

Classroom Supplement and Lesson Plans

Level A

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Incorporating the Methods of
Blended Structure and Style in Composition
by James B. Webster, Ph.D.

Teaching Writing: Structure and Style
by Andrew Pudewa

Teacher's Manual

Fourth Edition, February 2014
Institute for Excellence in Writing, L.L.C.

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How to Use

The *Classroom Supplement* lessons are designed to help you create lesson plans to teach Structure and Style in your classroom.

- **Section I** contains the foundational material to prepare you to use Structure and Style in the classroom.
- **Section II** provides a year of lesson plans and student handouts to make it easy for you to use your first year.
- **Blackline masters** of the student books required for this course are provided with this Teacher's Manual. See page 23 for how to prepare student notebooks. Binders and preprinted student materials are also available. See page 17 for details.
- The **Appendix** contains additional articles for you to reference to learn more about Structure and Style and to manage specific areas of lesson planning or teaching. If needed, Appendix 12 includes the common standards indicators by weekly lesson.

Quick Start Guide

Step One: Teacher Training

Attend a two-day *Teaching Writing: Structure and Style* seminar, or watch the DVD Series. While it is not necessary to watch all ten hours before you begin, it is recommended. See Appendix 1 for a viewing schedule.

Familiarize yourself with the *Teaching Writing: Structure and Style Seminar Workbook*. Pay special attention to pages that give an overview of Structure and Style.

If you would like demonstration lessons to show you how to apply this methodology to a classroom, consider the *Models for Imitation*. This ten-DVD set contains more than twenty hours of demonstration classes to empower you to teach in your classroom confidently. These models include a lesson for each of the structural units, an introduction to style components, and detailed lesson plans, which seamlessly blend into the *Classroom Supplement*.

Step Two: Preparation

Read through Section I of this Teacher's Manual. Follow the instructions to prepare your classroom to facilitate teaching writing. Examine the pacing charts and lesson plans. Adjust them as needed to fit your schedule.

Prepare student materials as described on page 23.

During your first week of class, acquire a baseline-writing sample from each of your students. This will help you gauge the effectiveness of this method and will provide an artifact to verify progress to students, parents, and administrators. The baseline can be the first writing assignment in these lessons or the response to a prompt, such as "What is your favorite subject in school and why?" or "Describe the most fun thing you did over summer vacation."

Step Three: Teaching

Begin formal instruction in Unit 1 using the lesson plans and source texts provided in Section II of this document. Continue through the nine structural units following the suggested course in the pacing charts.

Continue to merge the *Classroom Supplement* ideas with your yearlong plan. Be intentional. Establish a schedule. Commit to consistency.

Support

Join our classroom teacher's online support group. (See IEWSchools.com/forum and look for "Classroom School Teachers.") Connect with your mentor or other classroom teachers who are implementing Structure and Style methods for support and encouragement.

Teaching Materials

To purchase any of these materials, go to IEWSchools.com.

Core Materials

Teaching Writing: Structure and Style

This seminar is the place to start. The DVD training can be watched (or re-watched) to prepare lessons, clarify ideas, or imitate instructional methods. The *Seminar Workbook* contains the models and teaching methods for each structural unit. IEWSchools.com/TWSS-D

Classroom Supplement and Lesson Plans (This is the resource you are now reading.)

Specifically designed for the teachers who interact with their students five days a week, this supplement provides a one-year pacing guide and sample lesson plans to help the teacher utilize this program for the first time. Includes blackline masters of student notebook materials. IEWSchools.com/CS-A

Models for Imitation Level A

This ten-DVD set contains more than twenty hours of demonstration classes to empower you to teach in your classroom confidently. These models include a lesson for each of the structural units, an introduction to style components, and detailed lesson plans, which seamlessly blend into the *Classroom Supplement*. IEWSchools.com/MFI-A

IEW Teachers Support (Chat) Group

This *free* online chat support group is designed to meet the needs of traditional five-day-a-week classroom teachers. To find the group, click on the link for Classroom School Teachers at IEWSchools.com/forum.

Mentoring from the IEW Classroom Consultant

This is your means of continued support throughout your first year. In addition to our IEW Teachers support group (see above), mentoring provides extra email and phone support. This can be renewed annually if needed. IEWSchools.com/CCM

Optional Materials

Classroom Posters

24" x 36" posters are perfect for referencing the structural models and stylistic techniques you are working on. IEWSchools.com/POST

Portable Walls

Not enough room on the walls? This handy notebook-sized tri-fold contains all the structural models and style lists for handy reference when writing, especially for students with tracking disorders or other learning challenges. It's also great for transporting writing activities safely. Recommended for Level B and C students. IEWSchools.com/PW

Linguistic Development Through Poetry Memorization

This spiral-bound collection of poetry is suitable for study and memorization to help your students develop sophisticated linguistic patterns. Also available as audio CDs. Especially helpful for ELL and SP ED classrooms. IEWSchools.com/PMC

Fix It! Grammar

Perfect for teaching grammar in context. Choose one of the six stories to teach grammar at the point of need with sentence-a-day editing. IEWSchools.com/FIX

A Word Write Now†

A full color thematic thesaurus! Organized by parts of speech, words are grouped into character qualities and behavior traits. Quotations from good and great books, as well as sections on literary genres and devices, engage more advanced learners. Useful for writing across the curriculum. IEWSchools.com/WWN

†Contains distinctly Christian content

GENERAL TEACHING PROCEDURE

1. Read and Discuss

- Read source text and discuss.

