

A MAGALOG FOR **SCHOOLS** AND **HYBRID SCHOOLS**

ARTS OF LANGUAGE

Listen. Speak. Read. Write. *think!*

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Listen. Speak. Read. Write. Think!

IEWSchools.com

2025



Teaching with confidence begins by following our Implementation Plan.



IEWSchools.com/start



1. Connect with your Educational Consultant



Contact one of IEW's Schools Department professionals; they are here to help! Each school is assigned its own Educational Consultant, who is available to answer questions and guide you through IEW's 4-step Implementation Plan. Connect with an Educational Consultant at IEWSchools.com/connect



2. Choose a curriculum option



When deciding on the best writing curriculum for your students, be sure that your chosen course is at or below your students' reading level. Select materials that are either theme-based or video-based. Explore your options at IEWSchools.com/choose



3. Select a training preference



Learn IEW's writing methodology by scheduling live professional development, attending our Virtual Teaching Writing: Structure and Style workshop, or working through the *Teaching Writing: Structure and Style* video seminar. Learn more about your options at IEWSchools.com/train



4. Celebrate student success



Whether your students are gifted or reluctant writers, we are so confident that they will grow to be competent writers that we guarantee your satisfaction! See what people are saying at IEWSchools.com/celebrate

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**Institute for
Excellence in
Writing**

Listen. Speak. Read. Write. Think!

This magalog and its contents, products, and services are primarily intended for teachers or administrators in a traditional 5-day public, private, or charter school. If you are a homeschool parent or are a parent, teacher, or administrator engaged in independent study or hybrid programs that include direct parental instruction and supervision, please visit IEW.com or contact our customer service team at info@IEW.com or **800.856.5815**.

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Learning to Think: An Interview with Andrew Pudewa

by Hannah Averitt

What is the first step in learning how to think?

The first step in cultivating good thinking skills is to have a well-furnished mind. Unfortunately, we have seen in recent years an emphasis on output and creativity, letting students flounder around until they discover things. One of the problems with this is that it is hard to think when you don't have the tools. You need to have words in order to structure thoughts, extract them from your mind, and then use them. That is why we have put a strong emphasis on the importance of furnishing the mind through good and great literature, encyclopedic knowledge, and the memorization of beautiful language.

Vocabulary opens the door to furnishing the mind. In IEW's Structure and Style methodology, we create ways for students to find more words. For example, we start with the banned words list and go from there. We

have tools like *A Word Write Now* that help students use and internalize a greater variety of nuanced words. One foundational aspect of cultivating thinking is furnishing the mind by stocking it with vocabulary and ideas.

What is the next step?

The next step is the skill of accessing the ideas you have. In its simplest form, thinking is getting stuff out of your mind. You retrieve it by asking questions. Most students in schools are given information they are expected to retain and later access. They are assessed by being asked questions to prove that they retained what they were taught. There is nothing intrinsically wrong with that, but it can become a habit where students are just answering questions rather than learning to ask questions. The act of writing requires you to ask yourself questions.

How does IEW's method teach students how to think?

The real power of our system is in the structural models because that affects how ideas are collected, organized, and used. Crafting a summary, like any form of writing, is a skill that must be taught and then developed through practice. I'm a violin teacher by primary profession. You don't gain technique without explicit teaching and continuous practice. Students don't learn if they are left to flounder. They may never learn through self-discovery. Teach explicitly and require practice. Students must engage in the activity again and again and again. Unit 4, for example, teaches students to summarize, which on a deeper level is an exercise in the organization and analysis of ideas. Students must complete several Unit 4 lessons to gain mastery.

Another example can be found in Unit 5 where the ability to ask questions that help formulate a sequence of cause and effect, extract ideas from memory and imagination, and apply that knowledge to a situation is also critical.

What is the goal of writing?

Writing isn't just about self-expression, creativity, and discovering yourself. That is a fairly ineffective use of the intellect. The primary goal of writing should be to develop great thinkers through immersion in the thinking of people who are greater than we are and trying to imitate their writing styles. A true study of the classics becomes particularly valuable. You see that with Frederick Douglass. He read as much as he could, and his knowledge of the classics would come out in the allusions and the connections he made in his own writing. In Shakespeare's time it was acknowledged that imitation was not just flattery; it was the best form of learning. In this modern era, imitation has been degraded, and students are expected to do something unique and original to be of value. That's just not true. When you read a great book, it is almost like the book is bringing together a synthesis of the brilliance and beauty of those who went before.

How does IEW's method help students who struggle with writing?

Writing is a complex task. When you tell a student to write something, what has to happen? Well, the first thing is they need to find an idea. If there is no idea, there is nothing to write. Oftentimes, that is where the students have a block. They don't know how to find an idea.

We must note two key things about ideas. First, ideas can preexist in the memory or imagination, or they can preexist in a more immediate way. If I say, "Please write about the last trip you took with your friends or family," I am asking you to rely on memory and imagination to reconstruct some of that experience. On the other hand, if I say, "Please write something about the room we are in right now," that would be easier. For most students, it is easier to start with something they can see than to search their memory or imagination and find stuff.



The second thing is that ideas can preexist in words, or they can preexist primarily in sensory impressions. So, if I say, "Please write about being at the beach," that experience is almost entirely sensory impressions. If I say, though, "Please tell me your favorite Aesop fable or Bible story or fairy tale," that would be different because those things preexist in words. Thus, when we teach students, it is easier to start by asking them to write things that preexist in words. If you start with things which are familiar and preexist in words, that is going to be the easiest way to begin the complex process of writing.

This is where the IEW method starts. We begin with Units 1 and 2, and the subject to be written about is immediate because the source text is right in front of you, all in words. You choose key words, copy them, remove the original, tell the information back, get it in your brain, and then rewrite it. This is not a new idea. You can trace it back to the first exercise of the ancient rhetoric progymnasmata training, which was to retell a fable.

Benjamin Franklin notably talked about this idea as a way to improve written expression. When I hear teachers or parents say, "My student hates writing," the immediate and most consistent diagnosis is that the student is overwhelmed with the process. That is why it is so important to give students the basic skills of how to retrieve and organize ideas into sentences. Our method gives students a path to develop these skills.

With the advancement of AI, why is learning to write necessary?

AI and ChatGPT and other large language models have the capability to churn out pretty close to grammatically correct prose. I would argue that we do not teach writing so that people will do writing. You may not find yourself in a job that requires you to write, or you may find yourself in a job where using AI to write will be more efficient. That doesn't mean that learning the skill of writing was a waste of your time. Learning grammar and understanding the structure of language will help you think.

I always tell students, "It doesn't matter what you're going to do. You can be an engineer, you can be a garbage collector, or you can be in the military. Name any job you can think of. For many jobs, you may not have to write much, but you will have to think." The people who learn to think better through learning to write better are the ones who rise up in positions of leadership because the skills required in leadership are thinking, speaking, writing, and communicating. That should be a lifelong pursuit. Cultivate the language skills that will interface with your ability to communicate ideas.



Hannah Averitt

Product Developer
Editor

Hannah has worked for IEW at various times in the past, including serving IEW as an Educational Consultant for the Schools Department. Having used IEW in the classroom as a student, she benefited firsthand from the Structure and Style method in her language arts education. After completing her MA in linguistics in May of 2023, Hannah is more passionate than ever about language, excellent writing, and all things grammar! In her spare time Hannah enjoys reading and spending time with her family.

WHAT IS INCLUDED IN THE PREMIUM MEMBERSHIP?

Premium Members enjoy a year of additional tools to assist them in implementing Structure and Style in their classrooms or homes, and it's renewable for only \$39 per year!



VIDEO TRAINING

Videostream the entire *Teaching Writing: Structure and Style* teacher training seminar.

TEACHING TIPS

View IEW Master Classes, Andrew Pudewa's talk *However Imperfectly*, and the *Teaching Tips with Andrew Pudewa* (TTAP) video series.

ARTICLES AND TALKS

Enjoy articles for school teachers and parents as well as audio conference talks by Andrew Pudewa and others.

SPANISH RESOURCES

Enseñe con confianza y eficacia utilizando estas herramientas en español.

CLASSROOM TOOLS

Download a library of teaching resources for the classroom and access the online IEW Checklist Generator™.

MEMBER PERKS

Take advantage of benefits such as a free physical copy of *However Imperfectly* and a one-time-use free shipping coupon each year.



LEARN MORE



IEWSchools.com/premium



Competent Communicators and Thinkers

Donahue Academy, 2025 Featured School

by Evan Smith

When one hears the name *Institute for Excellence in Writing*, “learning to think” is unlikely to be one of the first educational goals that comes to mind. Is learning to write intertwined with the process of becoming more analytical, cogent, or creative? In general, people view the written word as the culmination of what one has already mentally conceived. IEW’s Structure and Style methodology begins by having students write an outline from a source text. To the casual observer, it may not be apparent that students are already advancing the development of their own cognitive ingenuity and critical analysis of a subject through this process-based approach. At IEW, this year’s theme is Learn to Think. This year’s featured school testifies how the development of thinking as a learnable, teachable skill is the heartbeat of how IEW teaches.

Developing Skills in Students

Donahue Academy is a private Roman Catholic institution located in Ave Maria, Florida. They have been empowering students from K-12 with their mission of pursuing excellence in all things since 2007. Principal Dr. Marc Snyder has plenty to say about how IEW’s methodology has helped to achieve Donahue’s mission:

IEW’s imitation method teaches students how to be great writers from the constant practice of writing. This fits perfectly with our mission. We want our students to be excellent in all things, realizing that this does not come without lots and lots of practice. Once students excel in the basics of writing with stylistically beautiful prose, they graduate onto more and more varied and complex approaches to writing: creating

stories, critiques, and essays. In my opinion, there's no better way to learn how to write and write well than the approach used by IEW.

Ed Watson, the Assistant Principal and Theology Chair, agrees:

IEW's mimetic approach to writing, instruction through imitation of quality writing, allows students to focus on each part of the writing process and then to begin experimenting within the structure provided by the course. What begins with imitation ends with innovation. IEW's key word outline helps students identify and organize important information, note that information in a useful way, and share that information when asked. It is a skill that seems to have been lost—helping students organize their minds so that what they know is easily accessible and can be related and built upon as they learn more. IEW's slogan summarizes this—Listen. Speak. Read. Write. Think! These are the very skills we want to develop in our students.

