



Institute for  
Excellence in  
Writing

Listen. Speak. Read. Write. Think!

[schools@IEW.com](mailto:schools@IEW.com) • 800.856.5815

## On Lesson Planning

When you are ready to create your own lesson plans, keep these tips in mind.

### **Establish Clear Objectives**

The set of goals for each of the nine structural units is included in the *Teaching Writing: Structure and Style* workbook and at the beginning of each unit in this manual. Teachers can use these to set challenging yet attainable objectives for their class. Focusing on one or two points in each lesson, then reviewing those points frequently eventually establishes an internalization of the writing process. Goals should be:

**Specific** (Be simple and clear about what is to be accomplished.)

**Measurable** (Give defined criteria for success.)

**Action-oriented** (What is going to happen; what are we going to do?)

**Reasonable** (Make goals that are challenging, but not so high that students fear they will fail.)

**Time-sensitive** (Give dates for intermediate milestones, as well as for final ones.)

### **Plan Across the Curriculum**

The true value of this method of writing is the ease with which it can be applied to all of the core subjects. When first introducing a writing unit, use content that is familiar to a student. Once the writing unit has been mastered, the student can use the writing to explore new content.

The lessons provided in this supplement use general content and will serve a teacher well over the course of a year. However, as you become more familiar with the process, begin to use the writing instruction to support the other subjects you are teaching. Use familiar content when introducing a writing unit, and explore new content when the writing unit has become easy.

### **Employ Intensity, Repetition, and Duration Strategies**

All of these concepts are equally important, and therefore, all are embedded in the Structure and Style Method. *Intensity* refers to the level of engagement or emotion the student experiences. The higher the level of intensity, the greater the level of retention. The models, when used across the curriculum, create *repetition*. *Duration* occurs when the teacher remains consistent throughout the year. Students confidently and enthusiastically apply what they have learned and in due time are able to adapt the model when the situation calls for it.

### **Prioritize Poetry**

In his article “One Myth and Two Truths,” Andrew Pudewa concludes, “One myth is that good readers will automatically become good writers. Not true. Many things about writing can be taught directly, but two timeless truths— the two most powerful ways to nurture competent writers—are that we must read to them, out loud, a lot, even when they could read it themselves, and to have them memorize great gobs of poetry, thus storing in their brain for life a glorious critical mass of reliably correct and appropriately sophisticated language patterns.” Memorizing poetry truly makes a difference in children’s ability to hear the rhythms and patterns of the English language. Be sure to include it in your lesson plans. Find the entire text of “One Myth and Two Truths” on the *Classroom Supplement* help page. See: [IEWSchools.com/cs-help](https://www.iewschools.com/cs-help). (This is a password protected page. To access it, login to your account and use the password: schools.)

### **Teach for Diversity**

Each classroom contains students who are performing at varying levels. In composition, students who can correctly compose complex sentences with a sophisticated vocabulary may sit near students who struggle with composing a simple sentence. *Filtering*, the process of moving the students from class-directed assignments to independent assignments, allows the teacher to challenge one student without overwhelming another. The ultimate goal is for all students to complete assignments independently. At the beginning of each unit or when a new concept, such as a stylistic technique, is introduced, the teacher must model the writing process. When one third of the students have shown mastery, they can then use supplementary sources to continue the same process independently. (Additional source texts can be purchased. See the *File Box Source Tests* e-book on page 17.) Gradually each student transfers from class-directed to individualized work. See Appendix 3 for an article on “Filtering” and Appendix 4 for one entitled, “Individualizing the Checklist.”