2. Key Word Outline

- Always begin with chalkboard demonstrations and group participation.
- Each Unit has its own note-taking method (per sentence, per fact, or per question). See the teaching procedure in each Unit for specifics.
- Guide the class in creating a key word outline.
- Involve the students in determining which words in each sentence are the key words.
- Use a simple outline format (Roman numeral followed by Arabic numbers).
- Each note may have a maximum of three words.
- As students show a good sense of which words will help them remember ideas, allow them to choose their own key words and create outlines independently.

3. Test by Retelling

- Remove the original.
- Students test the outline by verbalizing complete sentences from the key words as a class and/or in pairs.
- Students speaking decide if the correct key words were chosen in order to create complete sentences with proper syntax. Listeners check for correct content and order of thought. If not correct, the outline should be corrected at this time.
- Repeating the source text verbatim is not the goal. Memorizing is not the goal. Students may and will use their own words, sentences, and ideas. This is good.

4. Distribute Checklist

- Introduce the composition checklist. This document ensures that written work is correctly completed.
- Level A: Plan to distribute the composition checklist at this time and use it for the brainstorming and teaching below. Alternatively, display the elements on the board or overhead as they are reviewed and taught and distribute the checklist just before writing.
- Levels B and C: Plan to distribute the checklist just before beginning the rough draft.

5. Introduce Stylistic Techniques

- Introduce stylistic techniques as quickly or slowly as needed for your students. Since pacing is dependent upon student age and aptitude, adjust as needed.
- Review previously introduced techniques before introducing the new ones.
- Introduce new stylistic technique only when mastery of previous stylistic techniques is evident.

6. Brainstorm Style

- As each technique is taught or reviewed, provide vocabulary ideas and options during group outlining and brainstorming.
- Encourage the use of the thesaurus (word wall or book). The *Student Reference Handbook* includes many word lists. See page 17 of this book for more information.

- Discuss descriptive adjectives and strong verbs that create feeling or give character to the people or things in the source texts.
- Brainstorm for word choice and placement of previously taught stylistic techniques. Write student generated word lists on the board.
- Brainstorm for banned word replacements. Write student generated word lists on the board.
- Be sure students have their reference notebooks or portable walls available. When you pass out word lists, instruct them where to place the new word list in the notebook.

7. Rough Draft

- Remind students to refer to the composition checklist for writing requirements.
- Demonstrate how to make a summary (double spaced) and to check for stylistic techniques if learned.
- Model adding indicators.
- Guide students toward independence, but do not require it prematurely.
- Students write rough draft incorporating checklist requirements and using indicators.

8. Revising and Editing

- Using the composition checklist, students should read through their rough draft to ensure all the requirements are met and that it makes sense.
- It is extremely important that you model the task of revising early in the year so that when the compositions are longer, and/or they are working alone, they are familiar with these ideas.
- Train the students to make at least one improvement during the revision process to get them ready for writing alone. While telling the students to check for conciseness, continuity, and consistency is too abstract, you can give them concrete tasks. E.g.:
 - Conciseness—Can I move words around in a sentence so that I can eliminate some words? *The wagon, which was red, rolled down the hill.*
 - Continuity—Did I use any sentence opener more than twice in a row? (Triples purposely break the this rule.) *I have a dog. His name is Rover. We play together.*
 - Consistency—Do I use the singular or plural form of a word consistently? *Dolphins are intelligent animals. We can train a dolphin to rescue someone stranded.*
- While students work on their papers, peer editors look for mistakes like spelling, verb tense, homonyms, run-ons, fragments, and correct parallelism. See page 22 on peer editors.

9. Write Final Draft and Read Aloud

- Students rewrite revised and edited work neatly, including the stylistic indicators.
- As a class or in pairs, students read work aloud to develop the habit of reading their finished work to look and listen for mistakes. If needed, students make corrections on the final copy as they read.

10. Submit

- Turn in complete assignment in this order: checklist, final draft, rough draft, and key word outline.

*Note: Lessons marked with an asterisk have a model for imitation. See page 10 for more details.