From Imitation to Innovation

Dr. Snyder shared some examples of where he has seen IEW help students become not only better communicators but also thinkers:

I stand by the program as the best writing program at the K-8 level. With IEW, students learn how to write by imitation—they read great stories (e.g., an Aesop's fable) and learn how to write a key word outline. By learning this strategy of retelling through outlining, students learn the mechanics of good writing. By adding dress-ups, students learn to write, stylistically and beautifully, as well. The program's EZ+1 concept of learning to master simpler things first before moving on to more complex concepts is simply the best way to learn the fundamentals of writing.

When I became principal of Donahue Academy, I immediately wanted to bring IEW to the school. That is exactly what I did.

Mr. Watson, who had no previous experience with IEW prior to joining Donahue, has witnessed the results of using IEW methods and materials firsthand:

I have had positive feedback from our teachers about Structure and Style for Students and Fix It! Grammar. The framework in Structure and Style for Students is useful and adaptable across subject areas. We have seen an improvement in student writing and note-taking, specifically in organization of thoughts and ideas.

I have also heard positive reviews from families. Some families were skeptical at first, worrying that the program was a lock-step approach that would stifle student and teacher creativity. In reality, the framework has been freeing rather than limiting. It provides the steps in developing quality writing through imitation and gradually releases students to innovate.



Teaching Students to Think

Donahue Academy is a highly respected classical-model school with a 100% college acceptance rate. Mr. Watson sees a clear connection between how the Structure and Style method of teaching writing supports the classical model as it develops thinking as a learnable, teachable skill:

The tools and mindsets that we share with our students matter, and we have found IEW to be a good mission-fit partner for us.

In the grammar stage, students learn the basic components of good writing. They examine and become comfortable with the tools of writing. In the logic stage, students deepen that understanding and imitate and innovate on models of excellent writing.

They repeat particular skills as they are introduced, and eventually those skills become part of their toolbox. Students learn when and where those tools can be used and how. Finally in the rhetoric stage, they build more independently. They have the tools, know how they function, and where to use them. We are at the beginning of our journey with IEW, but the fruits of this journey already appear to be quite ripe.

The teachers, parents, and students of Ave Maria have found that by implementing the Structure and Style writing method with fidelity, a student is incrementally empowered with great language skills. Students continue to refine their ability to express their ideas in eloquent, creative, and persuasive ways through writing, developing into confident and competent communicators and thinkers as a result.

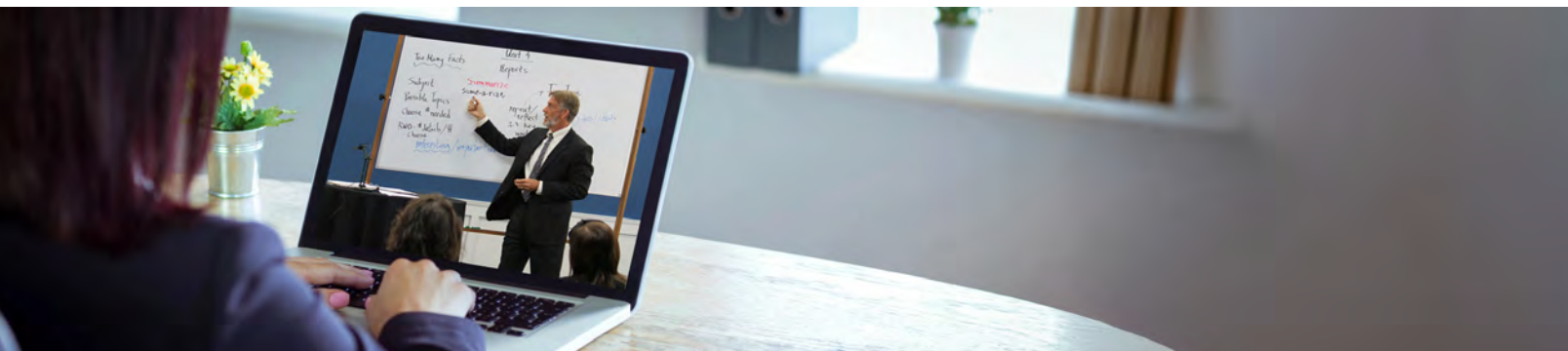


Evan Smith

Educational Consultant

Evan Smith, a father of six, hails from Indianapolis, Indiana, but has called Oklahoma home since 1997. With a diverse background in acting, music, sales, customer service, distribution, and special needs job coaching, he has valued contributing to IEW's company mission since he was hired for the Customer Service Team in 2017. After nearly five years as a member of Customer Service, he moved to the IEW Schools Department as an Educational Consultant in 2022.





Easier Preparation, Enhanced Fidelity

Implementing Video Lessons as Models

by Jeff Nease, Implementation Coach

"This is the best thing we've ever done", says Andrew Pudewa, Director and Founder of the Institute for Excellence in Writing. Structure and Style for Students is the groundbreaking writing curriculum that has revolutionized not only the way students learn to write, but also how educators teach composition.

The video lessons are effective for direct instruction in homeschools and cooperative school environments, are extremely user friendly. However, first-year teachers new to the teaching profession, new-to-IEW instructors, or even experienced English teachers exploring this new pedagogy have found incredible utility using the video lessons as models for their own teaching. Teachers can observe Andrew Pudewa teaching the same content to a real classroom of students. This exposes the teacher to the flow of the lesson, potential student questions, and correct answers to those student questions for that specific week, preparing the teacher for excellent engagement with students in class. Some classroom

teachers even deliver Andrew's weekly jokes! Video-lesson modeling provides especially effective lesson preparation for first-year or new-to-IEW teachers who may be slightly nervous teaching something new.

Video lessons-as-models foster an even more foundational benefit: fidelity to the method. Teachers and students can become frustrated when the Structure and Style method is implemented incorrectly, but teachers who review lesson videos as models are strengthening their own teaching fidelity through constant exposure to the master teacher using the method.

Structure and Style for Students video lessons feature the master teacher enacting instruction with fidelity to IEW's writing method, giving teachers a practical, highly effective model to follow each week. By using the videos as a model, teachers benefit from easier preparation and enhanced fidelity.



Jeff Nease

Implementation Coach
Online Instructor

Jeff Nease, an experienced educator, utilized IEW methods in his high school social studies classes, achieving remarkable results. In 2023 he transitioned to a full-time role with IEW as the Implementation Coach to conduct professional development for teachers. In addition, Jeff serves as an IEW Online instructor and Educational Consultant for the Schools Department, sharing his expertise and passion for effective teaching strategies. His commitment to enhancing educational practices continues to inspire both educators and students alike.



Interview with Nancy Helm, Education Specialist

South Sutter Charter School, Placerville, CA

by Debbi Hall

This summer at the IEM Innovate Conference in Sacramento, I met Nancy Helm, an Education Specialist for twelve years at the South Sutter Charter School. Soon afterwards, I received an extremely gracious email from her which she titled, "Letter of accolades for IEW." It was so encouraging that we decided to interview her for this article. Nancy's passion for education and her enthusiasm to assist individual students and parents as they instruct their children is profound. IEW is grateful for the value Education Specialists bring to the families served.

Define the role of the Education Specialist in your school. What does a typical day in the life of an ES look like?

First and foremost, the ES has many hats to wear. I cover transitional kindergarten to 12th grade. For example, I am the Teacher of Record for my students. This has me recording learning outcomes and attendance. Occasionally, I have the pleasure of suggesting curricula to help students excel. Additionally, as the ES I am available to meet with high school students as a tutor when needed. Finally, it is my responsibility to ensure we meet state standards.

When did you learn about IEW and what has happened as a result?

I was ambivalent about the IEW writing curriculum [initially] as it seemed like just another writing program with a different spin.

Fast forward to last fall. On the recommendation of friends, one of my families ordered the *Structure and Style for Students* video-based course. This family used IEW's program conscientiously and with fidelity. My curiosity was piqued as their fifth and seventh grade boys shared how funny Mr. Pudewa was and how much they liked his jokes! They watched the videos and proudly showed

examples of their work along with their *Fix It! Grammar* assignments. Students, especially these boys, telling me they actually liked writing was new (and news) to me! Their eighth grade relative also enjoyed Mr. Pudewa's teaching.

As I met each of my families at the end of school in May, I shared a bit of this story and encouraged them to consider IEW's *Structure and Style for Students* plus *Fix It! Grammar*. Several parents took my advice and ordered for fall of 2024.

Over the last couple of weeks, I have met with my families [for updates]. I had quite forgotten who ordered what until the students began to show me their work samples! "Mr. Pudewa tells great jokes!" a fourth grade boy shared. "I thought I would miss my other online writing class, but after the first day of Mr. Pudewa's class, I did not miss it at all. I am happy we are doing IEW!" A parent shared that she is going to get IEW for her younger son next year. Comments from other students included "I feel like I am in his class and not all by myself."

What has your experience been when working with families who use our award-winning curriculum *Fix It! Grammar*?

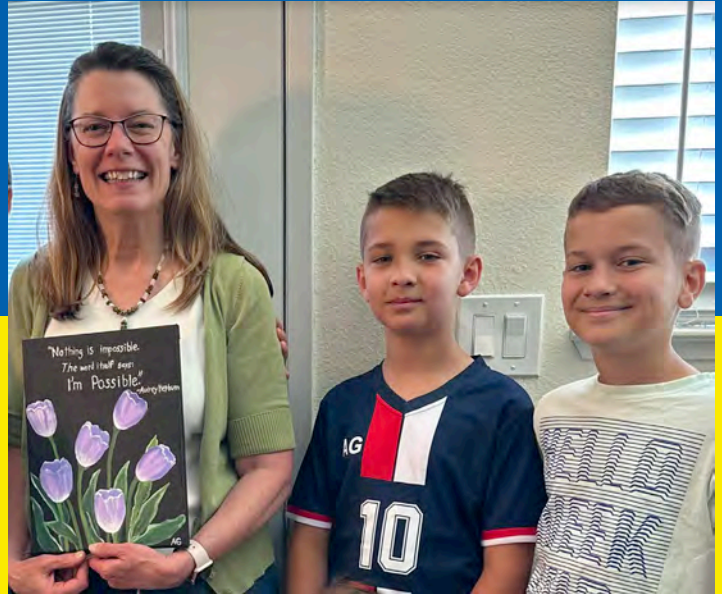
They love *Fix It! Grammar*. It is engaging for the kids, and they can follow along easily. The result? Students are proud of their work with *Fix It! Grammar*.

Does your school require that each curriculum meets state standards?

