

Podcast 517: EZ+1: IEW's Step-by-Step Teaching Method [Webinar Recording]

Episode Transcript

Julie Walker: We recognize that there are teachers out there. Maybe you got your reading methods class and you never got a writing methods class. I never did. That's the problem we're trying to solve. We want to give you a writing methods instruction that you can use with your students.

Julie Walker: Hello, and welcome to the Arts of Language Podcast with Andrew Pudewa, founder of the Institute for Excellence in Writing or as many like to say, "IEW." My name is Julie Walker, and I'm honored to serve Andrew and IEW as the chief marketing officer. Our goal is to equip teachers and teaching parents with methods and materials, which will aid them in training their students to become confident and competent communicators and thinkers.

Julie Walker: Hello everyone. I'm Julie Walker. I am so grateful that you decided to join us tonight. I know that you gave up time with your family. Perhaps you're in the middle of meal prep like I did with my sisters over the weekend. Or perhaps you are just here to hear. What is all the buzz about IEW? What is this program all about?

Well, this seminar is about you. It's not about me. I could tell you all kinds of things about my story and how I came to IEW and how I homeschooled and how I was a school teacher, but it's not about me. It's about you. So let's just jump right in to what we're going to talk about tonight. When I'm sitting in a presentation, I always like to know where are we going, what's the road, what's the roadmap?

Where are we taking us? So here we go. We're going to talk about who we are and what problems are we trying to solve. Maybe you have those problems and then you'll know that we can help you help. Who is using IEW? How is IEW writing instruction different from other programs? What types of materials are available? We have a store. What kind of things do we have available for you and in your environment? Where do we recommend you start and what does implementation look like? What other curricula do we offer? We are the Institute for Excellence in Writing, but we do have a few other options in the English-Language Arts area. How can you try IEW for free? What questions do you have for me?

So let's jump right in. And by the way, I know some of you have said you are currently using IEW. I think one of you mentioned that you're using *Structure and Style for Students* Year 1, Level A, and you might recognize then these questions. We use a lot of question asking in our curriculum because when you ask a question you're teaching your students to think. So our tagline is, listen, speak, read, write, think. We believe that we are teaching students to think.

So who are we? Let's just go back in time a little bit to the 1930s. Our program is actually based on the work of Mrs. Anna Ingham, who developed this in Saskatchewan, Canada, in the 1930s. Her nephew saw what she was doing, Dr. James B. Webster, and he was a classroom teacher and ultimately became a university professor and was so impressed with the writing that Mrs. Ingham's little first graders were doing that he developed a whole system based on her work and elaborated it so much so that where he taught at Dalhousie University in Nova Scotia, his students would come to him and learn to write, not from the English department, but from Dr. Webster, who was a professor of West African history.

In the 1990s. Andrew Pudewa, who's my boss, and our director and founder of the Institute for Excellence in Writing, learned about this method, learned it himself, taught it to his students. He was teaching at a middle school at the time, a small school. He was teaching middle school and over the years and decades now, he brought it to primarily the homeschooling community. But just remember, IEW started in the classroom, and we certainly are serving thousands of schools right now, as well as tens of thousands of homeschoolers.

So we're just so happy to be on this journey and so glad that you are interested in hearing what we're doing. I will say if you've never had the opportunity to hear Andrew speak, if you scroll to the bottom of the page, you'll see a lot of talks that you can listen to, a video that we have on our YouTube channel, and it'll be just a great opportunity to hear Andrew's heart and what he's trying to accomplish as the founder and director of the Institute for Excellence in Writing. So grateful for me to personally have been working with him for now close to 20 years, which I can't believe it. I must have started when I was two. Alright. Not really.

So what problems are we trying to solve? We recognize that there are teachers out there—maybe you got your reading methods class, you got your math methods class, and you never got a writing methods class. I never did. So that's the problem we're trying to solve. We want to give you a writing methods instruction that you can use with your students. We recognize that homeschooling parents sometimes feel a little insecure about those problem disciplines.