A	Classroom Supplement Level A: Structure and Style Pacing Chart Weeks 1–15				
	Recommended Pacing of Structural Units			Possible Pacing of Stylistic Techniques <i>concept introduced upon mastery</i>	
WEEK	STRUCTURAL MODEL	SOURCE TEXT	MECHANICS	STYLISTIC TECHNIQUES	GRAMMAR AS NEEDED
1*	Unit 1: Note Making and Outlines; Oral Practice	Sea Snakes, Boy and the Nuts, Cocks and the Eagle	complete sentences		nouns, verbs
2*	Unit 2: Summarizing from Notes	Sea Snakes, Boy and the Nuts, Cocks and the Eagle	punctuation, capitalization	introduce strong verbs introduce banned words	subject/verb agreement noun review, pronoun
3	Unit 2: Summarizing from Notes	Penguins, Whales	punctuation, capitalization	DU: strong verbs	subject/verb agreement noun review, pronoun
4	Unit 2: Summarizing from Notes	The Fox and the Grapes, The Dove and the Ant		DU: -ly adverb	adverbs
5*	Unit 3: Summarizing Narrative Stories	The Boy Who Cried Wolf	quotations “ ”		adverb review, antonyms
6*	Unit 3: Summarizing Narrative Stories	The Two Frogs and the Well	homophones: there/they’re/their		adjectives, comma
7	Unit 3: Summarizing Narrative Stories	The Ant and the Grasshopper		DU: quality adjective	adjective and adverb review
8	Unit 3: Summarizing Narrative Stories	Rip Van Winkle	homophones: to/two/too there/they’re/their		dependent and independent clauses
9*	Unit 4: Summarizing a Reference	Johann Sebastian Bach	topic/clincher rule		clauses and conjunctions
10	Unit 4: Summarizing a Reference	Theodore Geisel	citation	DU: when, while, where, as, since, if, although	
11	Unit 4: Summarizing a Reference	Hummingbirds/Skunks	it’s/its, and other contractions	DU: who/which	appositives
12	Unit 4: Summarizing a Reference	Clownfish, Honeybees		DU: because clause	
13*	Unit 5: Writing from Pictures	Lady in Bathtub			prepositions
14	Unit 5: Writing from Pictures	Chick and Hose		SO: (1) subject SO: (2) prepositional opener	review prepositions
15	Unit 5: Writing from Pictures	Betty Mixing			

*Note: Lessons marked with an asterisk have a model for imitation. See page 10 for more details.

A	Classroom Supplement Level A: Structure and Style Pacing Chart Weeks 16–28				
	Recommended Pacing of Structural Units			Possible Pacing of Stylistic Techniques <i>concept introduced upon mastery</i>	
WEEK	STRUCTURAL MODEL	SOURCE TEXT	MECHANICS	STYLISTIC TECHNIQUES	GRAMMAR AS NEEDED
16	Unit 5: Writing from Pictures	Boy and Dog, Flying Carpet		SO: (3) -ly adverb	review adverbs
17*	Unit 6: Library research reports	Whooping Cranes (to write one paragraph)	bibliography listing		sentence variation
18*	Unit 6: Library research reports	Whooping Cranes (to write two more paragraphs)	bibliography page	SO: (6) V.S.S. (Very Short Sentence)	participial phrases
19	Unit 6: Library research reports	Ants (three sources) (to write one paragraph)			
20	Unit 6: Library research reports	Ants (to write two more paragraphs)		SO: (5) clausal opener	
21*	Unit 7: Creative Writing	Prompt: What do you know?			
22*	Unit 7: Creative Writing	Creative Letter Writing (three body paragraphs)		SO: (4) -ing opener	
23*	Unit 7: Creative Writing	Letter Introduction and Conclusion		Decorations	
24	Unit 7: Creative Writing	Prompt: Best pet?			
25*	Unit 8: Basic Essay	Body paragraphs from Weeks 17 and 18; Add intro/conclusion			
26	Unit 8: Basic Essay	Body paragraphs from Weeks 19 and 20 Add intro/conclusion			
27*	Unit 9: Formal Critique	The Little Mermaid			
28	Unit 9: Formal Critique	The Little Red Hen			

If you are teaching grade 3, use this chart to help you adjust the *Classroom Supplement* to grade 3. To help you know which lesson is taught each week, the original *Classroom Supplement* week number is included in the Source Text column.

