopper

<b>Preparation:</b>	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 3: Retelling Narrative Stories. At <a href="http://IEW.com/twss-help">IEW.com/twss-help</a> reference the TWSS Viewing Guides.
<b>Structure:</b>	Unit 3: Retelling Narrative Stories
<b>Style:</b>	no new style
<b>Subject:</b>	an Aseop fable

### UNIT 3: RETELLING NARRATIVE STORIES

#### Lesson 3: The Ant and the Grasshopper

##### Goals

- to learn the Unit 3 Retelling Narrative Stories structural model
- to create a 3-paragraph KWO using the Story Sequence Chart
- to write a 3-paragraph story
- to use new vocabulary words: *longingly, mournfully, remorsefully, wistfully*

#### Assignment Schedule

##### Day 1

1. Play Build-a-Man.
2. Read New Structure—Retelling Narrative Stories.
3. Read “The Ant and the Grasshopper.”
4. Write a KWO by answering the Story Sequence Chart questions.
5. Test your KWO.

##### Day 2

1. Review your KWO from Day 1.
2. Read Developing the Setting and Characters and answer the questions.
3. Complete Style Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

##### Day 3

1. Look at the vocabulary words for Lesson 3. Complete Vocabulary Practice.
2. Finish writing your 3-paragraph story.
3. Turn in your rough draft to your editor with the completed checklist attached.

##### Day 4

1. Review the vocabulary words and their definitions.
2. Write or type a final draft, making any corrections your editor asked you to make.
3. Paperclip the checklist, final draft, rough draft, and KWO together.

Lesson 3: The Ant and the Grasshopper



### Unit 3

In this new unit students begin by reading a story. No longer are key words taken from each sentence; rather, key words are now found in developing key ideas.

Key ideas are formed by answering questions related to the Story Sequence Chart. For example, you will ask, “Who are the characters?” Write key words from the answer. Asking questions and providing answers is the first step in creative writing.

The same outlining rules apply: two or three key words per line; symbols, numbers, and abbreviations are free.

### Build-a-Man

For this lesson use the following word and bonus question:

**INCORPORATE Bonus:**  
What is the definition? *to add a part into the whole*

### Exemplar

The Exemplars file contains a student’s completed assignment for Lesson 3. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

### Memorize

Help students learn the Story Sequence Chart. Begin by helping students memorize what each paragraph is about: characters and setting, conflict or problem, climax and resolution.

The basic elements of the Story Sequence Chart train students to organize their thoughts as they analyze literature.

### Elaboration

As students complete this lesson, encourage them to elaborate. If the text does not provide specific information, prompt students to use their imagination or prior knowledge as they answer questions to fill in gaps, ensuring their additions are consistent with the context of the story.

This practice develops critical thinking and creativity in writing.

#### UNIT 3: RETELLING NARRATIVE STORIES

### New Structure

#### Retelling Narrative Stories

In Unit 3: Retelling Narrative Stories, you will focus on story writing. Every story, regardless of how long it is, contains the same basic elements: characters and setting, conflict or problem, climax and resolution. As you learned in Unit 1, writing begins with a plan, a KWO. Although the rules for writing the KWO do not change, the method for finding key words does. In Unit 3 you will choose key words by asking questions about a story using the Story Sequence Chart.

#### Story Sequence Chart

The Story Sequence Chart has three Roman numerals because the assignments in Unit 3 are three paragraphs long.

##### Characters and Setting

**WHO** is in the story?

**WHAT** are they like?

**WHEN** does it happen?

**WHERE** do they live/go?

The first paragraph tells about the characters and setting. The characters are the who of the story. The setting is the when and where. Even if a story opens with a fast car chase or action scene, there are still characters, and they are some place at some time.

##### Conflict or Problem

**WHAT** do they need/want?

**WHAT** do they think, say, do?

**WHAT** happens before the climax?

The second paragraph tells about the conflict or problem that occurs within the story. The conflict or problem is created when the main character needs or wants something. In every story the main character overcomes some sort of problem. Stories without problems are boring. In fact, they are really not stories at all.

##### Climax and Resolution

**WHAT** is the climax?

**HOW** is the problem resolved?

**WHAT** is learned?  
(message, moral)

The third paragraph begins with the climax, the exciting moment or event when the story changes. It is the turning point in the story when the problem is solved one way or another. The resolution follows. As students focus on the last portion of the story, they must consider if the problem is solved the way the character wants and what lesson the author intends to convey.

Read the source text and then use the Story Sequence Chart to analyze the story. Begin with the characters and setting. Ask the questions within each section in any order. For example, in the first section it does not matter whether you introduce the characters or the setting first.

The answers to the questions become the details for the outline. As you answer a question, write two or three key words on the KWO. Use symbols, numbers, and abbreviations when possible. You do not have to answer every question. You may need more than one line to answer one question, or you may be able to answer two questions on one line.

After you write the KWO, test it to prove it works. If necessary, add details or limit information. Once you prove the outline works, you are ready to write.