Yes, and I wasn't sure if *Structure and Style for Students* would be considered a full ELA curriculum for high school credits, but Educational Consultant Debbi Hall showed me the scope and sequence page that has the literature suggestions. Yay!

Nancy shares her unique experience using IEW with a family from Ukraine.

One family in our school faced a unique challenge. The mother was born in Ukraine, and Ukrainian is the language of choice in her home. The children were born in the United States and speak English fairly well, but initially their vocabulary was limited, especially with homophones. During our last meeting of the school year, the three children shared with me the timed IEW writing exercises they did at the beginning and at the end of the year. The difference was astonishing and brought me to tears! Likewise, *Fix It! Grammar* helped them see what words needed to be corrected. They are recognizing things they didn't see before. IEW bridged a gap that I could not. Try as I might, I didn't know how to help them write well. But IEW did! It is no surprise that the three American-Ukrainian children are continuing with your program this year.



Education Specialists love to have an impact on students' academic journeys, like Nancy's encouraging IEW story with this Sky Mountain Academy family!

Education Specialists are often unaware we have a page on our website dedicated to independent study charter schools (ISCS). Nancy Helm caught the vision of what IEW can do for her families. If you or an Education Specialist that you know would like to learn more, IEW maintains a page dedicated to ISCSs, full of resources for Education Specialists as well as families. Visit IEW.com/charter-schools to request a Charter School Examination Packet, watch videos, find information regarding IEW curriculum and state standards, and explore a myriad of resources designed with ISCS needs in mind. To read the full interview with Nancy Helm, visit IEWSchools.com/nancy-helm



Debbi Hall
Educational Consultant

Debbi Hall homeschooled her two daughters through high school using IEW's writing curriculum. This experience and her deep commitment to IEW's mission uniquely qualify her to be an Educational Consultant for Independent Charter Schools. As an IEW Accredited Instructor, she has a heart to help teachers and teaching parents succeed in implementing IEW curriculum as they educate their students.

LEARN MORE



[IEWSchools.com/
charter-schools](http://IEWSchools.com/charter-schools)

HOW IS OUR WRITING METHOD DIFFERENT?

IEW's unique approach to teaching writing is the Structure and Style® writing method as taught by the *Teaching Writing: Structure and Style* teacher training seminar. (See next page.) IEW's nine structural models help students organize any type of composition and develop confidence in the writing process as they learn. Stylistic techniques are taught incrementally, gently moving students from the basics into more sophisticated writing with greater independence and creativity.

UNIT 1	Note Making and Outlines
UNIT 2	Writing from Notes
UNIT 3	Retelling Narrative Stories
UNIT 4	Summarizing a Reference
UNIT 5	Writing from Pictures
UNIT 6	Summarizing Multiple References
UNIT 7	Inventive Writing
UNIT 8	Formal Essay Models
UNIT 9	Formal Critique

Create an outline.

Write using the outline.

STRUCTURE

Students write key word outlines to plan and organize their compositions. Students use the outlines as they follow a particular structural model to compose clear and cohesive paragraphs, descriptive stories, multi-paragraph reports, inventive compositions, and formal essays.

UNIT 1

WRITE KEY WORD OUTLINE ▼ ▼

Note Making and Outlines

When students are learning to write, IEW provides them with source texts. Students capture the ideas from the source text in an outline using key words, symbols, numbers, and abbreviations.

Source Text

The Fox and the Goat

By an unlucky chance, a fox fell into a deep well from which there was not escape. A goat passed by and asked the fox, "What are you doing down there?" "Oh, have you not heard?" said the fox. "There is going to be trouble down here in order to be sure to live you come down too?" the goat thought this a good idea and jumped into the well. The fox immediately sprang on the goat's back, and by putting a foot on the goat's long horns, managed to hop up to the top.

Key Word Outline

The Fox and the Goat

1. fell, well, ∅ escape
2. G, passed, asked, "doing?"
3. F: "heard? drought, water!"
4. "You, too?"
5. G, thought, idea, down
6. F, back, horns, edge
7. F, careful, advice, 1 trouble

UNIT 2

WRITE A DRAFT COMPOSITION ▼ ▼

Writing from Notes

Students then use their key word outlines to write draft compositions.

Advice in Trouble

A fox fell in a well and could not escape. A goat passed by and asked the fox what he was doing. The fox told the goat that he had heard a drought was coming and he wanted to be close to the water. He asked if the goat wanted to join him. The goat thought this was a good idea and jumped in the well. The fox climbed on the goat's back and stepped on his horns. He walked out of the well. The fox said that the goat should be careful if he took advice from a person in trouble.

LEARN MORE



What Are We Really Doing Here?

IEWSchools.com/WWDH

STYLE

After students understand how to write from notes, they refer to an IEW checklist as they insert stylistic techniques into their drafts to improve vocabulary and sentence structure. As students progress, they learn additional stylistic techniques to further improve their writing.

INSERT STYLISTIC TECHNIQUES ▼ ▼

Examples of IEW Stylistic Techniques

Dress-Ups

-ly adverb
who/which clause
strong verb
because clause

Sentence Openers

[2] prepositional
[3] -ly adverb
[6] vss

Decorations

alliteration
simile or metaphor

Advice in Trouble

A fox fell in a well and could not escape.

A goat ^{who} passed by, ~~and~~ asked the fox what he was doing. The fox told the goat ~~that~~ he had heard a drought was coming ^{because} and he wanted to be close to the water. He asked if the goat wanted to join him. The goat thought this was a good idea and jumped in the well. The fox ^{nimbly} climbed on the goat's back and stepped on

his horns. He walked out ^{remarked} said that the goat should advice from a person in t

SAMPLE IEW CHECKLIST

- ☒ -ly adverb
- ☒ who/which clause
- ☒ strong verb
- ☒ because clause



TEACHING WRITING: Structure and Style®

Enjoy the humor, wisdom, and practical tips provided in this comprehensive teaching seminar. Watch on your own or gather with others.

Teaching Writing: Structure and Style Video Seminar with Seminar Workbook

Here's the course that started it all thirty years ago and continues to be an effective and enjoyable way to teach writing. Beginning with the basics—rewriting a paragraph—and continuing all the way into advanced essay writing, teachers learn how to nurture excellence in writing and thinking in students of any age.

TWSS includes the following:

- over fourteen hours of inspiring, humorous, and immensely practical video instruction.
- five additional hours of student demonstration lessons at four levels.
- a 240-page *Seminar Workbook* which serves as guide that you will refer to again and again.
- a full year of IEW's Premium Membership. (page 7)

Our recommended package includes Forever Streaming.

TWSS Package

\$189

Choose your video delivery method.

Forever Streaming: IEW.com/TWSS2-FS

DVD: IEW.com/TWSS2-D

Additional Seminar Workbook: IEW.com/SW2 \$35

WRITE FINAL COMPOSITION ▼ ▼

Grading Made Easy

Students are required to mark stylistic items from their checklist on their final paper. Grading compositions is a simple process of ensuring that students have included all of the items from their checklist. The Structure and Style writing method is clear, easy, and effective!

Concerned about Grading?

IEW Gradebook helps you grade more efficiently and effectively.

Learn more at
IEW.com/gradebook



Structure and Style®

FOR STUDENTS

Join Andrew Pudewa as he leads students on a writing journey year after year using IEW's Structure and Style approach. Students will take delight in Mr. Pudewa's humorous, incremental, and effective writing lessons. The curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans. Easy to use and affordable, *Structure and Style for Students* brings a successful solution to your writing lessons—guaranteed!

BASIC PACKAGE

Lessons from Andrew Pudewa

The SSS Basic package includes a Binder & Student Packet, Teacher's Manual, and 24 video lessons tied to the level of SSS of your choice.

The Basic package contains everything needed for one student to complete this writing course. Videos include English subtitles.



See pages 30, 34, and 38.

\$169

VIDEO BASED

Choose your video delivery method, either Forever Streaming* or 24 DVDs.

Those choosing our streaming option will receive a card containing their unique activation code to access the videos at IEW.com



Structure and Style®

FOR STUDENTS

Level A GRADES 3-5

Level B GRADES 6-8

Level C GRADES 9-12

The first year of any level assumes no previous experience, which enables your students to jump right in no matter what their grade level. Contact your Educational Consultant for more information.

COMPLETED
YEAR 1?
CONTINUE WITH
YEAR 2!



* Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.

What's in the box?



The Student Packet corresponds to what the students are watching in the video, making *Structure and Style for Students* IEW's most immersive, easy-to-use video experience.

The Student Binder is an essential component as your students complete and organize each lesson.

The Teacher's Manual mirrors the student packet and includes detailed notes to equip teachers and teaching parents to help their students experience success in Mr. Pudewa's class.

The 24 Lessons are taught by Mr. Pudewa and delivered via your choice of either Forever Streaming* or 24 DVDs. English subtitles included.



LEARN MORE



Four Deadly Errors of Teaching Writing

IEWSchools.com/FDE

TRY IT FREE!



IEWSchools.com/try-SSS

Theme-Based Curriculum

IEW's theme-based writing lessons offer engaging source material and quality writing instruction for your students. Select a theme that complements your classroom focus or aligns with your students' interests. Student books include style practice and vocabulary. These teacher-led courses are designed for instructors who have completed or are currently using the *Teaching Writing: Structure and Style* seminar. While theme-based writing lessons do not include a video component, the teacher's manuals provide comprehensive lesson plans, built on the proven Structure and Style writing method.

WHAT IEW THEME-BASED LESSONS SHOULD I CHOOSE?

Consider the age and grade level of your students to determine where to start. If your students have struggled with prior writing instruction, are reading below grade level, or have learning differences, begin at a lower level. Your students will experience the greatest success if they are not overwhelmed by the source texts, length of assignments, or critical thinking skills required at a higher level.

Level P Grades K-2

Level A Grades 3-5

Level B Grades 6-8

Level C Grades 9-12



THEME-BASED BOOKS



	1-2	3	4	5	6	7	8	9	10	11-12
Bible Heroes† (page 29)										
People and Places (page 29)										
Adventures in Writing (page 31)										
Fables, Myths, and Fairy Tales (page 31)										
Discoveries in Writing (page 31)										
Frontiers in Writing (page 31)										
Investigations in Writing (page 35)										
Wonders of Science (page 35)										
Ancient History (page 35)										
Medieval History (page 35)										
U.S. History (page 35)										
Canadian History (page 35)										
Modern World History (page 35)										
Following Narnia® Vol. 1† (page 35)										
Following Narnia® Vol. 2† (page 35)										
Bible-Based† (page 39)										
Advanced U.S. History† (page 39)										
Classical Rhetoric† (page 39)										

TRY IT FREE!



