

Discoveries in Writing

Implementing the Structure and Style[®] Method

Student Book

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Institute for Excellence in Writing, L.L.C.

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Sample

Introduction

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

Student Book Contents

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

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

Checklists

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

Teacher's Manual

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

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

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

Assignment Schedule

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

Some writing assignments are divided into two parts, allowing students two lessons to complete the entire assignment. Part one focuses on structure and writing a key word outline. Part two focuses on style and writing the paragraph(s).

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

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 1 1	Mount Everest, Matterhorn introduction to structure		harsh summit
Unit 2 2	Constantine title rule		announce enormous
3	Alfred the Great	introduction to style -ly adverb	fearlessly wisely
4	Lapis Lazuli	<i>who/which</i> clause	
Unit 3 5	The Lion and the Shepherd, Part 1		cast hobble
6	The Lion and the Shepherd, Part 2		cruelly deliberately
7	The Sword in the Stone, Part 1		firmly scoff
8	The Sword in the Stone, Part 2	strong verb banned words: <i>say/said, see/saw</i>	behold claim
Unit 4 9	Old Faithful topic-clincher sentences	banned words: <i>think/thought</i>	
10	Bayeux Tapestry	<i>because</i> clause	embroider epic
11	Mecca	banned words: <i>go/went</i>	pilgrimage revered
12	Tsunamis	quality adjective banned words: <i>big, small</i>	miraculously surge
13	Jerusalem and the Crusades	banned words: <i>good, bad</i>	fierce meaningful
Unit 5 14	Joust, Part 1		
15	Joust, Part 2		brandish joust

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
16	Volcano, Part 1		erupt spew
17	Volcano, Part 2	<i>www.asia</i> clause	imposing massive
Unit 6 18	The French and Indian War, Part 1		ambush confront
19	The French and Indian War, Part 2		
20	Bunker Hill, Part 1		ascend momentous
21	Bunker Hill, Part 2	#2 prepositional opener	defend reconciliation
22	Lafayette, Part 1		privileged undaunted
23	Lafayette, Part 2	#3 -ly adverb opener	provide resolve
Unit 7 24	Hobbies I Enjoy, Part 1		
25	Hobbies I Enjoy, Part 2		craft specialty
26	Hobbies I Enjoy, Part 3		regularly relax
27	A Person I Enjoy, Part 1	#6 vss opener	additionally particularly
28	A Person I Enjoy, Part 2		characteristic significant
29	A Place I Enjoy, Part 1		
30	A Place I Enjoy, Part 2		

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Mount Everest, Matterhorn**Goals**

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

**Assignment Schedule****Day 1**

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Mount Everest.”
3. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
4. Write your key word outline (KWO) by copying the key words onto the outline. Use symbols, numbers, and abbreviations when possible.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Day 2

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

Day 3

1. Read and discuss “Matterhorn.”
2. Reread the source text one sentence at a time and circle two or three key words that tell the sentence’s main idea.
3. Write your KWO.
4. Try to add one vocabulary word to your KWO.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Day 4

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

Literature Suggestions

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

Introduction to Structure

In this book you will write with *structure* and with *style*.
This lesson explains structure.

Structure

What is structure? The dictionary says structure is “the way that parts of something are arranged or put together.”

What has structure? Think of a car. Before a car is built, someone had to draw plans for the designers. The designers had to follow the plans so that each part of the car is in its proper place. The brake must be next to the accelerator pedal. The steering wheel must be at a height that the driver can easily reach it and still see out the front window. Each part had to be placed in its own special spot. Each step had to be completed in order to give the car its proper structure.

In some ways, writing a paper is similar to building a car. A paper contains facts and ideas. If you begin writing without a plan, your facts and ideas will probably end up in the wrong place. Your paragraph will not be structured well, and your readers might not understand what you are trying to say. So, in this course you will “draw plans” before you write. Your “plans” will be key word outlines, which we abbreviate KWO.

New Structure

Note Making and Outlines

Begin by reading the source text. Choose two or three key words in each sentence that tell the sentence's main idea. Circle the words.