A	Alternative for Grade 3 Classroom Supplement Level A: Structure and Style Pacing Chart Weeks 1–15					
	Recommended Pacing of Structural Units			Possible Pacing of Stylistic Techniques <i>concept introduced upon mastery</i>		
WEEK	STRUCTURAL MODEL	SOURCE TEXT (Numbers indicate which original <i>Classroom Supplement</i> lesson is taught.)		MECHANICS	STYLISTIC TECHNIQUES	GRAMMAR AS NEEDED
1*	Unit 1: Note making and Outlines; Oral Practice	CS 1	Sea Snakes, Boy and the Nuts	complete sentences		parts of speech: verbs
2	Unit 1: Note making and outlines, oral practice	CS 1	Floating Rocks, One Giant Leap, Cocks and the Eagle	punctuation		parts of speech: nouns
3*	Unit 2: Summarizing from Notes	CS 2	Sea Snakes			capital “I,” first word in sentence, ending punctuation
4*	Unit 2: Summarizing from Notes	CS 2	Boy and the Nuts		introduce strong verbs and the idea of banned words	
5	Unit 2: Summarizing from Notes	CS 3	Penguins	capitalization	DU: strong verbs	parts of speech: adverbs
6	Unit 2: Summarizing from Notes	CS 4	Whales		DU: -ly adverb	adverbs
7*	Unit 3: Summarizing Narrative Stories	CS 5	The Boy Who Cried Wolf	quotations “ ___ ”		quotation marks and proper punctuation
8*	Unit 3: Summarizing Narrative Stories	CS 5	The Boy Who Cried Wolf			parts of speech: adjectives
9*	Unit 3: Summarizing Narrative Stories	CS 6	The Two Frogs and the Well	to/two/too		homophones
10*	Unit 3: Summarizing Narrative Stories	CS 6	The Two Frogs and the Well	there/they’re/their		parts of speech: pronouns
11	Unit 3: Summarizing Narrative Stories	CS 7	The Ant and the Grasshopper	it’s/its	DU: quality adjectives	common contractions
12*	Unit 4: Summarizing a Reference	CS 9	Johann Sebastian Bach	topic/clincher rule		synonyms: “repeat or reflect”
13	Unit 4: Summarizing a Reference	CS 11	Hummingbirds	citation		parts of speech: prepositions
14	Unit 4: Summarizing a Reference	CS 11	Skunks		DU: because clause	
15	Unit 4: Summarizing a Reference	CS 12	Clownfish		DU: when, while, where, as, since, if, although clause	

*Note: Lessons marked with an asterisk have a model for imitation. See page 10 for more details.

*Note: Lessons marked with an asterisk have a model for imitation. See page 10 for more details.

Note: Lessons marked with an asterisk have a model for imitation. See page 10 for more details.

A	Alternative for Grade 3			Classroom Supplement Level A: Structure and Style Pacing Chart Weeks 16–27		
	Recommended Pacing of Structural Units			Possible Pacing of Stylistic Techniques <i>concept introduced upon mastery</i>		
WEEK	STRUCTURAL MODEL	SOURCE TEXT (Numbers indicate which original <i>Classroom Supplement</i> lesson is taught.)		MECHANICS	STYLISTIC TECHNIQUES	GRAMMAR AS NEEDED
16	Unit 4: Summarizing a Reference	CS 12	Honeybees			
17*	Unit 5: Writing from Pictures	CS 13	Lady in Bathtub			parts of speech: conjunctions
18*	Unit 5: Writing from Pictures	CS 13	Lady in Bathtub		DU: who/which	appositives
19	Unit 5: Writing from Pictures	CS 15	Betty Mixing		(1) subject opener (2) prepositional opener	prepositions
20	Unit 5: Writing from Pictures	CS 15	Betty Mixing			
21*	Unit 7: Creative Writing	CS 21	Prompt: What do you know? (one paragraph)			parts of speech: interjections
22*	Unit 7: Creative Writing	CS 21	Prompt: What do you know? (another paragraph)			
23*	Unit 7: Creative Writing	CS 22	Creative Letter Writing		(3) -ly opener	review adverbs
24	Unit 7: Creative Writing	CS 23	Write another letter with two body paragraphs.			sentence patterns
25	Unit 7: Creative Writing	CS 23	Add introduction and conclusion.			
26	Unit 7: Creative Writing	CS 24	Prompt: Best pet? (body)		(6) V.S.S. opener (Very Short Sentence)	
27	Unit 7: Creative Writing	CS 24	Prompt: Best pet? (intro/concl.)			
	(Practice creative writing prompts if required by standardized testing.)					

Units 1 and 2 lay the foundation for the entire Structure and Style program. For some writers, Unit 1 may feel like a step backwards, but it is integral to this writing method. Unit 1 emphasizes word discrimination. Words are weighed, evaluated, and placed in a usable form, a Key Word Outline (KWO). By completing these units, students learn the value of a well-written outline.

Goals

Students will

- Choose and record key words, which will help them to remember a complete idea and use a basic outline format.
- Communicate the main ideas from a source using their own key word outlines.
- Choose selections, read them, create key word outlines independently, and verbally retell the basic ideas to another person using only their outline.

Recommended Materials

Materials can be the same for Units 1 and 2 and may include:

- short (one-paragraph) articles or stories, some at the students' reading level, some a grade level below, some a grade level above
- Usborne Books, Eyewitness Books (DK Family Library), or any other book that contains many short, interesting, and detailed paragraphs
- standardized test lessons or reading/comprehension books (e.g., SRA Reading Lab or Spectrum Reading Comprehension series)
- selections from student textbooks

Teaching Writing: Structure and Style

To prepare to teach note making and outlines, watch the Unit 1 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar Workbook*. (See Appendix 1 of this Teacher's Manual for specific discs and page numbers.).