## Source Text

### The Ant and the Grasshopper

During the warm summer months, a grasshopper spent his days singing, chirping, and leaping through the tall grass. He cared only for momentary pleasures, filling the field with his music and enjoying the sunshine. In the same field, an ant worked diligently storing food for winter. As soon as the sun rose, the ant began her daily work, carrying one grain at a time from the field to her nest. Tirelessly she walked back and forth from the field to her nest with kernels of corn and wheat. Little by little she filled her pantry with food for her family. The grasshopper often passed by the ant. He did not understand why the ant worked so hard when there was summer to enjoy. He continually mocked the ant because she would not sing and dance with him. The ant explained that soon the cold winter months would arrive. If she did not gather enough food, her family would starve. The grasshopper scoffed, insisting that there was plenty of summer left and there was plenty of food available. However, the ant never wasted a moment. She used all her strength to prepare, knowing that the season would soon change. As the months passed, the air grew cooler, the leaves turned brown, and the ground slowly hardened with frost. The songs of the grasshopper faded as hunger pressed upon him. The once-plentiful fields were now bare, and snow covered the earth. Having stored nothing, the grasshopper found himself weak and cold. Meanwhile, the ant remained secure within her nest, where she had gathered food and built warmth. While storms raged outside, she endured comfortably, sustained by the work she had done during the days of abundance. Trudging through the thick snow, the grasshopper passed by the ant's nest and watched her family enjoying a warm, delicious meal. Sadly he realized that his carefree summer had brought him no reward.



Before completing the KWO, remind students that this is a new unit and that key words are chosen differently. Key words are no longer chosen by looking at each sentence but by using the Story Sequence Chart to ask and answer questions. If students cannot answer a question, simply ask another. Not all of the questions on this page need to be answered. Within each section, questions may be asked in any order that helps the story flow.

The KWOs in the Teacher’s Manual are only samples. Every class and each student will have unique outlines.

**Tip**

Discuss the story’s climax. Begin the KWO by placing the climax key words on Roman numeral III. Now complete the rest of the KWO.

**I. Characters and Setting**

In this paragraph answer questions about the field, ant, and grasshopper.

**II. Conflict or Problem**

In this paragraph answer questions about the grasshopper’s problem: he does not store food.

**III. Climax and Resolution**

In this paragraph begin with the climax, which is when the snow comes and fields are bare.

*Sample*

UNIT 3: RETELLING NARRATIVE STORIES

**Key Word Outline—Story Sequence Chart**

**Characters and Setting**

- WHO is in the story?
- WHAT are they like?
- WHEN does it happen?
- WHERE do they live/go?

- I. summer, field, farm
- 1. grasshopper, lazy, carefree
- 2. G, unkind, irritating, mocker
- 3. ant, hardworking, diligent
- 4. A, patient, persistent, wise
- (5.) \_\_\_\_\_

**Conflict or Problem**

- WHAT do they need/want?
- WHAT do they think, say, do?
- WHAT happens before the climax?

- II. G, X store, food
- 1. played, sang, ridiculed
- 2. A, stored, food, winter
- 3. A, refused, ++ work, prepared
- 4. G, scoffed, enjoyed, summer
- (5.) \_\_\_\_\_

**Climax and Resolution**

- WHAT is the climax?
- HOW is the problem resolved?
- WHAT is learned? (message, moral)

- III. snow, field, bare
- 1. X food, found
- 2. G, X songs, ++ hungry
- 3. G, weak, desperate
- 4. A, comfortable, warm, ++ food
- (5.) G, realized, X work → X reward

**Title** repeats 1–3 key words from final sentence.

One of the goals of developing characters is to make readers feel as if they are there. The same applies to describing the setting. Encourage students to create vivid images that help readers see, hear, and feel the environment around the characters. Point to examples in the source text and other literature that demonstrate how to include sensory details and figurative language.

“As soon as the sun rose, the ant began her daily work, carrying one grain at a time from the field to her nest.” This sentence sets the scene in the early morning and shows the rhythm of steady, purposeful labor without stating the words *it was in the morning* or telling the reader the ant worked hard.

Lesson 3: The Ant and the Grasshopper

## Structure

### Developing the Setting and Characters

Developing the setting brings your story to life. Instead of just telling your reader what happens, use words that show the reader where and when the story takes place.

**Do not tell.** *It was summer.*

**Show.** *The sun shone brightly in a cloudless sky as the faint buzz of insects filled the sticky air.*

Well-developed characters feel real because you show what they look like, how they act, what they think, and how they respond to problems.

**Do not tell.** *The ant worked hard.*

**Show.** *Heaving a corn kernel onto her back, the ant trudged down the dusty path to her nest.*

**Begin with a specific subject.** Choose a noun.

**Use an action verb.** What did the noun do?

**Avoid vague verbs:** am, is, are, was, were, have, has, had.

When you write about the characters, begin with a specific subject and use an action verb. Who is in the story?

*The ant.* What might she do? *gather, harvest, collect*

Use a thesaurus to find precise words.

Expand the sentence by asking detailed questions about the subject and verb.

*Day after day, the ant faithfully returned to the bountiful field and harvested food for winter.*

Notice how the new sentence helps the reader imagine the setting and characters. As you write, create a strong image or feeling by using sensory details—sight, sound, touch, smell, and even taste when appropriate—to bring your story to life.

### Practice

As you begin your story, look for places to provide details that create a strong image or feeling.

1. The story takes place in the field. Begin with a specific subject (place/thing) and use an action verb (show what the subject is doing).

    *The corn swayed.*    

Expand the sentence by asking yourself questions: who, what, when, where, why, and how.

    *The ripe corn swayed in the breeze, which scattered kernels on the ground.*    

2. The main character is a grasshopper. Begin with a specific subject (person) and use an action verb (show what the subject is doing).

    *The grasshopper frolicked.*    

Expand the sentence by asking yourself questions: who, what, when, where, why, and how.

    *Forgetting that winter would soon arrive, the grasshopper merrily frolicked in the long grass.*

*-ly Adverb*

After a student marks an -ly adverb, ask for an explanation, similar to this exercise. In doing so, you teach students to use their words thoughtfully, purposefully, and deliberately.

*Vocabulary*

Word study helps students understand words more precisely. Writers who select exact words convey meaning clearly and avoid misunderstandings. Writers who use synonyms and antonyms add variety and depth to their writing.

Although the sample student answer analyzes *remorsefully*, students may choose any one of the four vocabulary words.

**Style Practice**

**-ly Adverb Dress-Up**

Choose your words thoughtfully and purposefully. Look at each underlined -ly adverb and explain why it is a good choice based on how it modifies the verb.

- The grasshopper blissfully leaped through the grass.  
 Why is *blissfully* a good choice? \_\_\_\_\_  
*Blissfully captures both the joy and the blindness of the grasshopper's attitude.*
- The ant diligently stored food for the future.  
 Why is *diligently* a good choice? \_\_\_\_\_  
*Diligently perfectly expresses the ant's steady, responsible character.*
- Snow silently covered the once-green field.  
 Why is *silently* a good choice? \_\_\_\_\_  
*Silently sets the mood for the story's turning point.*

**Vocabulary Practice**

- Listen** to someone pronounce the vocabulary words from Lesson 3. Look up any alternate pronunciations.
  - Speak** them aloud yourself.
  - Read** the definitions in a dictionary. Pay attention to the part of speech, sample sentences, and any alternate spellings.
  - Write** one of this lesson's vocabulary words in the blanks below and use a dictionary to complete the fact sheet. If possible, use a combination of print and online resources.
- Vocabulary Word \_\_\_\_\_ *remorsefully* \_\_\_\_\_  
 Definition \_\_\_\_\_ *in a way that expresses sadness and guilt over past actions* \_\_\_\_\_  
 Root words and origin \_\_\_\_\_ *from Latin remordere "to bite again"* \_\_\_\_\_  
 Related words \_\_\_\_\_ *remorse, remorseful, morsel* \_\_\_\_\_  
 First known usage \_\_\_\_\_ *1592* \_\_\_\_\_  
 Part of speech \_\_\_\_\_ *adverb* \_\_\_\_\_  
 List three synonyms. \_\_\_\_\_ *penitently, apologetically, ashamedly* \_\_\_\_\_  
 List three antonyms. \_\_\_\_\_ *cruelly, unrepentantly, ruthlessly* \_\_\_\_\_
- Think** about the words and their meanings. Can you use them in your story?

As you grade, make sure students are using the KWO to write the paper. There should be a direct relationship between the KWO and the finished composition.



Lesson 3: The Ant and the Grasshopper

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Lesson 3: The Ant and the Grasshopper

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



#### STRUCTURE

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> name and date in upper left-hand corner                      | _____ | 5 pts  |
| <input type="checkbox"/> composition double-spaced                                    | _____ | 5 pts  |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 15 pts |
| <input type="checkbox"/> story follows Story Sequence Chart                           | _____ | 15 pts |
| <input type="checkbox"/> each paragraph contains at least four sentences              | _____ | 15 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 15 pts |

#### STYLE

**11 12 13 Dress-Ups** (underline one of each) (10 pts each)

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb | _____ | 30 pts |
|---|-------|--------|

#### MECHANICS (-1 pt per error)

- |   |       |     |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation | _____ | pts |
|---|-------|-----|

#### VOCABULARY

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

Total: \_\_\_\_\_ 100 pts

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

#### Checklist

Remind students that they must format their final drafts by following the directions on page 20.

The three boxes under style indicate three paragraphs. Students should include and mark an -ly adverb in each paragraph.

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

#### Motivate

If you are using the ticket system as described on page 285, give students a ticket for each vocabulary word used in their papers.

UNIT 3: RETELLING NARRATIVE STORIES

Intentionally blank so the checklist can be removed.

SAMPLE