To write a key word outline (KWO), place the key words on the outline. Do not write more than three words on a line. You may also use symbols, numbers, and abbreviations. They are “free.” Separate key words, symbols, numbers, and abbreviations with commas.

Key words	are the most important words that tell the main idea.
Symbols	can be drawn faster than it takes to write the word.
Numbers	include numerals like 1, 2, 3, and 1st, 2nd, 3rd.
Abbreviations	are commonly accepted forms of shortened words.

Can you guess what each of the following mean?

ppl → mt ++ 123 O_2  ≈

After you finish writing your KWO, you must test it.

To test a KWO, begin by putting the source text away. Use only your notes. If a note is unclear, check the source text and fix your KWO.

Read	a line of notes.
Think	of a sentence.
Look up	so your eyes are not on the paper.
Speak	in complete sentences. With practice you can use your KWO to give an oral report about a source text.

Source Text

Mount Everest

Mount Everest is in the Himalayan mountain range in Asia. It is over nine thousand feet tall and is the highest point on Earth. Cold temperatures, strong winds, and little oxygen make the mountain hard to climb. More than three hundred people have died climbing Mount Everest. People who guide climbers up the Himalayas are called Sherpas. In 1953 Edmund Hillary and his Sherpa guide, Tenzing Norgay, were the first people to reach the summit of Mount Everest.



Mechanics

Capitalize proper nouns and adjectives.

Key Word Outline

Did you circle two or three key words in each sentence of the source text?
 On the lines below, write two or three key words from each sentence of
 “Mount Everest.” Use symbols, numbers, and abbreviations when possible.
 Write notes for the first sentence on the Roman numeral line.
 There is one line for each sentence.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

Test your KWO. This is a test of the outline, not your memory.
 To test your KWO, look at your notes, not the source text. If a note is
 unclear, check the source text and fix your KWO.

Read a line of notes.

Think of a sentence.

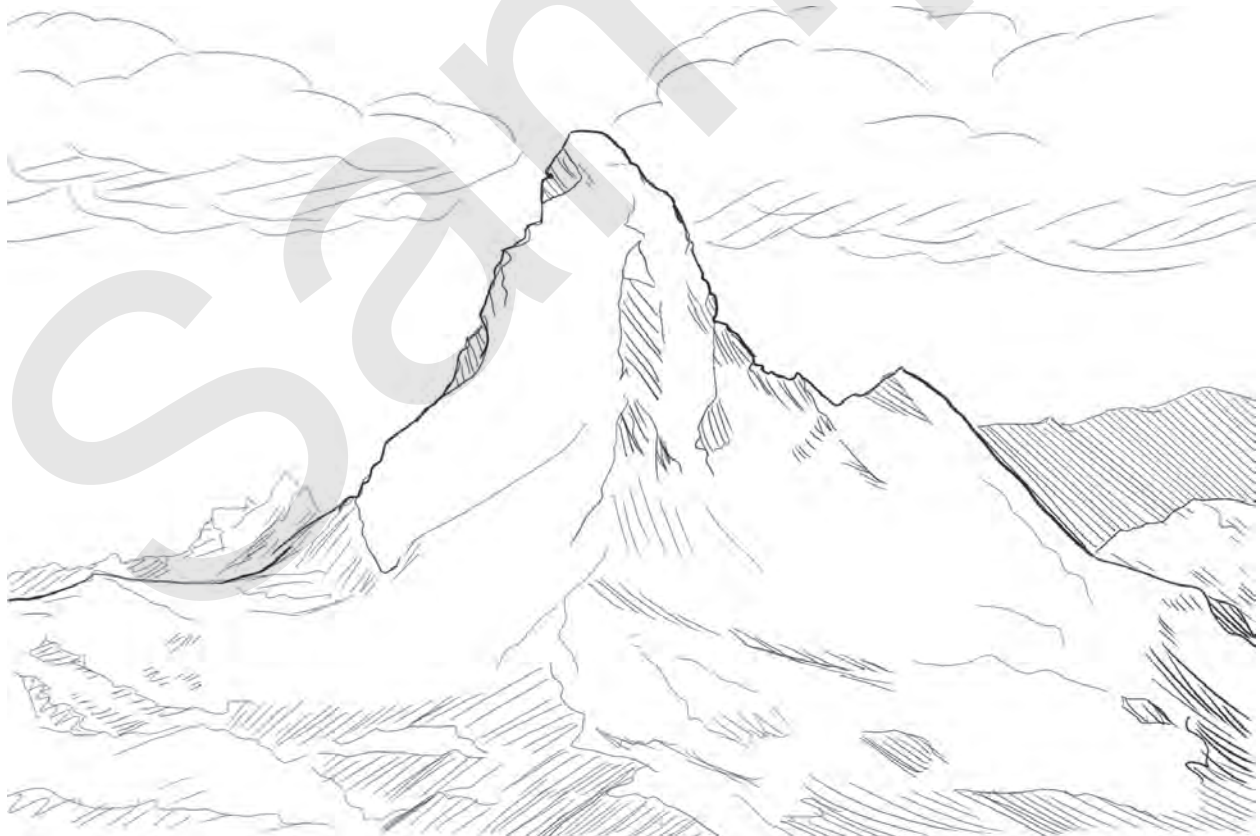
Look up so your eyes are not on the paper.