Classroom Supplement Level A

Unit 1 is covered in Week 1 of the *Classroom Supplement and Lesson Plans Level A*. The sources and checklists recommended in this Teacher's Manual can be found in the *Student Writing Portfolio* handouts. See page 17 for details.

Additional source texts for Unit 1 are available in the *File Box Source Texts Level A* e-book. (IEWSchools.com/FBS-A-E)

If you are using the Grade 3 Alternative Pacing Chart, adjust the lesson as needed. This generally involves slowing the pace and providing more help, stretching the one-week lesson over a two-week period.

If you would like to see model lessons for Week 1, consider the *Models for Imitation* (described on page 10 of this manual).

Unit 1 Teaching Procedure

To prepare for each assignment, create your own keyword outline before class each Monday.

1. Read and Discuss

- Read source text and discuss.

2. Key Word Outline

- Always begin with chalkboard demonstrations and group participation.
- Guide the class in creating a key word outline.
- Involve the students in determining which words in each sentence are the key words.
- Use a simple outline format (Roman numeral followed by Arabic numbers).
- One note can be taken for each sentence in the paragraph. Each note may have a maximum of three words. Symbols, numbers, and abbreviations are free.
- As students show a good sense of which words will help them remember ideas, allow them to choose their own key words and create outlines independently.

(Continue next page.)

3. Test by Retelling

- Remove the original.
- Students test the outline by verbalizing complete sentences from the key words as a class and/or in pairs. Students speaking decide if the correct key words were chosen in order to create complete sentences with proper syntax. Listeners check for correct content and order of thought. If not correct, the outline should be corrected at this time.
- Repeating the source text verbatim is not the goal. Memorizing is not the goal. Students may and will use their own words, sentences, and ideas. This is good.

4. Submit

- Outlines should be submitted along with the Public Speaking Checklist.
- Teach students how to submit work by placing the finished work on top (the outline) followed by the Public Speaking Checklist.
- Once graded, students should keep their finished work in their Student Writing Portfolio. Sometimes work is reused later in the year, so having all work in one notebook will ensure it is available when needed.

From *Tips and Tricks* for Unit 1

Don't get stuck in Units 1 and 2!

1. Remember goals:
2. Use short source texts with strong appeal. Short is good (one to three paragraphs = six to thirty sentences). Humor is very helpful.
3. Using the outline
 - a. Keep to the three- or four-word limit. Establish skills.
 - b. Retelling—read several times if needed.
 - c. Continue retelling throughout the units.
 - d. Not all outlines must be written out into paragraphs.

Reminders

- Use a variety of sources (fiction and nonfiction) and one, two, or three short paragraphs.
- Continue “telling the story” from the outline in preparation for writing.

Alternative Pacing

The lesson plans provided in this *Classroom Supplement* follow the regular pacing chart. If you are teaching younger students, ESL, or students with special needs, you may adjust the lesson plans to follow **Alternative for Grade 3 Pacing Chart**, pp. 37–38.

There is a Models for Imitation lesson for this week. See page 10 for more details.

CS Lesson Plans		Teaching Writing: Structure and Style		Week 1
A		Unit 1: Note Making	Assignment Length: Spoken only	
Date				
Objectives	Student will be able to <ul style="list-style-type: none">Create and test a Key Word Outline (KWO).Retell the key word outline in complete sentences. <p><i>Note: To complete these lessons you will need handouts from the Student Writing Portfolio. You will also need to provide each student with a Student Writing Handbook using the Student Writing Handbook handouts. See page 23 of this book for detailed instructions.</i></p>		Materials Needed <ul style="list-style-type: none">Student Reference HandbookSH 1.1: “Sea Snakes”SH 1.2: Public Speaking ChecklistSH 1.3: “The Boy and the Nuts”SH 1.4: Public Speaking ChecklistSH 1.5: “The Cocks and the Eagle”SH 1.6: Public Speaking ChecklistSH 1.7: “Floating Rocks” (additional source text)SH 1.8: Public Speaking ChecklistSH 1.9: “One Giant Leap” (additional source text)SH 1.10: Public Speaking Checklist Recommended Resources <ul style="list-style-type: none"><i>File Box Source Texts</i> for additional sources, if desired (See page 17 for details.)	
	<p>(See Unit I Teaching Procedure on pages 41–42 for overview.)</p> <p>Day 1: Read and discuss. Key word outline. Test by retelling.</p> <ul style="list-style-type: none">Introduction: Ask students how they feel about writing and explain how writing will work this year.Read and discuss the “Sea Snake” article (Student Handout 1.1).Create key word outline as class.Review the Public Speaking Checklist (Student Handout 1.2) and use it to test the outline by retelling (as class, in groups, or with partners).Because students will revisit this outline next week, they should place their completed outline with attached Public Speaking Checklist behind the <i>Current Work</i> tab of their Student Reference Handbook. Develop good organizational habits now! <p>Day 2: Read and discuss. Key word outline. Test by retelling.</p> <ul style="list-style-type: none">Read and discuss the “The Boy and the Nuts” (Student Handout 1.3).Create key word outline as class.Review the Public Speaking Checklist (Student Handout 1.4) and use it to test the outline by retelling (as class, in groups, or with partners). File finished work appropriately. <p>Day 3: Read and discuss. Key word outline. Test by retelling.</p> <ul style="list-style-type: none">Introduction: Discuss chickens and roosters, eagles, Aesop.Read and discuss “The Cocks and the Eagle” (Student Handout 1.5, or alternate source text).Create key word outline as class.Using the Public Speaking Checklist (Student Handout 1.6), retell (as class, in groups, or with partners).File finished work appropriately. <p>Days 4–5: Repeat Day 3 with one of the additional source texts (Student Handouts 1.7–1.10).</p>			
Structural Models	New <ul style="list-style-type: none">Check for knowledge of nouns, verbs.		Review	
Grammar	Student should be able to Speak in complete sentences.		Excellent	Satisfactory
	Identify nouns and verbs.			
	Identify key words in sentences.			
Alternative Pacing: Week 1, students will use five days to complete Days 1 and 2. Week 2, students will use five days to complete Days 3–5. See note, p. 46.				