IEWSchools.com/
try-theme-based

Narnia, The World of Narnia, The Lion, the Witch and the Wardrobe, and Narnia.com are trademarks of C.S. Lewis Pte. Ltd. The Chronicles of Narnia is a U.S. Registered Trademark of C.S. Lewis Pte. Ltd.

† Contains distinctly Christian content

Are you **overwhelmed** with grading papers?

TRY IT!



IEWSchools.com/gradebook

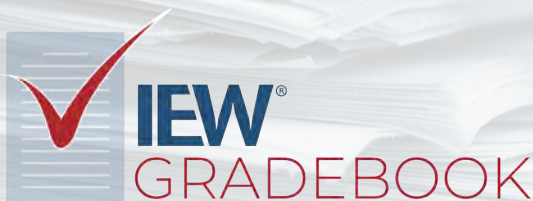


"I am really loving IEW Gradebook so far!
It has helped lighten the paper workload."

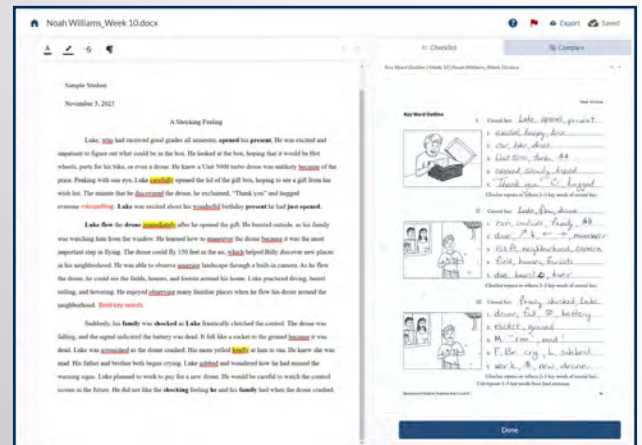
– Laura M. (Teacher)

IEW Gradebook is a subscription-based program that streamlines grading for teachers. Designed for IEW curriculum users, it organizes student submissions, detects dress-ups, sentence openers, and banned words from the IEW checklist, and suggests comments to insert with a single click.

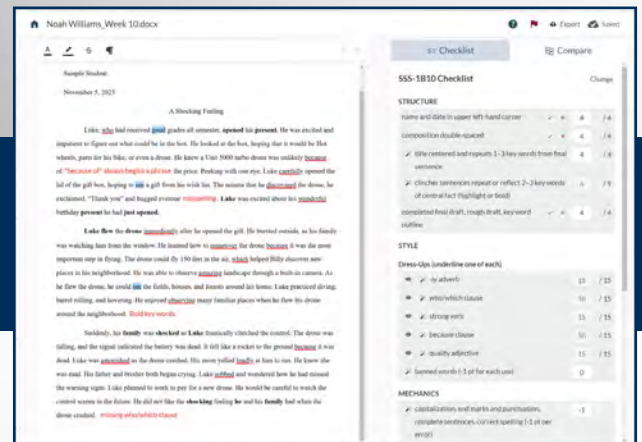
The intuitive side-by-side view of a student's paper and the IEW checklist keeps papers organized and grading distraction-free. It focuses on the details so you can focus on the writing.



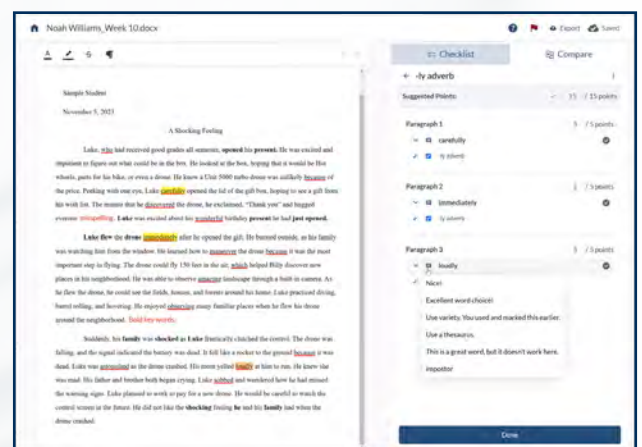
Compare KWO, rough draft, and final draft.



Display checklist and paper side-by-side.



Identify checklist elements automatically.



Simplify grading without sacrificing quality feedback.

Fix It!® Grammar

Teacher's Manuals and Student Books \$19 each

Level 1 Nose Tree presumes no prior grammar knowledge and introduces basic parts of speech, end-mark punctuation, phrases, clauses, homophones, and more. (page 32)

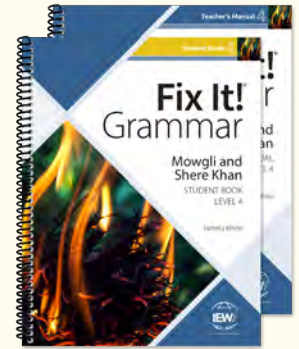
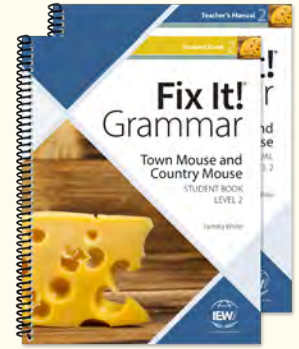
Level 2 Town Mouse and Country Mouse continues defining parts of speech, explains basic comma and capitalization rules, introduces complex sentence patterns, and more. (page 32)

Level 3 Robin Hood refines concepts taught in previous levels and explains additional comma rules, various phrasal/clausal constructions, quotation punctuation, indefinite/demonstrative/reflexive pronouns, and more. (page 36)

Level 4 Mowgli and Shere Khan builds on concepts taught in previous levels and presents a thorough explanation of additional punctuation rules, essential/nonessential clauses, complex sentence patterns, transitional prepositional openers, and more. (page 36)

Level 5 Frog Prince reinforces information taught in prior books while introducing and discussing advanced grammatical concepts related to verb types, noun functions, and pronoun cases. There is also an emphasis on the grammatical jobs of specific clauses and phrases. (page 40)

Level 6 Little Mermaid continues to build on concepts taught in the previous books and explains advanced grammatical items, including invisible #4 and past participial openers, transitions, conjunctive adverbs, verbals, active/passive voice, parallelism, and advanced punctuation. (page 40)



TRY IT FREE!



IEWSchools.com/
try-FixIt



Fix It! Grammar offers an engaging and effective approach to grammar instruction while helping students improve their composition skills. It reinforces the application of grammar in everyday writing, boosting their writing confidence. The lessons are quick, practical, and easy to implement, and they are fun for the students!"

– Suzie R. (School Director)

Engaging. Effective. Easy to Use.

In IEW's award-winning grammar program, students analyze an ongoing story and correct embedded errors. This allows them to internalize rules rather than just memorize them. As a result, students' knowledge of accurate punctuation and correct grammar transfer into their own compositions.

Grammar
in only

15

minutes a day!

Student Book

Identify and mark grammar concepts.

Find and fix errors.

Read It!	Mark It!	Fix It!
1 vocabulary	1 article (ar)	1 capital
	3 nouns (n)	1 comma
	1 pronoun (pr)	1 end mark
	3 adjectives (adj)	1 homophone
	1 -ly adverb (ly)	
	1 coordinating conjunction (cc)	
	1 prepositional phrase	
	1 adverb clause (AC)	
	2 subject-verb pairs (s v)	
	1 opener	

timmy was happier in the country because he
rarely noticed loud, or sudden sounds their

Rewrite It:

Institute for Excellence in Writing: Fix It! Grammar: Town Mouse and Country Mouse Student

Teacher's Manual

Read It!	Mark It!	Fix It!
timmy was happier in the country because he rarely noticed loud, or sudden sounds their	1 article (ar)	1 capital
	3 nouns (n)	1 comma
	1 pronoun (pr)	1 end mark
	3 adjectives (adj)	1 homophone
	1 -ly adverb (ly)	
	1 coordinating conjunction (cc)	
	1 prepositional phrase	
	1 adverb clause (AC)	
	2 subject-verb pairs (s v)	
	1 opener	

Define vocabulary.

rarely
not often

Verify student markings.

1) subject
s v adj ar n AC s pr
timmy was happier in the country (because he
ly v adj cc adj n there
rarely noticed loud, or sudden sounds their).

Detailed Explanations

Capitalization: **Timmy** proper noun; first word of the sentence
End Marks: Use a period at the end of a statement.
Pronoun: **he** replaces **Timmy**
Adjective: The adjective **happier** follows the linking verb and describes the subject (Timmy).
What kind of Timmy? **happier**
What kind of sounds? **loud** or **sudden**
-ly Adverb: Noticed when? **rarely**
S V Pairs: **Timmy was; he noticed**
Commas: Do not use a comma to separate two items connected with a coordinating conjunction.
PATTERN a and b loud or sudden
Homophones: Use **there**, the adverb pointing to a place.

Rewrite It! Timmy was happier in the country because he rarely noticed loud or sudden sounds there.

Corrected Passage

Institute for Excellence in Writing: Fix It! Grammar: Town Mouse and Country Mouse Teacher's Manual Level 2 99



Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

Grammar Cards IEW.com/FIX-GC

\$15

LEARN MORE!



IEWSchools.com/FIX

Making a Difference

Teaching Students with Learning Exceptionalities

by Jennifer Mauser

The Structure and Style writing approach works for all students, including those with learning differences. I penned an explanation of the effectiveness of IEW methods and materials for struggling writers in response to a teacher of a student with learning differences that created a natural reluctance in the student to write. The teacher wondered if her efforts using Structure and Style were really helping her student. This was my response:

You are benefiting her even if she physically cannot write with her own hand. Here's the secret about Structure and Style: the writing is only the tangible product.

What we see in writing is the very tip of an iceberg, the written composition that is produced. In actuality, though, this is the least important component of the process. What is far more important is what happens under the surface of the iceberg, which we can't see.

And it's massive.

The bulk of the writing "iceberg" is actually instruction in thinking skills. Having to write about ideas drawn from IEW source texts forces students to slow down, to consider what is being said, and to

make a series of judgments. At first these decisions are simple, such as asking which words in the sentence are most important for its meaning in a key word outline.