Speak in complete sentences.

Source Text

Matterhorn

The Matterhorn is a famous mountain in the Alps on the border of Switzerland and Italy. Shaped like a jagged tooth, it is almost fifteen thousand feet tall. Each summer about three thousand people try to climb it. The Swiss side of the mountain is easier to climb than the Italian side. The world's largest igloo resort sits at the base of the Matterhorn. This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.



Key Word Outline

Did you circle two or three key words in each sentence? On the lines below, write two or three key words from each sentence of “Matterhorn.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

Test your KWO. Remember, this is a test of the outline, not your memory. To test your KWO, look at your notes, not the source text. If a note is unclear, check the source text and fix your KWO.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 1 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

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



harsh _____



summit _____

Think about the words. Can you use them in your KWOs?

Structure Review

Review page 13. Answer these questions orally.

What is a key word?

How many words can you put on one line of a KWO?

When you write a KWO, what are free?

After you write a KWO, what do you have to do?

UNIT 2: WRITING FROM NOTES

Lesson 2: Constantine**Goals**

- to learn the Unit 2 Writing from Notes structural model
- to write a 1-paragraph summary
- to create a title
- to be introduced to the composition checklist
- to use new vocabulary words: *announce*, *enormous*

**Assignment Schedule****Day 1**

1. Play Build-a-Man. Directions for this game and other games can be found in the Teacher’s Manual.
2. Read and discuss “Constantine.”
3. Reread the source text and circle two or three key words in each sentence.
4. Write your key word outline (KWO) by copying the key words onto the outline. Use symbols, numbers, and abbreviations when possible.
5. Test your KWO. If a note is unclear, check the source text and fix your KWO.

Day 2

1. Read New Structure.
2. Review your KWO from Day 1.
3. Begin writing your rough draft. Use your KWO.
4. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
2. Finish writing your rough draft. Use your KWO and the checklist. If you use vocabulary words, label them with (voc). Follow the title rule to create a title.
3. Turn in your rough draft to your editor with the completed checklist attached. The backs of all checklists are blank so that they can be removed.

Day 4

1. Write or type a final draft. Format your paper correctly.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

New Structure

Writing from Notes

In Unit 2 you will use your KWO to write a paragraph. You may use your own words, sentences, and ideas.

This is the first sentence of the source text:

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome.

Your key word notes may look something like this:

I. 312, C, Maxentius, Milvian Bridge

Practice

Use the key word notes to write a sentence.

Here is an example: In 312 Constantine fought Maxentius at Milvian Bridge.