Like for me it was biology—I don't want to cut up the frog—or writing. And we know that there are students who don't like to write. They are reluctant writers. Maybe they're talented. I saw that some of you have mentioned that you have gifted and talented students. Sometimes those students can become, well, they're perfectionists and they don't like to get it wrong, and they get frustrated when they can't do it one hundred percent. We can help those students. We understand that there's a lot of students who have learning disabilities, dyslexia, dysgraphia, ADHD. We have been able to solve those challenges because we break down the task of writing into the smallest steps so that those children can have success. And ultimately the student that says, I can't think of anything to write. So that's what we're here to do. That's what we're here to help solve those issues.

So who uses IEW? I put this triangle on the screen [see [slides](#)] to kind of show you how much parental involvement is in these different areas of who's using IEW. The top—very little parental involvement, the bottom, a lot of parental involvement, and you'll see.

So IEW is used in public and private schools across the country and around the world. So not a lot of parental involvement. I think some teachers are grateful for that and other teachers wish the parents helped out more. Then of course we have hybrid or online schools, more parental involvement, independent study schools, again, more. Parental involvement, co-ops in homeschool communities, tutoring centers, and ultimately mom or dad sitting at the dining room table providing the ultimate parental involvement. And we are serving in all of these different areas and we recognize, I noticed that some of you are part of some co-ops or homeschooling programs and sometimes you just wish the parents would help out. We understand that we feel your pain and we have some ways that you can help them become more involved perhaps.

So who uses IEW? Ultimately what you want is you want the curriculum that you're using to be easy to use. You want it to be effective. You don't want to waste your money. You want something that is going to work, and you want it to be enjoyable and not just for you, for the kids. I've seen advertisements for other writing programs. I'm not going to mention them here, where they talk about, oh, I just loved using them, but my kids didn't really like them. That wasn't actually an advertisement. They wouldn't say that, but a mommy blogger was talking about using another curriculum. So we want this to be enjoyable for you because you are having success, you're finding it easy to use, you're seeing results.

But we want your kids not to hate writing. Maybe they won't love it. We can't promise that they'll love it, but we can promise that they'll move from hating writing to maybe liking it a little bit more. We hear the stories over and over again, but you know what else we would like you to be able to say? Not that it's just easy and effective and enjoyable. We guarantee it. So we offer a guarantee that I'll talk a little bit about more as we get later on.

So how is IEW writing instruction different from other programs? This is the them versus us scenario. Most writing programs start with lots of grammar exercises, identify the parts of speech, find the prepositional phrase in the sentence. Remember to put the comma inside the quotes. All these grammar, grammar, grammar. And then they give students the blank page. "I got nothing. I don't know what to write. I have all this grammar instruction, but I'm nine, I'm 12. I don't have a lot of history. I don't have a lot of background." That might be your reluctant student. Or the assignment isn't clear, and so this is a them versus us. We make it very clear, very step by step so that you know exactly what to do next in terms of teaching, and your students learn exactly what to do next when they're learning, so that's why I love it.

So let me just quickly share with you our Structure and Style method. IEW is the Institute for Excellence in Writing. Our method of teaching writing is called Structure and Style, so I'm going to walk you through it pretty quickly. I do not expect you to be able to fully understand, because I'm not going to take the time for that. But I think you'll see that it's a. Step by step

and it builds on each other so that your students, as they're successful in Unit 1, they can move on to Unit 2.

And on we go. So the structural models are the units. This is where students learn to create sentences and paragraphs and essays. The stylistic techniques are the vocabulary and sentence construction. And I know that sounds a little scary, like, I'm going to teach my kid that? They're never going to get it. Now I promise—it's very easy not only to teach, but for your kids to get it. Okay, so then structural models, there are nine of them. And think of this like the chassis on a car. You've got a strong car, it can go from A to B. It doesn't matter what it looks like. It's just going to get you there. And we're going to get you there with our nine structural units. And we're going to do a quick fly by, and I'm going to pause for a couple of these units to kind of tear it down a little bit.

Unit one. And by the way, these materials that I'm showing you, there's a little poster—that's our posters that we make available to classrooms or even you can have a set of mini posters for your homeschool, or if you're a classroom teacher, we've got big posters for it to put on the wall. And what you're seeing is the actual pages from *Structure and Style for Students* Year 1, Level A.

And I'll talk a little bit more about our different curricular options, but this is a source text that we're going to give these students in Unit 1. First thing coming at them, what are they going to do? They're going to create a key word outline, and this is such a powerful tool that we use to help students feel confident so that they can become competent. So there are six sentences in this little assignment. This is little Aesop fable, "The Dog and His Shadow." And so if I were to go through this and ask the students, what are the key words in these sentences? I'm not going to take the time to go through this, but you can see three key words from each sentence. No more than three. Symbols, numbers, and abbreviations are free, and so that little arrow down is replacing the word beneath that little D with a circle around it that's replacing. Dog. So he saw another dog who wanted a bone, and then grr, that's an abbreviation. So I only can use three words, but grr counts as an abbreviation.

That's actually legitimate. that, okay, so now what you do with the key word outline, you put away the source text, and then you just retell that little story, just using the key word outline. So if I read the story, I got my key word outline. By the way, this really helps with reading comprehension as well.

"A dog found a bone, and he took it home to enjoy. He came across a bridge that was over a calm stream. He saw his reflection in the water beneath. Then he noticed that there was another dog, and he wanted that bone. He saw another dog when he looked down in the stream, and that dog had a bone too, and he wanted it, so he growled at the dog and snapped at him. And he opened his mouth and his bone fell out and he dropped it in the stream and it was gone forever.

At the end, and that's just me retelling the story. And you can see once you do that in your mind correctly. And then I should say, this is not exactly what the story is, but it's pretty close what I just shared. Now they rehearse what they're going to say out loud, this key word outline. We do this in Unit 1. We teach this in Unit 1, but we use it through all nine units. Your students will never wonder what to write because they've created a key word outline to write from. Moving very quickly now to the rest of the nine units. This is Unit one, Unit two, here's a source text that we wrote. It's now taking that same key word outline and telling it back and then writing a paragraph about it.

And this one was about scorpions. And then we move into a little bit more complex. Unit called retelling narrative stories. Here they're going into a three-paragraph model in a different way of creating the key word outline where the students are asking themselves questions to create the key word outline, to retell a story.

This is a three-paragraph model.

Then we have a source text. You can see this one here is about a snake. So we try to find really interesting content for the students to write about so that they're looking forward to, "oh, I wonder what we're going to write about today." This one is too long to do a key word outline from every sentence. All the students can do is create a key word outline in this case from six or seven facts.

Unit 4 teaches—I'm going to just camp here just for a second. 'cause I have to tell you, this is so crucial. This is so pivotal. We call this the linchpin unit, and this is where we teach the topic-clincher rule. We teach the students "the topic sentence and the clincher sentence must repeat or reflect two or three key words." We teach that through our student curriculum. We teach you the teacher, how to teach your students that. And this is helping the students, uh, create clear, cohesive paragraphs. And that's good writing.

So, Unit 5 is now we're kind of weaning them away from too much written content. We're just giving them a series of pictures, asking them questions about the pictures. This one, I love this. The camel's poking his nose under a tent. What's going to happen next? And the students have all kinds of fun predicting very different types of stories.

Unit 6. Now we're going to take multiple sources. So there's two sources in *Structure and Style for Students*. Year 1, Level A, where they're writing about the desert tortoise. Here's the desert tortoise on this one. Here's this one. They fuse it together to create another essay.

Inventive writing is the first place they're going to be confronted with the blank page and a prompt. There's no content. These students in year one, level A, probably about the 23rd week, so we're well into this. They now are going to be writing a place of your choice. I shouldn't say 23, it's more like 20 or 22. So a place of your choice, and this is what I was saying, this is where most writing programs start. And now our IEW students, the Structure and Style Students, they know what to say. They know what to do. They ask themselves

questions, they answer them in a key word outline. They tell it back and rehearse it, see if they like it, and then they write it. And that's our Unit 7 model.

Now I'm going to show you—these two units that I'm about to show you—we do not cover this in year one, level A, because this is a little bit too advanced for a fourth grader, but we teach the basic essay model which is the five-paragraph model. You're doing research, creating body paragraphs, and putting an introduction and conclusion with that, and that's a basic essay model. This now becomes the building block for the super essay model, and if you look closely, you can see there's actually two five-paragraph essays in there along with an introduction and a super introduction and a super conclusion.

I want you to know—this is about me, so I'm going to tell you a little bit about me. I went after I was done teaching my own students, but I was done homeschooling them. I went back to school and got my MBA and I had to do a lot of writing, and I did very well because I knew how to write and I used this model over and over and over again—either super essays or even more expanded essays. I mean, that's what you're doing is—writing is learning. And that's what they wanted us to do in my business program. So this is a powerful tool. Once you know this tool, you are well on your way to be able to write a Master's thesis and even doctoral dissertations or even whole books you could write.

Alright. Then Unit 9 is what we call the Formal Critique, and this is what we recommend teachers use instead of a book report. You can see what that means. You're not asking your students to write book reports until probably they're in about fifth grade or older. When you're giving them the formal critique, summarizing a book and telling what they think about it is a pretty advanced skill. Don't rush them. Just have conversations about books. Don't do book reports. Do critiques.

So those are the nine units. I want to just segue really quickly into the stylistic techniques, and this is where the EZ+1 comes in. So getting a little closer here. Now, here are the various dress ups, sentence openers, decorations, and triple extensions that we teach the students.

Easy plus, one. Easy—when the students feel like it's easy, they can do it most of the time, and it doesn't sound too goofy. Then you can add another one, and now you can see we're using the car metaphor again. And so we've got some tricked out wheels. We've got. Paint job. This car even has a sunroof. This must have advanced models. So there we go. There's our stylistic techniques.

Again, I'm going to show you what's actually in the *Structure and Style for Students* Year 1, Level A curriculum. This is a Unit two checklist. You can see that there's just one, two dress ups in there. Actually, there's only one dress up. And then as we go along, as we're adding more units, they're adding more stylistic techniques to the checklist. And I'm going to talk about the checklist just in a little bit. I'm just going to show you. Can you see how that's just growing and building? And of course, like I said, we don't go beyond Unit 7 in year one, level A, so I can't show you, but you can see there are a lot of boxes for that students to check.

And so as part of what we're teaching the students is: Check what you do and do what you check. Don't check it off on the checklist. You have to make sure it's in the paper. And we have an indicator system to make it easier for teachers to evaluate it and for students to do what they're told. We want the students to be able to do what they're told.

Alright, so now we're going to get into a little bit about the types of materials we have available. We offer teacher training. Why? Because teachers didn't get a writing methods class. Or maybe just because our method is a little different than everybody else, so we want to teach you how to do it. And we also have student curriculum.

All of our writing curriculum is based on the structure and style approach, so we keep using structure and style in all of our titles. The teacher training course is *Teaching Writing: Structure and Style*. This is a series of nine units plus another expansion on writing about literature. This is for you, the teacher, to learn our method, and it's broken down in an enjoyable way, and plus you get this whole package along with a year of our premium membership.

Then now [look](#), this is *Structure and Style for Students*. So this is for the students. Every student course that we sell has a teacher's manual to accompany it because we want to help you. We're going to provide a teacher's manual. This is student curriculum though.

So here's option one, and this is video-based. So you get a student binder and packet. So you're following Mr. Pudewa as he's teaching the students, and as he's handing out things to the kids, the kids can find out what they need in their notebook and put it in and follow right along with the class. He's very enjoyable, very entertaining.

And then what's included with this is 24 weeks of instruction and weekly lesson plans that are broken down, and I'll show you that in just a second. We actually have now eight plus years of video instruction. If you started in fourth grade, *Structure and Style for Students* Year 1, Level A, you could get all the way through grade 10 and beyond with our material. Sometimes students need to take a little longer because they're having some challenges.

We also have been honored to be used by Christian Halls International, where college credit is available for our *Structure and Style for Students* Year 1, Level C. That's how robust it is. We created it for what we thought was—well and it is, it's appropriate for a high school student—but colleges are using this to offer basic comp for.

They're students. So super excited about that. The year one, I'll show you this in a minute. The year one curriculum, we also bundled together with the teacher training materials so you can save a little money.

We also have the other option. This is student curriculum option two, and this is Writing Across the Curriculum. And so this is no video, but you get a student book, a teacher's manual, and this is 30 weeks of instruction along with weekly lesson plans. This is a pathway.

If you go to IEW.com/pathway, you can see that there are materials available. To you starting as early for writing instruction as early as first grade.

So we don't have video instruction for that young, but we do have, if your students are reading pretty comfortably, they might need some help and are starting to write sentences and you think they're ready to start a writing program. Then we go down as low as first or second grade *Bible Heroes* or *People and Places in Our Community*.

I mentioned our relationship they have that we have with Christian Halls International. I also want to mention that we have a relationship with Hillsdale College. They have several hundred—I don't think it's quite several hundred. I would say yes. There's hundreds of schools across the United States that are using, these are five-day-a-week schools that are using Hillsdale College's K 12 program guide, and they wanted to find a writing curriculum that would align with what they're teaching, and they wanted to use IEW. So we have written curriculum specifically for their use that's available to you today. *Adventures in Writing*, *Frontiers in Writing*, *Discoveries in Writing*. All these, we just finished the last book. It's hot off the press, I should say. And that's *Voyages in Writing*. And so kind of alphabetical, starting in third grade, going all the way up to eighth grade. So honored to be able to partner with Hillsdale College that way.

So where do we recommend you start? Well, first of all, I have to ask you, are you at a school? Are you in a homeschool setting? If you are in a school, the best thing for you to do is contact us. We know that working in a school, whether you're a teacher or a curriculum director or a principal, you need a little bit more consulting, and so we have a team. So when you contact us, either through IEW.com/schools or our email or our phone number, we have highly trained specialists and they can provide details for you that would suit your unique situation. So we have a Schools Department and we're happy to help you.

If you're in a homeschool setting, what we recommend is what we call the premier package, and this includes the teacher training materials, the student videos that I was talking about. Great way to get started. That way you've got someone helping you do the teaching while you're learning it yourself, plus a few other resources that we put in there to make it easier for you to write.

And we offer this at Level A, which is elementary, green. Level B, which is middle school blue, and level C, high school. We like color coding. Have you noticed that? We're kind of color coding thing, so you'll see that as you go to our website, purple High School, your royalty, you've made it to high school. And so that's just the colors that Andrew picked all those years ago.

So implementation is super easy. We break it down for you. This is what you do on Monday, Tuesday, Wednesday, Thursday. Maybe you've got some more work to do on Friday. We just give you, I'm going to give you, again, this is a page from *Structure and Style for Students*, and this is actually, looks like, this is week six.

You're doing a Unit 3 structural model and this just breaks it down. See day one, day two, it gives you what the teachers can do to prepare. So watch a little bit of the teacher training video *Teaching Writing: Structure and Style* because if you watch it ahead of your students, you'll just be a little bit smarter than them.

So the teacher training material, this is what you can watch. What goals are. The suggested daily breakdown. And then we actually break the video into two parts—part one, part two. Most of the time, not always. But then we combine day four and five, and then we include recommendations on *Fix It! Grammar* because we want you to be able to do grammar and composition together. Our grammar program, well, we'll get that a little bit later. After those students have completed the assignment, they self-edit by using the checklist. And then if the parents are able to be involved, then we have the parents or someone else be the editor, make them make a few suggestions, and then they turn it in. And then the teacher then actually provides, using our checklist that I showed you earlier, did you do what we asked you to do? If you, did you get an A, a for accepted if you didn't? Well, you don't get an A. So that's kind of how it works. So what other curricula do we offer?

I spend a lot of time talking about writing curriculum. Believe it or not, one of our hottest selling items is our *Fix It! Grammar* program. You can go to Andrew's website. This is a great talk, *But, But, But. What about Grammar?* How do I teach grammar? And this is such a fantastic program. Helping students learn grammar in 10 to 15 minutes a day in a way that they retain it. It's not just a bunch of worksheets where they use it and then lose it. They don't lose it because they're using it in their writing. It's just dovetails nicely with our writing program.

We also offer a spelling program—also a little bit differently than everybody else. We do a wonderful curriculum called *Linguistic Development through Poetry Memorization*, helping students get content into their brains so that when they're ready to start writing, whether it's tomorrow or two years from now, they've got some rich content in their brain because they've memorized great poems. And this is actually five levels, perhaps even five years of memorized content, including famous speeches.

And then if you've got students that are not quite ready because they're not reading and they're not writing comfortably, then we have a learn to read and write program that we call PAL, Primary Arts of Language, and so we want students to be able to read and write before they start a writing program. What I love about PAL is there's activities, there's games, and there's stickers. That's one. It's a phonics-based program. So of course any good learn to read program is phonics-based. And then the other reason I like is that it gets the students used to and comfortable with some of the language that we use in our structure and style approach to teaching writing. So they're getting on the IEW pathway early. So that's our PAL program.

And then we have a couple of, this one's actually middle school or high school, but this is our *Introduction to Public Speaking*. Our goal is to help students get ready for a competitive

speech and debate if they're interested or not. It's just a great course that your students can take. It's just a one semester course, 12 weeks, and great instruction in there.

And then *University-Ready Writing*. We have had great success over the years. Students have written to us, parents have written to us saying, my student came home with an A on their paper, and the teacher said, this is the professor said, this is the best paper I've ever seen. How did you learn to do this? We hear this over and over and over again, so they're remembering what they learned in school and they're taking it with them to school, which makes us so happy that those stories are being shared.

So can you try IEW for free? Well, obviously if I'm asking the question, the answer is, well, yes, of course. And here it is. We just put it all together super easy for you. If you go to IEW.com/try, you can try it for free. And that has several different resources. Some of our best things— you can try grammar, writing, some of our theme-based books, even a few weeks of *University-Ready Writing, Introduction to Public Speaking*. So a nice way to get a taste of the real deal. This is the real curriculum. A couple weeks that we're giving away free for you.

And as I mentioned earlier, we have a 100% no time limit, satisfaction guarantee on everything we sell. Now, I'm going to say that everything we sell. If you buy it from a reseller—we love our resellers. We love that they're helping us get the message out, but if you decide to return it to us and you bought it from them, we will not give you a hundred percent. We'll still give you your money back, but this is a no time limit. If you ever regret having purchased something from us and you are not satisfied, this is how confident we are that you'll love what it is that we are providing, or at least like it and find it to be easy to use, effective and enjoyable. Not just for you, but for your students.

And we're here to help. We're not a love them and leave them company. We have a newsletter that comes out every month. We offer Premium Membership. Andrew and I do a podcast. We record it. It comes out every week, which we have a pretty good time. And Andrew comes up with some amazing things to talk about that I think you'll find, whether you're teaching your kids at home or you've got them enrolled in school, or you're a teacher in school, some great nuggets and we've got some incredible guests. I just can't, can't even believe how many guests that we get on our show that are renowned. So anyway, just a little ol' us getting some big names on our podcast. Super excited about that.

So then I just wanted to know. Last thing is I'm going to see if I can address these and then maybe I can jump over and see if there are any q and a. The Premier package is out of stock because we have a piece of it that is not quite done. We expect it to be done by the end of this month, so you can buy then. So sorry about that.

Let me just go back. Can a teacher trained in IEW instruct a co-op class without the curriculum videos? This is a very good question that I'm going to attempt to answer. If you, and this is what happens in schools often. A teacher will buy the videos. This is now the student videos, so they've gone through the teacher training. They're good. They know the

method. They want the students to be able to experience the curriculum that's in the *Structure and Style for Students*, but they don't want the students to have to purchase all those videos because the video instruction can be a little more expensive. Just going to be honest, it takes a lot more work for us to create videos, as you can probably imagine. So we're not trying to gouge you, I promise. We're trying to take care of you and take care of our families that work for IEW. Here's the thing.

If you watch that *Structure and Style for Students* video yourself, you can then turn around and teach it to your students the same way that Andrew did. You can even steal his jokes. He'll be happy to have you do that because Andrew starts every video with a joke. Now, if you're doing it a live class, in-person, you can actually show maybe a snippet of those videos in class. If you are teaching an online class, our copyright forbids you from showing those videos online. So this is only for live instruction, but you can teach it yourself, and that's what a lot of schools are doing. They're using the videos as a model for them to imitate so that they can then go ahead and teach it in class.

Okay. Destiny's trying to decide between video and Writing across the Curriculum courses? This is a very good question. There's basically two things that are happening. The videos are going to cost a little more. I mentioned that, but they're going to save you a lot of time because you won't have to do very much preparation other than being able to know enough to be able to grade those papers. But Andrew will be doing most of that teaching for you. The adventures in writing. Is a little bit easier than *Structure and Style for Students* year one, level A. So if you're looking for something a little easier, that might be a good option.

So breaking it up into its smallest possible steps, that's what we love to do. That's what IEW is known for, and especially you've got students who. Have some challenges or, my goodness, he's only eight, going on nine. Just do *Adventures in Writing* and enjoy the ride destiny. That would be my recommendation. And then maybe save the video course for next year. I think you'll enjoy that too. Okay.

Primary Arts of Language. Sorry, Tabitha. I'm just going to jump right into your question. PAL is not the same as *All about Spelling*. Or *All about Reading*. When the author of Powell was working on the course, she decided that the best thing to do was to use an existing spelling program rather than essentially reinventing the wheel.

So we like *All about Spelling*. We use the first edition. So if you were to go to all about spelling and buy *All about Spelling* from them, you will not get the same content that you can get from us. So it's integrated into our curriculum. We are not all about spelling. We are the Institute for Excellence in Writing.

We use *All about Spelling* in our PAL. It's not the same thing. So hope that helps.

They're now in middle school, they used IEW, very bored with ELA classes. The writing assignments are super basic. They keep asking me to teach IEW again over the summer. What are they enjoying it? See, I'm not just saying this, you guys, it's really true.

What do you recommend? Okay, if they're in a program, so you can't actually decide on what they're using. Do you recommend an abbreviated timeframe and do you think they'll be able to jump in at grade level? seventh and ninth grade? Yeah. Honestly, anything you do over the summer and don't, don't try to condense it.

Give them a break, whatever you can do with them to help them spur that creativity on over the summer. Yeah, just I would especially recommend our video course and just ask them. You want to try this? Get that iw.com/try page and just see what they would prefer. Curriculum or reading.

Okay, currently using *All about Spelling*. Kira, these are great questions you guys currently using, *All about Spelling* level two, second and third grade. They are bad spellers. Sorry, it's not going great. Would switching over to Phonetic Zoo be beneficial or too soon? Yeah, you're right on the edge. We recommend starting Phonetic Zoo when they're at grade three, but it is a phonics-based program. And it's independent. So there's kind of built in motivation for them to want to do it. If they get 100%, two days in a row, they get to move on to the next level. And mom, all you have to do is just coach them and maybe give them a little reward every time they get a new level done. So yeah, you could try it. If it doesn't work, you can either save it for next year till they get a little older, but don't frustrate them. If they're struggling with a spelling program—maybe they just need a year or so just to grow up, let their brains grow up a little bit more. Don't frustrate them with their spelling.

Okay. Danielle asked a really good question. What level do you recommend for seventh and eighth graders to start and they've not IEW before? Level B. So you can start with a video course *Structure and Style for Students: Year 1, Level B*. All of our year one video courses assume that your students have not had any IEW experience, but for those that have had IEW experience, the content is interesting enough so that they're going to want to do it.

You can also, if you're using the Hillsdale curriculum, because that's intended to be used in a Hillsdale school, you might want to stay for Adventures. I'm, I'm going to, do, I have to do A, B, C, D, F. Maybe *Frontiers in Writing* might be good for a seventh and eighth grader, and I would just. If you've got a group of kids or if you have multiple siblings, kids that are about the same age, just do it all together. They don't have to have their own writing lesson. Don't make your life more difficult. We want it to be enjoyable for you too, right?

Watching to see what worked best for my son who's in sixth grade with dysgraphia. This is a really good question, Jennifer. What you want to do is go down a level if your children have any type of learning challenges. So sixth grade is a level B, go to level A. There's nothing on the cover that says this is a fifth grade, this is a fourth grade book. You want him to have success because children do not like to do what they don't think they can do. Children like to do what they think they can do. That's why it's so important to build their confidence because that leads to competence.

And so just go back a level, go to level A, find something fun for him to do. That's a level A book and watch him thrive.

So. How much time would it take for a homeschool parent needed to set a time each day for these lessons? Is it daily? Alison, that's a great question. And the answer is they're intended to be done daily. Yes. About four days a week. If you put too much time in between, then you're going to lose some momentum.

So we are a strong proponents of frequent assignments so you can get, depending on the age of your students, as low as 20 minutes a day for primary, maybe add 10 minutes for each day. I would say for high school students, you wouldn't want to spend more than 45 minutes of writing instruction every day, and that's including writing and grammar. But let them read their literature on their own and don't count that it's a part of 45 minutes. I'm going to mention this, I don't think I mentioned this earlier. Our writing curriculum has literature suggestions in it. So if you are using our writing curriculum and our *Fix It! Grammar* program, you are doing a comprehensive full English language arts program because of the literature suggestions that are included in there.

And when you're doing literature, especially with your older kids, you want to do three things. You want to continue reading out loud to them. You want them to read out loud to you, and you want them to self read. So that should always be part of reading from primary all the way up to high school. Not a lot, just a little bit. And especially if you've got younger, the students have younger brothers and sisters. Just have them read out loud to the younger kids and that will help with their public speaking skills because we want them to be excellent public speakers.

Thank you so much for coming. If you want to just go ahead and give us a try for free, we'd love to just join you on this journey of teaching your kids, whether you're in a school, whether you're homeschool, or somewhere in between. We just enjoy partnering with you, and thank you again for being here tonight. God bless you.

Julie Walker: Thanks so much for joining us. If you enjoyed this episode and want to hear more, please subscribe to our podcast in iTunes, Stitcher, or Spotify. Or just visit us each week at IEW.com/podcast. Here you can also find show notes and relevant links from today's broadcast. One last thing: would you mind going to iTunes to rate and review our podcast? This really helps other smart, caring listeners like you find us. Thanks so much.