Over time, the thinking becomes more sophisticated. We begin asking ourselves deeper questions, spurring more questions, later leading us to our surmises. It doesn't happen overnight, and it isn't always easy, but writing with Structure and Style forces us to think.

What really matters is helping your student to think about the source text and to practice using different vocabulary and syntax.

Of course, not every teacher of students with learning differences can individualize learning as much as they would like; the administrative context and teaching environment are different as they navigate standards, IEPs and 504s, and decisions from their local leadership. However, IEW's incremental EZ+1 approach with its power and effectiveness is a boon to instructing all writers, regardless of their age or ability. Persist. You are making a difference, one composition at a time.

Learn more at [IEWSchools.com/learning-differences](https://www.iewschools.com/learning-differences)

DIG DEEPER



Reaching the Reluctant Writer

[IEWSchools.com/RRW](https://www.iewschools.com/RRW)

Jennifer Mauser

Educational Consultant for Learning Differences

Jennifer Mauser, Accomplished IEW Instructor, serves IEW as an Educational Consultant specializing in learning differences and enjoys writing the occasional blog post for the company as well. In addition, she continues to work as a private literacy and writing tutor and teaches Structure and Style at a local co-op.



**Step
1**

CONNECT WITH YOUR EDUCATIONAL CONSULTANT

Contact one of IEW's Schools Department professionals; they are here to help! Each school is assigned its own Educational Consultant, who is available to answer questions and guide you through IEW's 4-step Implementation Plan. Connect with an Educational Consultant at [IEWSchools.com/connect](https://www.iewschools.com/connect)



Debbi Hall

Educational Consultant
Independent Study
Charter Schools
DebbiH@IEW.com



Jeff Nease

Implementation Coach
JeffN@IEW.com



Jennifer Mauser

Educational Consultant
Special Education
JenniferM@IEW.com



Evan Smith

Educational Consultant
Accreditation Specialist
EvanS@IEW.com



Erica Nease

Educational Consultant
EricaN@IEW.com



Renee Vasher

Educational Consultant
Hybrid Schools Manager
ReneeV@IEW.com

To connect with an Educational Consultant

800.856.5815 | Schools@IEW.com | HybridSchools@IEW.com



Step 2

CHOOSE A CURRICULUM OPTION

Select materials that are either theme-based or video-based.
Explore your options at IEWSchools.com/choose

OPTION 1

Structure and Style®

FOR STUDENTS

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown.

A student book must be purchased for each student.

IEWSchools.com/try-SSS

Primary Grades (pages 28–29)



LEVEL A (pages 30–31)



or

OPTION 2

Theme-Based Writing Lessons

Choose a theme that parallels your classroom focus or appeals to your students. This curriculum option includes daily lesson plans that lead your students to write using the Structure and Style writing method in your chosen theme! Connecting your writing assignments to your classroom content is made easy.

A student book must be purchased for each student.

IEWSchools.com/try-theme-based

† Contains distinctly Christian content

Narnia, The World of Narnia, The Lion, the Witch and the Wardrobe, and Narnia.com are trademarks of C.S. Lewis Pte. Ltd. The Chronicles of Narnia is a U.S. Registered Trademark of C.S. Lewis Pte. Ltd.



Bible Heroes †
People and Places



Adventures in Writing
Discoveries in Writing
Frontiers in Writing
Fables, Myths, and Fairy
Tales Writing Lessons

and

Fix It! Grammar

IEWSchools.com/try-FixIt

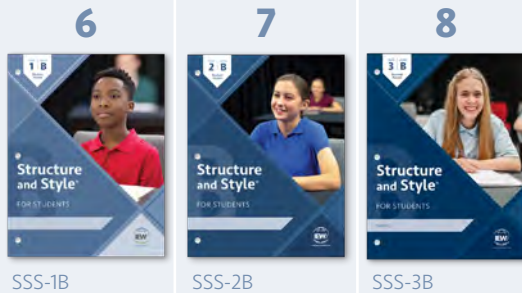


FIX-L1-TS

FIX-L2-TS

800.856.5815

LEVEL B (pages 34–35)



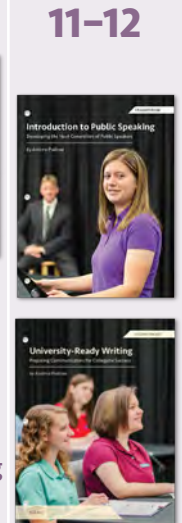
Structure and Style®
FOR STUDENTS

LEVEL C (pages 38–39)



Structure and Style®
FOR STUDENTS
Introduction to Public Speaking
University-Ready Writing

12-WEEK COURSES
(pages 37, 41)



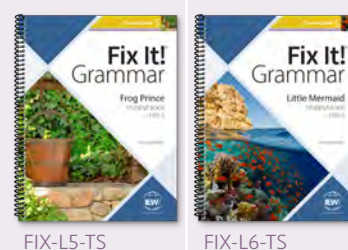
Investigations in Writing
Wonders of Science
Writing Lessons
Ancient History-Based
Writing Lessons
Medieval History-Based
Writing Lessons
U.S. History-Based
Writing Lessons
Modern World History-Based
Writing Lessons
Canadian History-Based
Writing Lessons
Following Narnia®
Volume 1: The Lion's Song
Following Narnia®
Volume 2: Aslan's Country



Bible-Based Writing Lessons †
Advanced U.S. History-Based
Writing Lessons †
Classical Rhetoric through
Structure and Style †



FIX-L3-TS FIX-L4-TS



FIX-L5-TS FIX-L6-TS

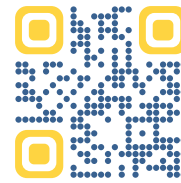
**Step
3****SELECT A TRAINING PREFERENCE**

Learn IEW's writing methodology by scheduling live professional development, attending our Virtual Teaching Writing: Structure and Style workshop, or working through the *Teaching Writing: Structure and Style* video course. Learn more about your options at IEWSchools.com/train

OPTION 1**Video Training through Individual Streaming**

This option gives each teacher streaming access (\$189 per teacher) to the writing methods video course in their individual IEW accounts. They will also receive a *Seminar Workbook*, which includes 240 pages of instruction, sample compositions, and practicum assignments. A 1-year Premium Membership is also included. Teachers can watch the videos on their own and join with others to work through the practicum assignments.

IEWSchools.com/TWSS

LEARN MORE

IEWSchools.com/TWSS

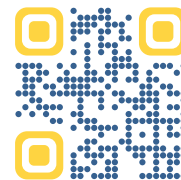
OPTION 2**Group Video Training with DVDs**

Purchase one set of DVDs (\$155) to watch as a group and work through the practicum assignments together. Each teacher will need a *Seminar Workbook* (\$35), which includes 240 pages of instruction, sample compositions, and practicum assignments.

To order DVDs only, call 800.856.5815

**OPTION 3****Virtual Teaching Writing: Structure and Style**

Held during June, this virtual workshop is a great way to train one or more teachers. Teachers will receive a one-year Premium Membership in their individual IEW accounts and a *Seminar Workbook*, which includes 240 pages of instruction, sample compositions, and practicum assignments.

LEARN MORE

IEWSchools.com/VTWSS

OPTION 4**Live On-Site Workshop**

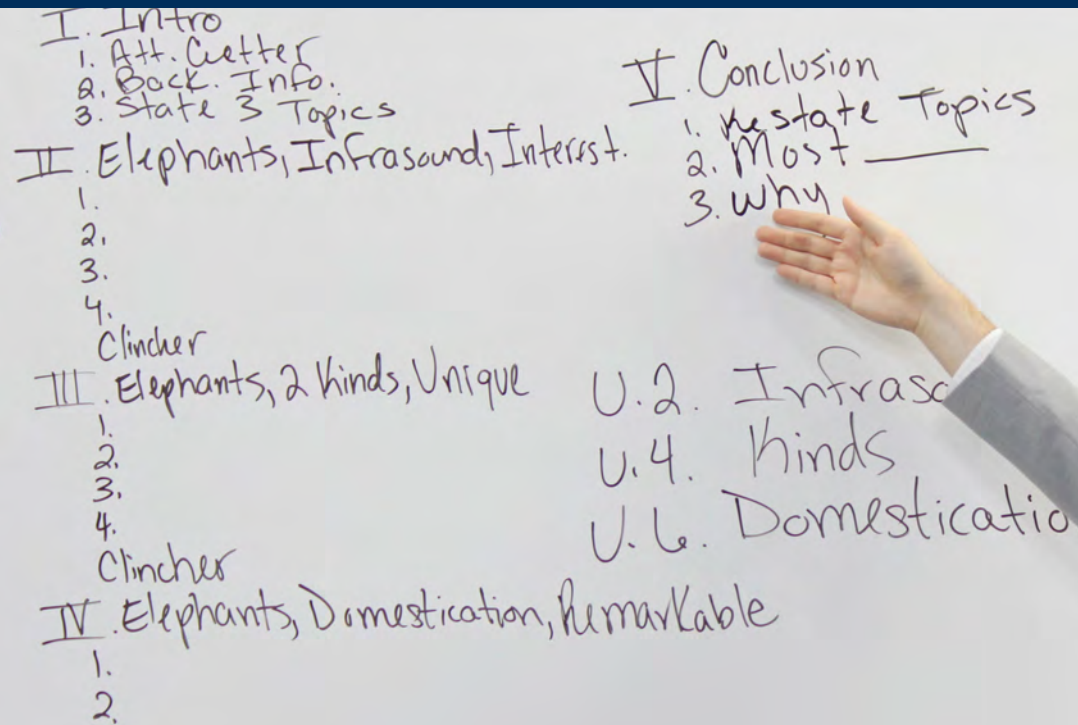
IEW also offers in-person professional development!

Contact your Educational Consultant at 800.856.5815 or email Schools@IEW.com for more information about on-site workshops.

Step 4

CELEBRATE STUDENT SUCCESS

Whether your students are gifted or reluctant writers, we are so confident that they will grow to be competent writers that we guarantee your satisfaction! See what people are saying at IEWSchools.com/celebrate



Jeff Nease

Schools Department Implementation Coach

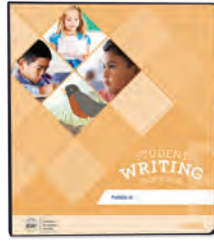
Jeff Nease earned his bachelor's degree in Adolescent Young Adult Education from the University of Toledo. Jeff and his wife have five children. For the past eight years, Jeff taught high school social studies. As a classroom teacher, he witnessed a decline in students' abilities to write clearly and concisely. After researching IEW's Structure and Style methodology, he implemented it in his own classroom and immediately saw improvements in his students' writing. In 2023 Jeff left his classroom teaching position to work for IEW.