Reminders (Student results, problems, notes, etc.):

Additional Teacher's Notes

Be sure to discuss the paragraph with your students before attempting to create an outline. Students need to thoroughly understand the source text before they can create an outline for verbal summary.

Use the Public Speaking Checklist for the retelling. From the outline, students may retell in complete sentences to a partner or to the class. An extra checklist is provided for use with additional paragraphs.

Below are *possible* key word outlines for some of the source texts. Note that the key words can be synonyms or paraphrases of the original. Model the first outline. Have students offer words for subsequent outlines. Move toward independence, but continue to help students create the outline as long as they need help.

Sea Snakes	Boy and Nuts	Cocks and Eagle
1. most, poisonous, world	1. young, pitcher, reached	1. 2 cocks, same, farmyard
2. scientists, venom, 50x, cobra	2. grabbed, tried, pull	2. hate, fight, beak
3. (not) always, inject, bite	3. fist, bulging, out	3. 1 beaten, crawled, off
4. nobody, sure, why	4. unwilling, drop, unable	4. winner, roof, boasted
5. slow, effect, fatal, 25%	5. burst, tears	5. eagle, circling, overhead
6.	6. nearby, "satisfied, fewer"	6. heard, rooster, swooped
	7. give	7. rival, became, master

Alternative for Grade 3

The lesson plans provided in this *Classroom Supplement* follow the regular pacing chart. If you are teaching younger students, you will need to adjust the lesson plans to match the Grade 3 Alternative Pacing Chart.

The additional source texts and checklists required for the Grade 3 Pacing Chart are included in the *Student Writing Portfolio* handouts as Student Handout 1.7 through 1.10.

Support Forum

IEW provides online forums for teacher support. Join! They provide rapid answers to your teaching questions as well as a place to connect with other IEW writing teachers. See: IEWSchools.com/forum

Sea Snakes

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra. Sea snakes, however, do not always inject venom when they bite. Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

Possible Outline

Sea Snakes

1. most, poisonous, world
2. scientists, venom, 50x, cobra
3. (not) always, inject, bite
4. nobody, sure, why
5. slow, effect, fatal, 25%
- 6.

Name: _____

Date: _____

Source: “Sea Snakes”

Spoke in complete sentences.	
Used clear pronunciation and proper intonation.	
Feet remained flat on the floor.	
Hands remained still (gently gripping podium).	
Eyes up when speaking.	

Unit 7: Creative Writing with Structure

Overview

This unit is creative writing with structure, which creates an outline by taking notes on the information in the brain. This unit is most beneficial for prompt-based writing assignments, such as those given on standardized tests, in which students are given a prompt, but no text or pictures. They must use their own prior knowledge to create a logical, cohesive composition.

Goals

Students will

- Learn a structure to use when writing about virtually anything, including their personal experiences.
- Compose an introduction and a conclusion in a five-paragraph composition.
- “Think three topics.” (grades 4–5)

Recommended Materials

- The “My Dog” Model shows a basic structure for use in descriptive writing. (See page 237 in this manual.)
- Create a wall chart of Unit 7 “My Dog” Model, or duplicate Student Handout 22.
- A list of diverse subject ideas is useful. See page 54 of the *Teaching Writing: Structure and Style Seminar Workbook* for such a list.
- Assignments can be on almost anything. Writing work can enhance content areas and vice versa.

Teaching Writing: Structure and Style

To prepare to teach creative writing with structure, watch the Unit 7 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar Workbook*. (See Appendix 1 of this Teacher’s Manual for specific discs and page numbers.)

Classroom Supplement Level A

Unit 7 is covered in Weeks 21–24 of the *Classroom Supplement and Lesson Plans Level A*. The sources and checklists recommended in this Teacher’s Manual can be found in the *Student Writing Portfolio* handouts. See page 17 for details.