The Editor

You will need to hire an editor to complete your assignments. Your editor will help you with spelling, punctuation, and proper grammar usage. Your editor will also look at the checklist and let you know if anything is not complete. When your editor finishes editing your rough draft, talk about the changes you should make. Then use your rough draft and your editor's comments to write a final draft.

Titles

An interesting title grabs a reader’s attention. To create a title, repeat one to three key words from the final sentence.

This is the last sentence of “Matterhorn”: This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.

Here are two possible titles:

Snow Hotel

The Matterhorn’s Igloo Hotel

“ Title repeats one to three key words from final sentence. ”

Title Capitalization

Capitalize the first word and the last word.

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

Practice

Since you have not yet written the final sentence of this assignment, create a title using one to three key words from the final sentence of the source text.

After Constantine became ruler, he legalized Christianity.

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

Source Text

Constantine

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome. It did not matter that Maxentius had two times as many men as Constantine. Before the battle Constantine said that he saw a vision of a large burning cross in the sky. Encouraged by this vision, he ordered his soldiers to paint the Chi-Rho symbol on their shields.

This symbol represents the first two letters of Christ in Greek. Constantine's men defeated

Maxentius's army. After Constantine became ruler, he legalized Christianity.



Mechanics

Spell out numbers that can be expressed in one or two words (two, fifty-three, three hundred). Spell out ordinal numbers (first, second).

Use numerals for numbers that use three words or more (123, 204). Use numerals for numbers mixed with symbols (\$500) and for dates (312).

Key Word Outline

One Roman numeral means that this source text has just one paragraph.
After you have circled two or three key words in each sentence, write your KWO.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Test your KWO. If a note is unclear, check the source text and fix your KWO.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

Vocabulary Practice

- Listen** to someone read the vocabulary words for Lesson 2 aloud.
- Speak** them aloud yourself.
- Read** the definitions and sample sentences on the vocabulary cards.
- Write** the correct words in the blanks. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

Constantine _____ that he had a vision.

The _____ cross was on fire.

Think about the words. Can you use them in your paragraph?

If you use a vocabulary word in your paragraph, label it by writing (voc) in the left margin or after the sentence.

Paper Format

When you begin your assignment, place your name and the date in the top left corner of the first page.

Your Name

January 1, 2025

Title Centered

Indent the first line of each paragraph half an inch.

Place one space between sentences. Double-space all lines.



Unit 2 Composition Checklist

Lesson 2: Constantine

Name: _____



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Listen. Speak. Read. Write. Think!

STRUCTURE

- name and date in upper left-hand corner _____ 10 pts
- composition double-spaced _____ 10 pts
- title centered and repeats 1–3 key words from final sentence _____ 10 pts
- checklist on top, final draft, rough draft, key word outline _____ 10 pts

MECHANICS

- capitalization _____ 15 pts
- end marks and punctuation _____ 15 pts
- complete sentences _____ 15 pts
- correct spelling _____ 15 pts

VOCABULARY

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

Total: _____ 100 pts

Custom Total: _____ pts

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 18: The French and Indian War, Part 1**Goals**

- to learn the Unit 6 Summarizing Multiple References structural model
- to create source outlines from multiple references
- to create a fused outline
- to use new vocabulary words: *ambush*, *confront*

**Assignment Schedule****Day 1**

1. Read New Structure—Summarizing Multiple References.
2. Your assignment is to prepare to write a paragraph about the French and Indian War. That is why *FIW*, *battles*, *intense* are on the Roman numeral line (the topic line) of the source and fused outlines.
3. Read and discuss “The French and Indian War.”
4. Reread the source text and put marks by three to five facts that are most interesting or important. These are facts that support the topic.
5. Write the facts on the first source outline.

Day 2

1. Read and discuss “The Ohio Valley Battles.”
2. Reread the source text and put marks by three to five facts that are most interesting or important. These are facts that support the topic. Do not mark facts that you already included from the first source.
3. Write the facts on the second source outline.

Day 3

1. Look at the vocabulary cards for Lesson 18. Complete Vocabulary Practice.
2. Review your source outlines. Choose five to six facts from the source outlines and write them on the fused outline.
3. Test your fused outline. If a note is unclear, check the source text and fix your fused outline.