“All of my IEW students made growth on their winter Northwest Evaluation Association scores! Most importantly, they were engaged in all of the activities we did. It was all I could have asked for and more. While the students' success is important, I have to tell you that using Structure and Style has really energized my teaching. Deep down I know it was a quality method, but now I have some concrete proof.”

– Beth C. (Language Arts Teacher)

Primary Writing Lesson Plans LEVEL P

PRIMARY WRITING LESSON PLANS



This teacher package contains our top recommendations to ensure the primary grade teacher has a successful year. Includes one set of student materials.

Classroom Supplement and Lesson Plans

Student Writing Portfolio (Student Packet with 3-Ring Binder)

Tools for Young Writers

Primary Classroom Posters

Contents of Level P Teacher Packages are grade specific for grades K, 1, or 2. Be sure to specify the right package for your classroom!

** Student packets are consumable and must be purchased per student.*

GRADE K

Cost if purchased separately: \$363

Teacher Package: IEW.com/PWL-PK

\$299

Student Packet and Binder: IEW.com/SWP-PK-BRS

\$29

Student Packet: IEW.com/SWP-PK-S

\$24



GRADE 1

Cost if purchased separately: \$363

Teacher Package: IEW.com/PWL-P1

\$299

Student Packet and Binder: IEW.com/SWP-P1-BRS

\$29

Student Packet: IEW.com/SWP-P1-S

\$24



GRADE 2

Cost if purchased separately: \$363

Teacher Package: IEW.com/PWL-P2

\$299

Student Packet and Binder: IEW.com/SWP-P2-BRS

\$29

Student Packet: IEW.com/SWP-P2-S

\$24



Request review copies at Schools@IEW.com or view samples at IEWSchools.com/product-samples

Theme-Based Writing Lessons

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts. In order to gain the skills necessary for presenting the IEW writing methodology, the teacher needs to have completed *Teaching Writing: Structure and Style*. *Bible Heroes* and *People and Places in Our Community* are appropriate for second and third grade students.



Bible Heroes†

K-2

Students learn about heroes of the Bible as they learn to write with Structure and Style. The Student Book includes a downloadable Teacher's Manual.

Student Book*:

IEW.com/BH-S \$35

Printed Teacher's Manual:

IEW.com/BH-T \$19



People and Places in Our Community

K-2

Students write about firefighters, police officers, rescue workers, and other community helpers as they learn to write with Structure and Style. The Student Book includes a downloadable Teacher's Manual.

Student Book*:

IEW.com/PPC-S \$35

Printed Teacher's Manual:

IEW.com/PPC-T \$19



† Contains distinctly Christian content

* Student books are consumable and must be purchased per student.

Resources

Tools for Young Writers

Here is a portable wall for your primary student! Students apply stickers to their folders as they build on their experience and understanding of writing with Structure and Style.

This product includes reminders for Units 1, 2, 3, 4, 5, 7; dress-ups; rules for capitalization and end marks; word lists for strong verbs, quality adjectives, -ly adverbs; parts of speech; cursive and manuscript letters; and 24 stickers!

Tools for Young Writers: IEW.com/TYW \$19



Printing with Letter Stories Card Game

These letter story cards reinforce the handwriting instruction in PAL Writing. The set includes an e-book with game suggestions and teacher's notes.

Printing with Letter Stories Card Game:

IEW.com/PLS-CG \$10

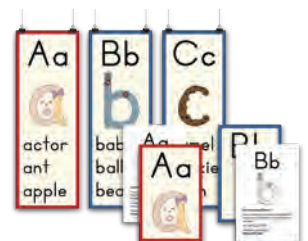


Printing with Letter Stories Classroom Cards

These adorable letter story cards for the classroom help students review letter formation and some phonetics. This set also includes the Printing with Letter Stories Card Game.

Printing with Letter Stories Classroom Cards:

IEW.com/PLS-CC \$49





Curriculum LEVEL A

IEW's Level A materials will help you implement the methodology learned in *Teaching Writing: Structure and Style*. You are now prepared to teach your students how to write in an organized fashion using engaging vocabulary. They will learn how to add strong imagery with a variety of sentence structures to produce polished products.

Option 1

STRUCTURE AND STYLE FOR STUDENTS

Video-Based Writing

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).



Choose your video delivery method, either Forever Streaming* or 24 DVDs.

Year 1 Level A Video Package

\$169

Forever Streaming Video Package: SSS-1A-BASIC-FS

DVD Package: IEW.com/SSS-1A-BASIC-D



Year 2 Level A Video Package

\$169

Forever Streaming Video Package: SSS-2A-BASIC-FS

DVD Package: IEW.com/SSS-2A-BASIC-D

VIDEO BASED

IEW provides everything you need to help your students become confident communicators!

Contact your Educational Consultant or Schools@IEW.com to build the perfect package for your specific needs.

Student Materials

Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!



Year 1 Level A

Binder & Student Packet:

IEW.com/SSS-1A-BRS \$35

Student Packet:

IEW.com/SSS-1A-S \$29



Year 2 Level A

Binder & Student Packet:

IEW.com/SSS-2A-BRS \$35

Student Packet:

IEW.com/SSS-2A-S \$29

** Forever Streaming is nontransferable. Streaming videos belong to the individual teacher or household for whom the original purchase was intended. They cannot be shared or transferred.*



We believe our products are everything we say they are! Therefore, IEW offers a 100% no-time-limit satisfaction guarantee on everything we sell.

Learn more at IEWSchools.com/guarantee



Option 2

THEME-BASED WRITING LESSONS

Theme-Based Writing

THEME BASED



Adventures in Writing

3-5

Students write about Roman hoplites, tornadoes, Leif Eriksson, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/AIW-TS \$55

Student Book*: IEW.com/AIW-S \$35

Teacher's Manual: IEW.com/AIW-T \$29



Discoveries in Writing

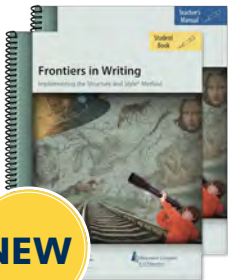
3-5

Students write about the Bayeux Tapestry, tsunamis, Jerusalem and the Crusades, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/DIW-TS \$55

Student Book*: IEW.com/DIW-S \$35

Teacher's Manual: IEW.com/DIW-T \$29



Frontiers in Writing

3-5 6-8

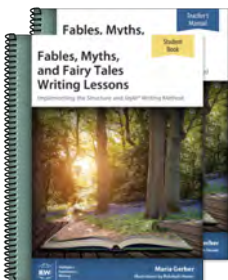
Students write about Halley's Comet, the *Mona Lisa*, the Wild West, and more as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FIW-TS \$55

Student Book*: IEW.com/FIW-S \$35

Teacher's Manual: IEW.com/FIW-T \$29

NEW



Fables, Myths, and Fairy Tales Writing Lessons

3-5

Students write about classic myths and fairy tales as they learn to write with Structure and Style.

Teacher/Student Combo: IEW.com/FMF-TS \$55

Student Book*: IEW.com/FMF-S \$35

Teacher's Manual: IEW.com/FMF-T \$29

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects. In order to gain the skills necessary for presenting the IEW writing methodology, teachers need to complete *Teaching Writing: Structure and Style*. (page 15)



* Student books are consumable and must be purchased per student.

Fix It! Grammar



Nose Tree

Level 1 *Nose Tree* presumes no prior grammar knowledge and introduces basic parts of speech, end-mark punctuation, phrases, clauses, homophones, and more.

Teacher/Student Combo:
IEW.com/FIX-L1-TS \$29

Student Book*: IEW.com/FIX-L1-S \$19

Teacher's Manual: IEW.com/FIX-L1-T \$19



Town Mouse and Country Mouse

Level 2 *Town Mouse and Country Mouse* continues defining parts of speech, explains basic comma and capitalization rules, introduces complex sentence patterns, and more.

Teacher/Student Combo:
IEW.com/FIX-L2-TS \$29

Student Book*: IEW.com/FIX-L2-S \$19

Teacher's Manual: IEW.com/FIX-L2-T \$19



Content from the teacher manual *Fix It! Grammar Glossary* has been beautifully designed in thirty full-color cards that highlight key grammar concepts for review and easy reference. The set includes a digital download of grammar activities and games useful for drills and review.

Grammar Cards IEW.com/FIX-GC \$15

* Student books are consumable and must be purchased per student.

Magnum Opus Magazine

UNIT 9: FORMAL CRITIQUE

A Benevolent Chance of Redemption

Miriam M.

age 15, Level C (Critique)

"We have had a very painful incident . . . and really, but for the happy chance of your being in the town, I should have been at a loss what to do." In this manner Mr. Soames approaches Sherlock Holmes with a mystery to solve in the tale "The Adventure of the Three Students," written by the renowned author Arthur Conan Doyle. The tale is narrated by Watson. Illustrated by both Frederic Dorr Steele and Sidney Paget, the narrative is a mystery made to enthrall the reader with the tension of the story. The short story was first published by *The Strand Magazine* during June 1904 in the United Kingdom. It was published a second time by Collier's on September 24, 1904, in the United States. The tale is one of fifty-six mysteries written by Doyle and one of thirteen stories in *The Return of Sherlock Holmes*.

The story is set in a Gothic university in England at the turn of the twentieth century. Leading the action, the protagonist, Holmes, portrays a clever detective. Although Watson is smart, he is not as observant as Holmes, making him a foil to Holmes because he surreptitiously makes him appear exceptional. He is also Holmes's friend. Throughout the story Soames, an anxious Greek examiner, and his faithful servant Bannister portray some of the more significant secondary characters. The secondary characters also include three students: Daulat Ras, a quiet Indian who is steady and methodical; Gilchrist, an athlete who is the long-distance jumper for his team; and Miles McLaren, a wayward student with a short temper. Competitively the three students are rivaling for the Fortescue Scholarship, a portion of which is Greek translating.

The conflict begins when Soames forgetfully leaves his key in the door to his office and someone copies the Greek translation for the test. It is necessary to discern the offender discreetly so as not to discredit the college.

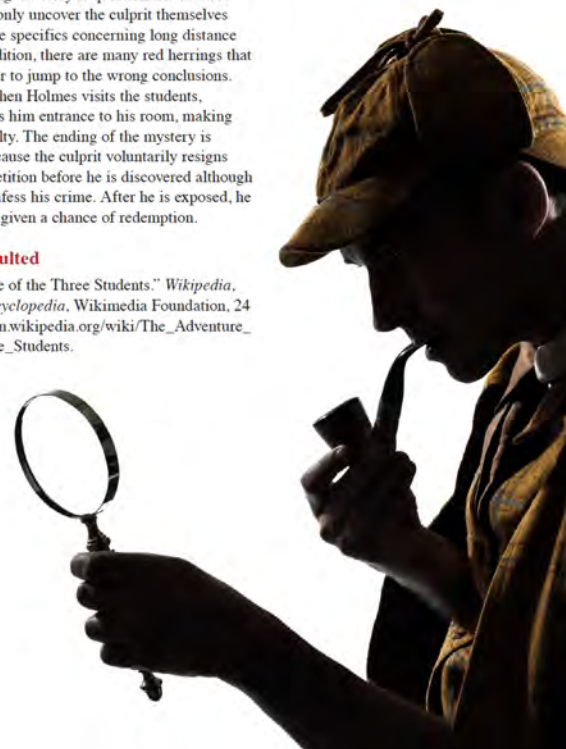
Fortunately, it is found that the offender has left many clues behind, including a deep cut on an elegant table beside a hollow pyramid-shaped piece of clay or putty with sawdust. Moreover, the clay pieces are discovered in the bedroom as well as the main office room. Found on a table near the window, blue pencil shavings with silver lettering lead everyone to believe correctly that the culprit has copied the script at the window for lighting. Upon his questioning Soames states that he heard no running footsteps when he first returned to his office. Without enlightening them Holmes visits the three students' rooms. Ras and Gilchrist are relatively polite although somewhat perturbed by being bothered, but McLaren rudely denies them entrance to his room.

The climax occurs when Holmes reveals a third piece of clay the next day and announces that he has solved the mystery. The solution plays out as Holmes calls for Gilchrist, accuses him of copying the translation, and relates to him his rendition of the story. When Soames has left to fetch Holmes, Bannister releases the offender who has been hiding in the bedroom. Later on, Holmes visits the jumping pit where Gilchrist practices his long jumping, and he discovers the pit to be filled with clay, strewn with sawdust to prevent slipping. The jumping shoes have long spikes that mold the clay, and when Gilchrist hastily grabs his shoes from the table to escape, the clay is loosened and sharp spikes create a gash. Acknowledging that he had previously been a butler of Gilchrist's father, Bannister admits that he has helped young Gilchrist escape because he had cared for him as a child. The denouement plays out when Holmes states to Gilchrist that he should leave behind what had happened and create a superior future. After all, what benefit would come from discrediting a student with so much potential? To conclude, the narrative teaches that cheaters never prosper.

Overall, the story is entertaining enough to keep the reader reading. Although the story uses old-fashioned words and can be somewhat difficult to read, the story has just enough suspense to keep a present-day reader engaged throughout the story. Whether or not it is possible to solve the mystery without finishing the story is questionable because the reader can only uncover the culprit themselves if they know the specifics concerning long distance jumping. In addition, there are many red herrings that impel the reader to jump to the wrong conclusions. For instance, when Holmes visits the students, McLaren denies him entrance to his room, making him appear guilty. The ending of the mystery is satisfactory because the culprit voluntarily resigns from the competition before he is discovered although he does not confess his crime. After he is exposed, he is benevolently given a chance of redemption.

Works Consulted

"The Adventure of the Three Students." Wikipedia, *the Free Encyclopedia*. Wikimedia Foundation, 24 Mar. 2023. en.wikipedia.org/wiki/The_Adventure_of_the_Three_Students.



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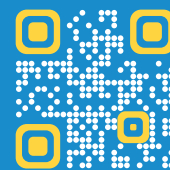
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Curriculum LEVEL B

The confidence you've gained from completing the *Teaching Writing: Structure and Style* video methods course translates into confidence your students will experience for themselves as you implement IEW's Level B materials. Students will learn to research, form opinions, and use logic to persuade.

Option 1

STRUCTURE AND STYLE FOR STUDENTS

Video-Based Writing

VIDEO
BASED

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).



Choose your video delivery method, either Forever Streaming* or 24 DVDs.

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DVD Package: IEW.com/SSS-1B-BASIC-D



Year 2 Level B Video Package

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Forever Streaming Video Package: SSS-2B-BASIC-FS

DVD Package: IEW.com/SSS-2B-BASIC-D



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Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!



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Student Packet:

IEW.com/SSS-3B-S \$29

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DVD Package: IEW.com/SSS-3B-BASIC-D

Contact an Educational Consultant to build the perfect package for your specific needs.

Option 2

THEME-BASED WRITING LESSONS

THEME BASED

Theme-Based Writing

Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects.



Investigations in Writing

3-5 6-8

Students write about Socrates, plate tectonics, and more as they learn to write with Structure and Style.

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Student Book*: IEW.com/IIW-S \$35

Teacher's Manual: IEW.com/IIW-T \$29



Wonders of Science Writing Lessons

3-5 6-8

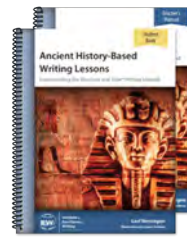
Students write about insects, inventions, and famous scientists as they learn to write with Structure and Style.

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3-5 6-8

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Medieval History-Based Writing Lessons

6-8

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6-8

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Teacher's Manual: IEW.com/USH-T \$29



Canadian History-Based Writing Lessons

6-8

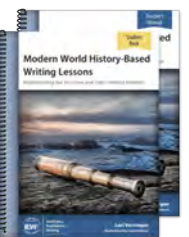
Students write about J. Armand Bombardier, insulin, hockey, and more as they learn to write with Structure and Style.

Teacher/Student Combo:

IEW.com/CAH-TS \$55

Student Book: IEW.com/CAH-S \$35

Teacher's Manual: IEW.com/CAH-T \$29



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6-8

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Following Narnia® Volume 1: The Lion's Song†

6-8

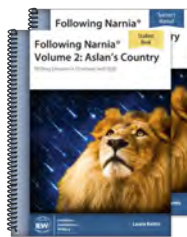
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6-8 9-12

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Fix It! Grammar



Robin Hood

Level 3 *Robin Hood* refines concepts taught in previous levels and explains additional comma rules, various phrasal/clausal constructions, quotation punctuation, indefinite/demonstrative/reflexive pronouns, and more.

Teacher/Student Combo:
IEW.com/FIX-L3-TS \$29

Student Book*: IEW.com/FIX-L3-S \$19

Teacher's Manual: IEW.com/FIX-L3-T \$19



Mowgli and Shere Khan

Level 4 *Mowgli and Shere Khan* builds on concepts taught in previous levels and presents a thorough explanation of additional punctuation rules, essential/nonessential clauses, complex sentence patterns, transitional prepositional openers, and more.

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Teacher's Manual: IEW.com/FIX-L4-T \$19



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Grammar Cards IEW.com/FIX-GC \$15

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Student Packet: IEW.com/IPS-S **\$19**



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“This class changed how I think about a speech. It’s not just a spoken essay; a speech is its own thing. Now that I’m in college, I’m more comfortable with a variety of kinds of speeches because of this class.”

– Lydia K. (Student)

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Curriculum LEVEL C

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STRUCTURE AND STYLE FOR STUDENTS

Video-Based Writing

Teacher Materials

Including 24 video lessons (up to 30 weeks of instruction) taught by Andrew Pudewa using IEW's Structure and Style approach, this curriculum provides clear daily assignments and includes vocabulary words, grammar and literature suggestions, and lesson plans for teachers. Teachers can either show the videos to their students (live on-site) or model the teaching shown. This package includes a Teacher's Manual, Binder & Student Packet, and Forever Streaming videos (or DVDs).



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DVD Package: IEW.com/SSS-1C-BASIC-D



Year 2 Level C Video Package

\$169

Forever Streaming Video Package: SSS-2C-BASIC-FS

DVD Package: IEW.com/SSS-2C-BASIC-D

VIDEO BASED

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Contact your Educational Consultant or Schools@IEW.com to build the perfect package for your specific needs.

Student Materials

Student packets are consumable and must be purchased per student.

The Binder & Student Packet includes a 3-ring student binder with eight preprinted tabs for organizing student work and a packet of handouts with source texts, checklists, and more!



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IEW.com/SSS-1C-BRS \$35

Student Packet:

IEW.com/SSS-1C-S \$29



Year 2 Level C

Binder & Student Packet:

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Student Packet:

IEW.com/SSS-2C-S \$29

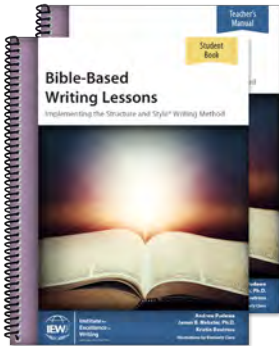
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Option 2

THEME-BASED WRITING LESSONS

Theme-Based Writing

THEME
BASED



Bible-Based Writing Lessonst

6-8 9-12

Students delve into Bible stories and themes as they learn to write with Structure and Style.

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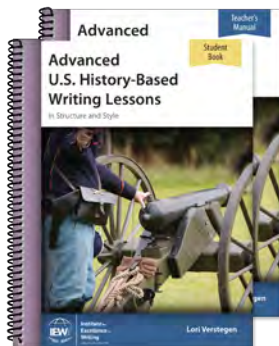
IEW.com/BBW-TS \$55

Student Book*:

IEW.com/BBW-S \$35

Teacher's Manual:

IEW.com/BBW-T \$29



Advanced U.S. History-Based Writing Lessonst

9-12

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IEW.com/AUH-TS \$55

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IEW.com/AUH-S \$35

Teacher's Manual:

IEW.com/AUH-T \$29



Classical Rhetoric through Structure and Style†

9-12 COL/PRO

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Student Book*:

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Theme-based writing lessons provide a year of writing curriculum through the use of themed source texts while studying history, literature, or other subjects. In order to gain the skills necessary for presenting the IEW writing methodology, teachers need to complete

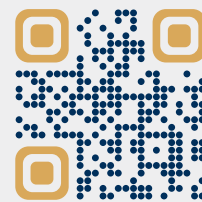
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(page 15)



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Fix It! Grammar



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Level 5 *Frog Prince* reinforces information taught in prior books while introducing and discussing advanced grammatical concepts related to verb types, noun functions, and pronoun cases. There is also an emphasis on the grammatical jobs of specific clauses and phrases.