If you are using the Grade 3 Alternative Pacing Chart, adjust the lessons according to the recommendations for Weeks 21–26 on that pacing chart. This generally means slowing down the pace of the lessons and providing more help. Grade 3 will not attempt a full introduction or conclusion to the letters. Instead, a simple salutation and signature around one body paragraph is adequate for a third grade student’s letter.

Note: For an extremely successful third grade class, the teacher will end writing instruction at the end of Unit 7. If you have time in the year remaining, however, taking notes from the brain as a student assessment is good practice. You could begin or end teaching on a topic with a “taking notes from the brain” exercise as a way to discover prior knowledge or assess what was learned.

If you would like model lessons for Weeks 21–23, consider the *Models for Imitation* (described on page 10 of this manual).

Unit 7 Teaching Procedure

1. Brain Inventory

- There is no source text for Unit 7 writing. It is “from the brain.”
- Students may conduct a brain inventory to list what they know. Teacher prompts students’ brains by suggesting categories for possible subjects while the students generate their own personal list, such as: favorite pet, vacation spots, sports, musical instruments, favorite toy, best friend, etc.
- Keep the list of possible subjects for future writing assignments.

2. Key Word Outline

- Initially, work on single body paragraphs.
 - Begin with a subject, choosing one from the brain inventory.
 - Students think about possible topics by asking: What are some things about, aspects of, or topics related to my subject? These things or aspects become the topics. Younger students may list one aspect. Older students or more mature writers may list three or more aspects. It is impossible to write everything about something, so look for things meaningful, specific, and limited.
 - Thinking of three topics helps solve writer’s block.

- Students decide the logical order for the topics and create an outline for the three topics.
- Students outline the topics, creating details by asking questions (who, what, where, why, when, how, best, worst, problems, solutions).
- Later, teach the “My Dog” model (SH 22). It matches page 54 of Teaching Writing: Structure & Style Seminar Workbook.
- The composition will be completed paragraph by paragraph in the following order.
 - Generate **body paragraphs** first. Students create an outline, retell, brainstorm style, write rough draft, revise, edit, and write final draft of first body paragraph.
 - Repeat for remaining topics, writing one paragraph at a time.
 - Teach the **conclusion**. The conclusion will restate the three topics and comment upon which is the most important and why. The *why* forces students to express an opinion, preparing students for essay writing. (When older students later write Unit 8 essays, the opinion may become the thesis statement in the introduction paragraph.)
 1. Students outline conclusion by restating their topics and asking their brains, “What is the most important thing I said about my subject and why?” The last sentence in the conclusion is the final clincher, which must repeat or reflect the title.
 2. Retell to a partner.
 3. Brainstorm style, write rough draft, revise and edit, write final draft of conclusion.
 - Teach the **introduction**. Students create an outline for their introduction.
 1. Begin with an attention getter (a decoration).
 2. Give background information (time and place).
 3. State the three topics.
 4. Because an introduction does not have a topic sentence, no topic/clincher relationship is required. Some students, out of habit, may figure out a way to have the last sentence reflect the first anyway.
 5. Retell outline to a partner. Brainstorm style, write rough draft, revise and edit, and write final draft.
 - Remind students that the title should repeat words from the final clincher (last sentence of the conclusion). It is stylish when the final clincher reflects the attention getter, but this is not required.
- 3. **Test by Retelling** (Refer to page 16 to review details for steps 3, 4, 6, 9, and 10. The remaining steps should be completed paragraph by paragraph, as indicated above.)
- 4. **Distribute Checklist**
 - Notice that each stylistic technique is required in *each* paragraph, even the introduction and conclusion.
- 5. **Introduce Stylistic Techniques**
 - Teach decorations for use as attention getters.
- 6. **Brainstorm Style** (See page 16 for details.)
- 7. **Rough Draft**
 - Write the body paragraphs first. Write the conclusion. Write the introduction last.
- 8. **Revise and Edit**
 - Remind students that the title should repeat words from the *final clincher* (last sentence in the composition).
- 9. **Write Final Draft and Read Aloud**
- 10. **Submit**

Notes from *Tips and Tricks* for Unit 7

1. Additional models (upper-level students)
 - a. *Guide to Powerful Paragraphs*
 - b. Webster’s *Advanced Creative Writing*
 - c. *Advanced Communication Series*—Power Tips for Planning and Writing a College-Level Paper
2. Maintain discipline of outlining!
 - a. Teach note taking with key words until this skill is solid and consistent.
 - b. Alternative note-taking methods do exist, e.g., webbing, stick and branch. (See *Advanced Communication Series*.)

There is a Models for Imitation lesson for this week. See page 10 for more details.