Day 4

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

Sample

New Structure

Summarizing Multiple References

In Unit 6 you will again write reports. Remember when you write a report your facts must be organized into paragraphs. Just like Unit 4 you will find the facts to support the topic in the source texts. This time you will use more than one source.

Each paragraph begins with a topic sentence, contains facts, and ends with a clincher sentence.

Topic Sentence

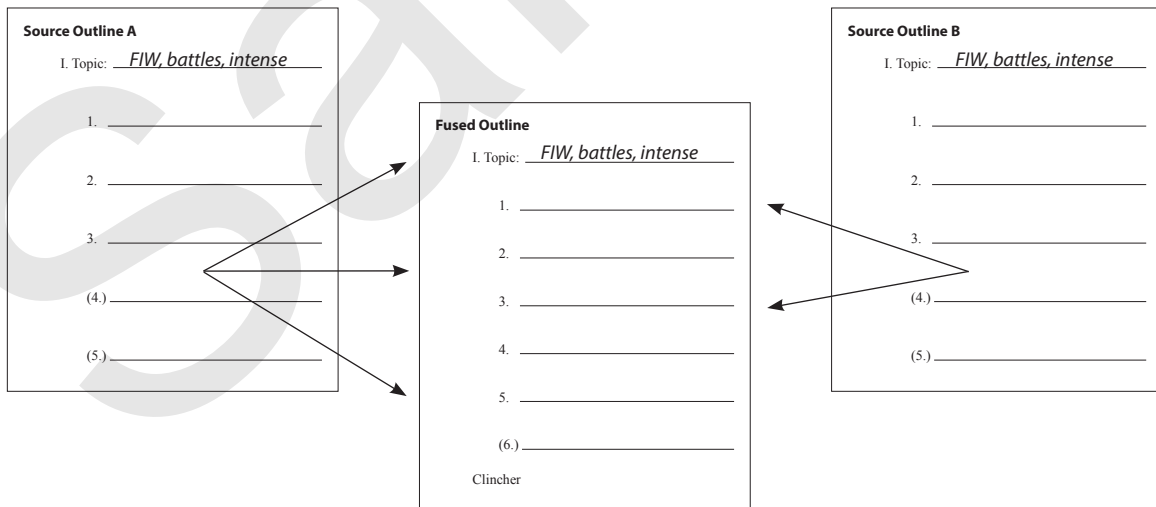
1 topic = 1 paragraph

The topic sentence tells what the paragraph is about. When you write the KWO, ask yourself, “What will the paragraph be about?” The key words on the Roman numeral line of the source outlines and the fused outline state the topic.

Facts

Gather facts by writing source outlines. Create one source outline for each source text. Once you have chosen your topic, read each of your sources and look for interesting or important facts that support the topic.

Organize facts by writing a fused outline. Choose five to six facts from the source outlines and write them on the fused outline.

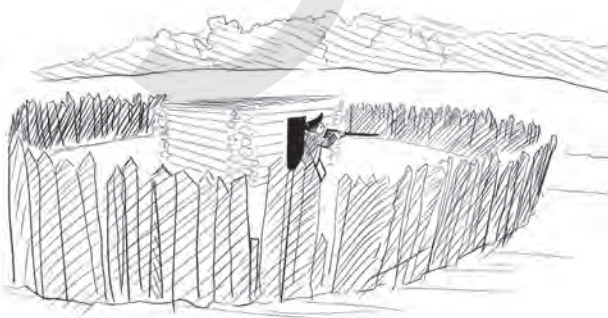


Clincher Sentence

The clincher sentence reminds the reader what the paragraph was about. The fused outline ends with the word *clincher*.

Source Text A**The French and Indian War**

The British and the French fought over land in America during the French and Indian War. The British who lived in America wanted more farmland. The French who lived in America wanted to use the land for trapping and trading. In 1754 the governor of Virginia sent Major Washington and nearly 150 Virginia soldiers to Ohio, where three rivers joined together and where the city of Pittsburg now stands. Washington and his men surprised a few French soldiers and won the first battle. After learning of this attack, the French and their Native American allies chased Washington. He and his soldiers built a small structure called a stockade for protection. They called it Fort Necessity. During the next battle there were too many French, and Major Washington was forced



to surrender. The French allowed Washington and his remaining troops to return to Virginia. They would return to fight again.

Source Text B**The Ohio Valley Battles**

In 1754 the French were building forts along three rivers in the Ohio Valley. They built forts to protect themselves from the English. They wanted the land because the rivers helped them transport furs to Europe. The British wanted the land because the soil was rich for farming. When the Virginia governor demanded that the French leave the area, they fought. The Virginia soldiers won the first battle but lost the second. Fortunately, they were allowed to return home. The next year, George Washington and his Virginia troops returned. They fought for British Major General Braddock. He was killed, and they lost. Washington became the leader. He lost two horses that were shot while he rode them, and his coat was punctured by four musket balls. He was not hurt! The last time Washington battled the French in the Ohio Valley was in 1758. He fought with six thousand soldiers. When the French realized they could not win, they surrendered by sinking their cannons and burning their fort.

Source Outlines

The assigned topic for this paragraph is *battles*. The titles of the source texts are on the Source line. The assigned topic is written in key words on the Roman numeral topic lines. Look at the source texts and note three to five interesting or important facts about the topic.

Topic: *battles*

1 paragraph = 1 topic

Source A: “The French and Indian War”

I. Topic: FIW, battles, intense

1. _____

2. _____

3. _____

(4.) _____

(5.) _____

Source B: “The Ohio Valley Battles”

I. Topic: FIW, battles, intense

1. _____

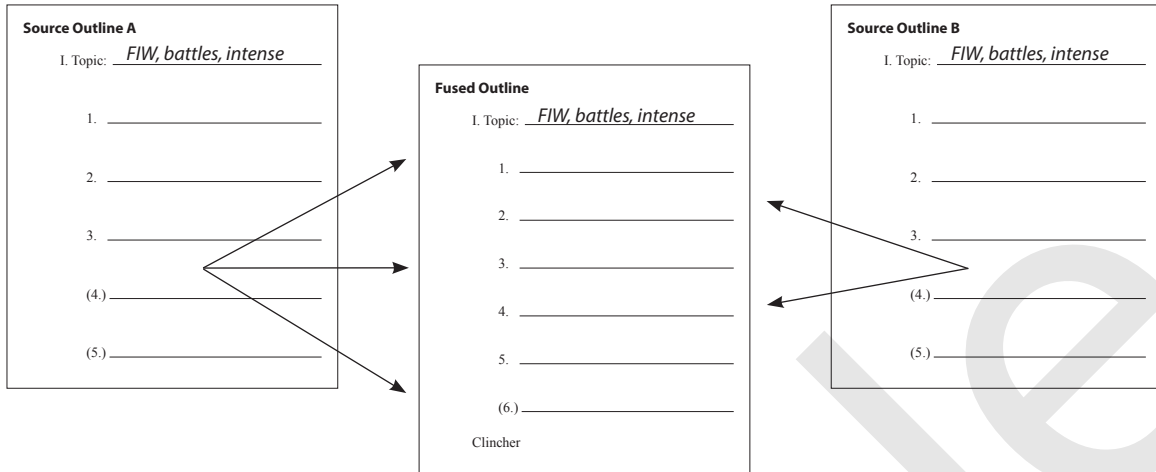
2. _____

3. _____

(4.) _____

(5.) _____

Fused Outline



Select five to six facts from the source outlines to transfer to the fused outline.

I. Topic: FIW, battles, intense

1. _____

2. _____

3. _____

4. _____

5. _____

(6.) _____

Clincher

Tell back the facts on the fused outline in complete sentences. Fix any notes you do not understand. For the clincher, repeat or reflect two or three key words from the topic line.

Vocabulary Practice

- Listen** to someone read the vocabulary words for Lesson 18 aloud.
- Speak** them aloud yourself.
- Read** the definitions and sample sentences on the vocabulary cards.
- Write** two sentences using one of this lesson's vocabulary words in each sentence. You may use derivatives of the words.



ambush _____



confront _____

Think about the words. Can you use them in your report?

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 19: The French and Indian War, Part 2**Goals**

- to write a 1-paragraph report
- to review vocabulary words

Assignment Schedule**Day 1**

1. Play Find the *www.asia* Clause Starters.
2. Review New Structure—Summarizing Multiple References from Lesson 18.
3. Review your fused outline from Lesson 18.
4. Say the topic-clincher rule.
5. Use the words on the topic line to write your topic sentence.
6. Complete Style Practice.

Day 2

1. Begin writing your rough draft. Use your fused outline.
2. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Complete Vocabulary Review.
2. Practice saying the topic-clincher rule.
3. Finish writing your rough draft. Use your fused outline and the checklist.
4. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Study for Vocabulary Quiz 4. It will cover words from Lessons 15–18.
2. Write or type a final draft.
3. Highlight or bold the key words *French and Indian War*, *battles*, *intense* in the topic and clincher sentences.
4. Paperclip the checklist, final draft, rough draft, and KWO together.

Style Practice

-ly Adverb Dress-Up

You must include an -ly adverb in the report you write.

What -ly adverbs could express how the soldiers fought?

Strong Verb Dress-Up

Do not use the exact words found in the text. On the line below each sentence, write strong verbs that are synonyms of the italicized words. Use a thesaurus.

1. The British soldiers *fought* the French.

strong verbs _____

2. The French *built* forts.

strong verbs _____

Quality Adjective Dress-Up

Next to each noun, write ideas for adjectives that create a strong image and feeling. Avoid banned adjectives.

1. George Washington _____

2. fort _____

Who/Which Clause Dress-Up

Add a *who/which* clause. Punctuate and mark correctly.

The French fought the British _____

Because Clause Dress-Up

Add a *because* clause. Underline the word *because*.

George Washington and his men built a fort _____

www.asia Clause Dress-Up

Write the seven *www* words that can begin a *www.asia* clause.

Add a *www.asia* clause. Underline the *www* word.

George Washington became the leader _____

Look at your KWO and consider dress-ups to include in your report.

Vocabulary Review

Listen to someone read the vocabulary words for Lessons 15–18 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the words that match the definitions.

_____ grand or impressive

_____ to pour out forcibly in a stream

_____ to shake or wave a weapon

_____ to oppose or challenge in a direct and forceful way

_____ to spontaneously release in a violent way

_____ large in size or quantity

_____ to attack by surprise

_____ a fight between knights on horseback with lances

Think about the words and their meanings. Which vocabulary words could you use in your report?



Unit 6 Composition Checklist

Lesson 19: The French and Indian War

Summarizing
Multiple
References

Name: _____



Institute for
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Writing
Listen. Speak. Read. Write. Think!

STRUCTURE

- name and date in upper left-hand corner _____ 2 pts
- composition double-spaced _____ 3 pts
- title centered and repeats 1–3 key words from final sentence _____ 5 pts
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) _____ 10 pts
- checklist on top, final draft, rough draft, key word outline _____ 4 pts

STYLE

11 Dress-Ups (underline one of each) (3 pts each)

- ly adverb _____ 6 pts
- who/which* clause _____ 6 pts
- strong verb _____ 6 pts
- because* clause _____ 6 pts
- quality adjective _____ 6 pts
- www.asia* clause _____ 6 pts

CHECK FOR BANNED WORDS (-1 pt for each use):

say/said, see/saw, think/thought, go/went, big, small, good, bad _____ pts

MECHANICS

- capitalization _____ 10 pts
- end marks and punctuation _____ 10 pts
- complete sentences _____ 10 pts
- correct spelling _____ 10 pts

VOCABULARY

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

Total: _____ 100 pts

Custom Total: _____ pts