Teacher/Student Combo: IEW.com/FIX-L5-TS \$29

Student Book*: IEW.com/FIX-L5-S \$19

Teacher's Manual: IEW.com/FIX-L5-T \$19



Little Mermaid

Level 6 *Little Mermaid* continues to build on concepts taught in the previous books and explains advanced grammatical items, including invisible #4 and past participial openers, transitions, conjunctive adverbs, verbals, active/passive voice, parallelism, and advanced punctuation.

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Student Book*: IEW.com/FIX-L6-S \$19

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King Morton whose patience was **dwindling** shook
his head in despair, and sighed deeply when his
daughter voiced her desires

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Student Packet: IEW.com/URW-S \$19



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“With *University-Ready Writing*, I learned to adapt my personal writing styles to the preferences of my college professors. The note-taking methods taught in URW were a major game changer for me. If I had not had the blessing of taking URW before attending college, I would have been completely lost.”

– Aleeza S. (Student)

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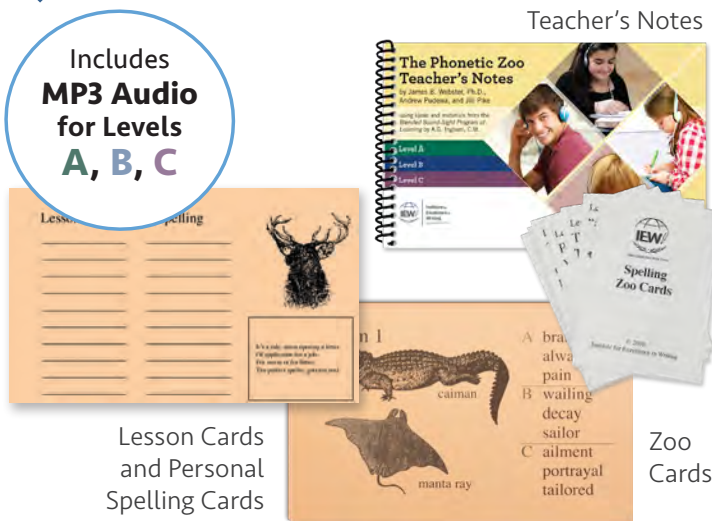
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A, B, C



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K-2 3-5 6-8 9-12 T

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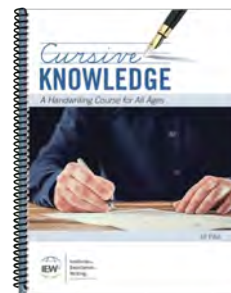
Teacher's Manual:

IEW.com/LDP-T \$29



Cursive Knowledge: A Handwriting Course for All Ages

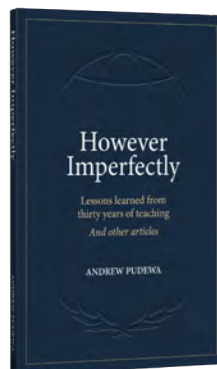
3-5 6-8 9-12



Studies show that cursive is an important tool for cognitive development. This course provides clear instruction in upper and lowercase letter formation, reproducible practice sheets, and material for meaningful copywork.

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Andrew Pudewa writes with insight, practical experience, and humor about the lessons he has learned and wisdom he has gained while speaking, teaching, and writing. This purchase includes streaming access to video of the conference talk.

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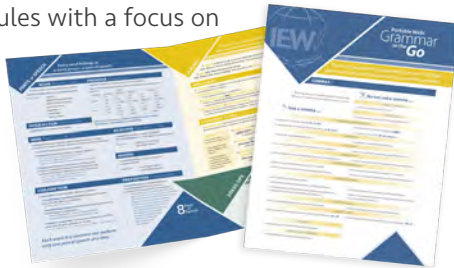


Portable Walls™ Grammar on the Go

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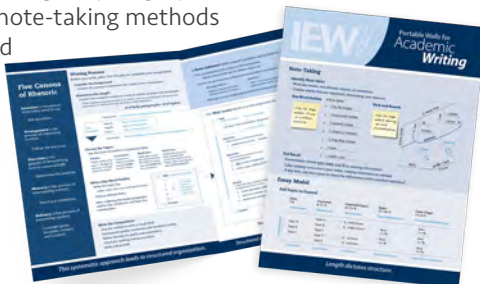


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Portable Walls for Academic Writing is a tri-fold reference that aids students as they write précis (summaries) and essays of varying lengths. It includes a clear explanation of the TRIAC model—a template for organized, logical paragraphs. It also provides examples of note-taking methods for written sources and oral presentations. Use it as a stand-alone product or as a companion to *University-Ready Writing*.

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This set includes 11 structural model posters and 5 stylistic technique posters.

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Windows to the World: An Introduction to Literary Analysis† 9-12

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IEW.com/WTW-TS \$49

Student Book*: IEW.com/WTW-S \$29

Teacher's Manual: IEW.com/WTW-T \$24



Strengthening Structure Models for IEW Structural Units

This resource provides clear descriptions, model charts, and exemplars for IEW's nine structural units and is designed to support effective instruction of each unit.

IEW.com/SSM \$19



† Contains distinctly Christian content

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IEW Annual Educators' Conference

July 26, 2025



This July, join teachers and teaching parents from all over the globe during the IEW Annual Educators' Conference for an inspiring day of workshops, either online or in person.* The day promises to provide encouragement and an opportunity to grow as an educator.

Andrew Pudewa's insight is sure to enhance your teaching as you work with students of all ages and levels of ability.

LEARN MORE



[IEWSchools.com/
educators-conference](https://IEWSchools.com/educators-conference)

* For those living in the Tulsa, Oklahoma area or willing to travel, we invite you to be a part of the live studio audience at IEW's office in Bixby, Oklahoma!

IEW's Winter Retreat

A Writing Workshop for Classroom Teachers

February 8, 2025 • 10:00 AM—3:00 PM

IEWSchools.com/winter-retreat

Classroom teachers, please join us for this special retreat! Attend from the comfort of your own home and enjoy inspiring workshops specifically planned for you. Andrew Pudewa will motivate, encourage, and equip you as you prepare to finish the 2024–25 academic year. The final session offers a panel of IEW's team members who will discuss the questions submitted during registration or asked during the live conference.



The Writing Skills Gap

by Colin G. Chesley, EdD, MBA

This article is an excerpt from a larger work found on our resource page.
IEWSchools.com/writing-gap



This country is locked in a learning quagmire caused by an educational misalignment, which has resulted in many students entering higher education with a clear deficit in college-ready writing skills. Long-term, the United States must work to resolve this misalignment, but for the foreseeable future, the U.S. needs to bridge this gap immediately.

Reports abound from professors of entry-level courses that students are ill-prepared to write at a collegiate level. In multiple conversations with writing composition faculty, I hear concerns about differences in educational expectations. The fundamental “writing skills gap” (see chart below) that exists between high school writing and collegiate-level writing coursework occurs not because educators lack willingness but because it is baked into the system.

How do schools, teachers, and parents help students be more prepared to enter higher education and be successful? The answer is straightforward but not easy. Learners need direct writing instruction **before** entering college.

To start, more schools need to provide a stronger focus on implementing a writing curriculum that will enable students to flourish at the university. Likewise, teachers need the freedom to request robust writing curricula from their school administration or district.

Most importantly, restoring the lost skills of excellent writing will entail the involvement of parents or suitable surrogates such as adult family members, tutors, or online instructors. Youth need a writing curriculum that is iterative in process. It should promote a useful feedback mechanism that teaches a true writing structure approach and includes engaging source text materials. For most college-bound high school students, the twelve-week *University-Ready Writing* (URW) course from the Institute for Excellence in Writing provides all of this and will bridge the current educational gap beautifully. I am so confident that this is true, my family began using the URW curriculum with our oldest son before he entered college this fall.

Until such time schools implement robust writing training nationally for grades 3–12, **someone** must close the breach in misaligned educational expectations. Otherwise, the country will remain lodged in a learning quagmire. Today, right now, what we need is more teachers and teaching parents to actively participate in bridging the writing skills gap with their students.

High School Writing Instruction Focus	Collegiate-Level Writing Instruction Focus
Patterns of writing	Audience, purpose, and genre
Writing formulas	Writing process
“Chunking” reading (i.e., reading short blurbs as found in social media), which minimizes cognitive interaction with text and reduces writing skills	Critical reading skills and engagement with entire texts as a learning activity to enhance writing skills that are at the collegiate level

Dr. Chesley is Associate Vice President of the College of Health and Public Services at Daytona State College in Daytona Beach, Florida. He is responsible for oversight and operations of the Bob and Carol Allen School of Nursing, the School of Health Careers, the School of Dental Sciences, and the Charles M. Curb School of Emergency Services. Dr. Chesley and his wife have five children.

Contests are great opportunities!

While you're training confident, competent communicators, encourage them to enter contests for speech or writing. IEW maintains a web page that lists IEW-hosted contests as well as contest opportunities from other organizations.

Peruse opportunities for your students to compete at



**IEWSchools.com/
contests**



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★ New for 2025

★ Updated for 2025

† Contains distinctly Christian content

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Virtual Teaching Writing: **Structure and Style®**

IEW is pleased to present a professional development workshop for classroom teachers and administrators. Join Jeff Nease as he guides you through IEW's writing methods course—*Teaching Writing: Structure and Style®*.



All seminars will be held virtually—no travel needed!

A complete syllabus for sequential development of writing skills, this course presents nine different composition models and twenty-eight stylistic techniques. Participants will have hands-on writing practice using a checklist-based approach, which prepares them to assist students in gradually expanding and continuously reinforcing a repertoire of specific skills. The Structure and Style system directly supports writing across the curriculum.

A Three-Day Virtual Workshop for Teachers of Grades K–12

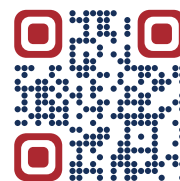
August 5–7, 2025

10:00 AM–2:30 PM Central Time

\$399/teacher

(includes training materials with free
domestic shipping to your door)

REGISTER



IEWSchools.com/VTWSS

Early registration price is available through **July 8, 2025**.

After this date, the regular registration price is **\$499**.

Deadline for Registration: 11:59 PM CT on Tuesday, July 22, 2025