CS Lesson Plans		Teaching Writing: Structure and Style		Week 21	
A		Unit 7: Creative Writing		Assignment Length: 1 to 2 Paragraphs	
				Date	
Objectives	Students will be able to		Materials Needed:		
	<ul style="list-style-type: none">Ask themselves questions to generate details for a given topic.Create an outline with a topic and supportive details.Create rough draft from generated outline.Write a 1- (gr. 3) to 2-paragraph (gr. 4, 5) composition with dress-ups and openers.Revise and edit rough draft.Write final draft.		<ul style="list-style-type: none">Student Reference HandbookSH 21.1: Composition Checklist		
Structural Models	(See Unit 7 Teaching Procedure on pages 175–176 for overview. Modifying for gr. 3? Especially read page 173.)				
	<p>Day 1: Do a brain inventory. Key word outline.</p> <ul style="list-style-type: none">Briefly discuss that each student possesses a wealth of knowledge.Teacher lists ten things he/she knows something about, and then invites students to write down at least ten things that they might know about. Invite students to share from their lists.This list should be kept in the Student Reference Handbook for future reference. Either place it behind the <i>Structural Models</i> tab or begin a new tab: <i>Writing Ideas</i>.Teacher chooses one subject he/she knows the most about. Students choose one subject they know the most about. Optional: Students find a partner or group who has chosen a similar subject.Teacher asks, “What are some things about, aspects of, or topics related to my subject?” Teacher models how to create two topics to go with the subject chosen. Student teams ask the same questions of their brains and choose two topics. Younger students will choose one topic.Teacher models how to create a key word outline by asking her brain questions. Teams imitate teacher and create a key word outline by asking themselves questions.If there is time, teacher tests his/her outline by retelling, translating outline into complete sentences. Teams imitate teacher and retell their outlines in groups or with a partner. <p>Day 2: Test by retelling. Distribute checklist.</p> <ul style="list-style-type: none">If you did not have time on Day 1, retell outline. Teacher models and students imitate.Distribute/discuss composition checklist (Student Handout 21.1).Revisit the topic/clincher rule.Teacher models how to brainstorm style from the checklist for his/her paragraphs. Teacher guides groups as students brainstorm style as a team. <p>Day 3: Write rough draft.</p> <ul style="list-style-type: none">Students write rough draft of first paragraph—partners, groups, or independently.Strong students may work on rough draft of second paragraph independently. <p>Day 4: Revise and edit.</p> <ul style="list-style-type: none">Students revise and edit with peer editors helping as needed (checking for dress-ups, openers, and topic/clinch).Write final draft. <p>Day 5: Write final draft and submit.</p> <ul style="list-style-type: none">Students proofread final draft by reading aloud to a partner to listen for mistakes, making corrections as needed.Students turn in complete assignment in this order: checklist, final draft, rough draft, and key word outline.				
Style	New: Think three topics.		Review as needed: clauses and phrases		
Grammar	Student should be able to:		Excellent	Satisfactory	Needs Mini Lesson
Alternative Pacing: Week 21, students will complete this assignment with one topic. Week 22, students will repeat this assignment with a different topic.					

Reminders (Student results, problems, notes, etc.):

Additional Teacher's Notes

If younger students need more time to finish this week's lesson, please feel free to increase the number of days as necessary to complete the assignment. You may always slow down the lesson plans to meet the developmental needs of your students. Unit 7 is a very important unit to grasp. It is better to slow down for understanding than to rush for completion in five days. Complete the four lessons for Unit 7 by increasing the number of days/weeks your students require.

Below are the whiteboard notes from Andrew Pudewa's demonstration lesson on the *Models for Imitation Level A*.

<u>Stuff in Mr. Pudewa's Brain</u>		<u>Stuff in Student's Brain</u>
Japan	Aikido	school:
violin	airport	state:
wife	car	hobby:
children	house	
Macintosh	toastmaster	
writing	church	
<u>Brain Questions</u>		
why		
what		
where		
when		
how		
who		
best?		
worst?		
problems?		
solutions?		
		I. Children, fascinating
		1. humor, jokes, tricks
		2. play, music, wrestling, games
		3. home, run, jump, "Daddy"
		4. love, share, experience
		5. miss, away, phone, \$
		Clincher

Support Forum

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Name: _____ Date: _____

Prompt: Write one or two paragraphs on something you know about.

- ☐ Composition is double-spaced.
- ☐ Dress-ups are marked with an underline (one of each).
- ☐ Sentence openers are numbered in the margin.
- ☐ Title is centered, and name is on paper.
- ☐ Checklist on top, final draft, rough draft, key word outline.

Be sure to adjust this checklist to meet the needs of your students. Some may need requirements crossed off to match their ability.

Dress-Ups (underlined)	I	(II)
strong verb		
-ly adverb (middle)		
quality adjective		
who/which clause		
when, while, where, as, since, if, although, because		

Sentence Openers (numbered in margin)	I	(II)
❶ subject		
❷ prepositional		
❸ -ly adverb		
❹ clausal ,		
❺ V.S.S. (Very Short Sentence, 2–5 words)		

Mechanics and Grammar (correct usage)	I	(II)
topic/clincher		

☐ Checked for BANNED WORDS: