

# Adventures in Writing

Implementing the Structure and Style® Method

Student Book

First Edition © June 2023  
Institute for Excellence in Writing, L.L.C.

**The purchase of this book allows its owner access to PDF downloads that accompany *Adventures in Writing*. See blue page for details and download instructions. Our duplicating/copying policy for these resources is specified on the copyright page for each of these downloads.**

### **Copyright Policy**

*Adventures in Writing: Implementing the Structure and Style® Method* Student Book

First Edition version 3, June 2023

PDF version 2

Copyright © 2023 Institute for Excellence in Writing

ISBN 978-1-62341-405-4

Our duplicating/copying policy for *Adventures in Writing* Student Book:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

**Home use:** The purchaser may copy this Student Book for use by multiple children within his or her immediate family. Each family must purchase its own Student Book.

**Small group or co-op classes:** Each participating student or family is required to purchase a Student Book. A teacher may not copy from this Student Book.

**Classroom teachers:** A Student Book must be purchased for each participating student. A teacher may not copy from this Student Book.

Additional copies of this Student Book may be purchased from [IEW.com/AIW-S](http://IEW.com/AIW-S)

Institute for Excellence in Writing (IEW®)

8799 N. 387 Road

Locust Grove, OK 74352

800.856.5815

[info@IEW.com](mailto:info@IEW.com)

[Schools@IEW.com](mailto:Schools@IEW.com)

[IEW.com](http://IEW.com)

IEW®, Structure and Style®, and Fix It!® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Contributors

*Sabrina Cardinale*

*Denise Kelley*

*Heidi Thomas*

*Julie Walker*

Designer

*Melanie Anderson*

Illustrator

*Erin Covey*

## UNIT 1: NOTE MAKING AND OUTLINES

**Lesson 1: Nile River, Yangtze River****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:  *dwell, vast*

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

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Nile River.”
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 “Endangered Species of the Yangtze River.”
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. 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 learn to 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 castle. Before the castle was built, someone had to draw plans for the builders. The builders had to follow the plans so that each part of the castle was in its proper place. The royal family would not have wanted a dungeon next to the bedrooms. Each part had to be placed in its own special spot. Each step had to be completed in order to give the castle its proper structure.

In some ways, writing a paper is similar to building a castle. 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.

Write the KWO.

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?



Test the KWO.

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.

Use the KWO for an oral report (optional).

A KWO is used to write a paper. It can also be used to give an oral report.

**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



### Nile River

The Nile River in Africa is the longest river in the world. It begins in the rivers that flow into Lake Victoria, and it empties into the Mediterranean Sea. It flows north through or along ten countries. Every year floods deposit dirt and fine sand, called silt, in the soil along the sides of the river. This silt helps the plants thrive. From space the Nile looks like a green ribbon against the Sahara Desert. Many people depend on it for farming, transportation, and electricity.

## Mechanics

Capitalize proper nouns.

## 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 “Nile River.” Use symbols, numbers, and abbreviations when possible.

There is one line for each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

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

To give an oral report, follow the pattern.

Read     a line of notes.

Think    of a sentence.

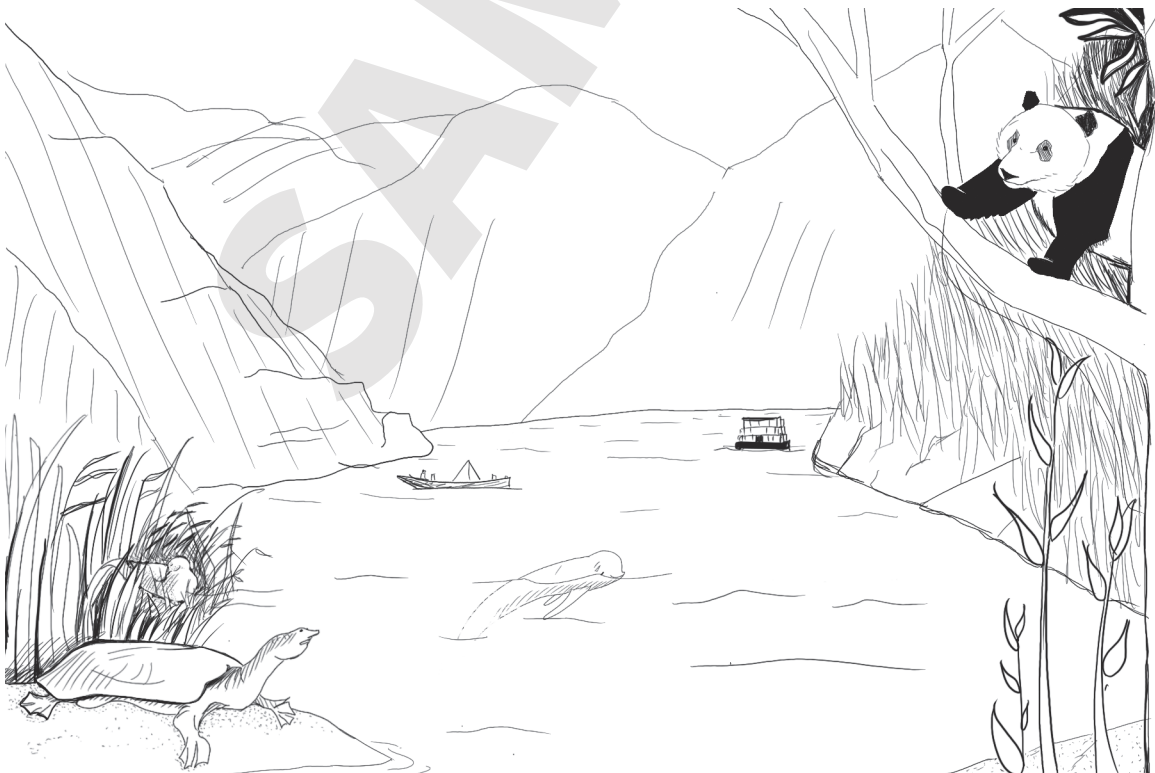
Look up   so your eyes are not on the paper.

Speak    in complete sentences.

## Source Text

### Endangered Species of the Yangtze River

The Yangtze River is home to three of the world's most endangered species of animals. This river in China is the world's third-longest river. The black and white giant panda lives in the bamboo forests around the upper Yangtze River. Finless porpoises dodge boat traffic in the river. The Yangtze giant softshell turtle lives in the lower Yangtze River floodplain. It is nearly extinct. Almost a thousand species of other animals also call this river home.





## 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 “Endangered Species of the Yangtze River.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

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

To give an oral report, follow the pattern.

Read     a line of notes.

Think    of a sentence.

Look up   so your eyes are not on the paper.

Speak    in complete sentences.

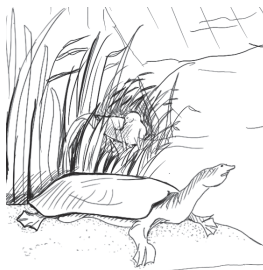
## Vocabulary Practice

**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.



dwell \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



vast \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

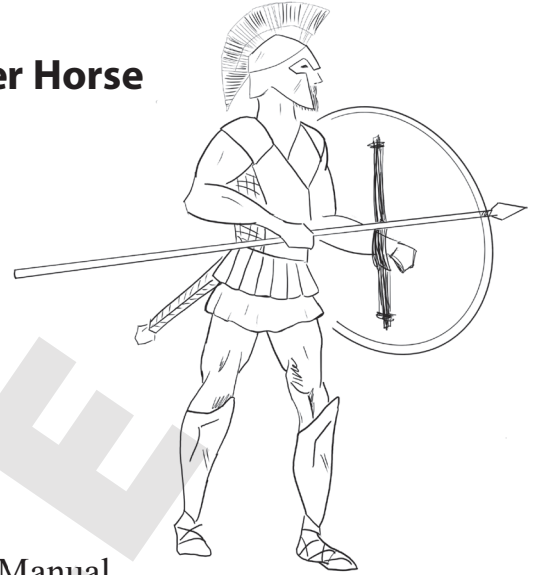
**Think** about the words. Can you use them in your KWOs?

## UNIT 1: NOTE MAKING AND OUTLINES

### Lesson 2: Roman Hoplite, American Quarter Horse

#### Goals

- to practice the Unit 1 structural model
- to create a key word outline (KWO)
- to use new vocabulary words: *organized*, *sprint*



#### 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. Review Introduction to Structure and New Structure in Lesson 1.
3. Read and discuss "Roman Hoplite."
4. Reread the source text and circle two or three key words in each sentence. Remember, the key words are words that tell the main idea of the sentence.
5. Write your KWO and then test it.

##### Day 2

1. Look at the vocabulary cards for Lesson 2. 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

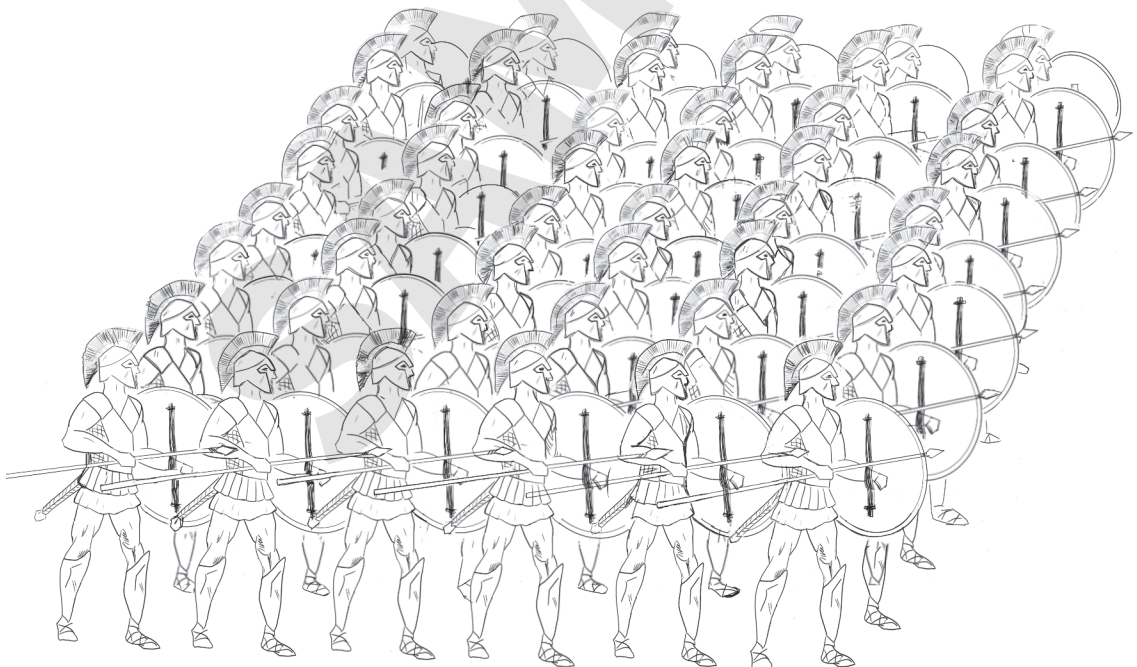
1. Read and discuss "American Quarter Horse."
2. Reread the source text and circle two or three key words in each sentence.
3. Write your KWO and then test it.

##### Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use your KWO and 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.

**Source Text****Roman Hoplite**

The hoplite was a foot soldier in the Roman army. He wore heavy armor and carried a large round shield. During battle hoplites fought with swords and spears. Hoplites marched in a formation called a phalanx. This was a tightly packed group of soldiers six to eight men deep. For defense they interlocked their shields. Working together, the hoplites were able to break through the enemy's lines successfully.

**Mechanics**

Capitalize proper adjectives.

## Key Word Outline

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

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

To give an oral report, follow the pattern.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

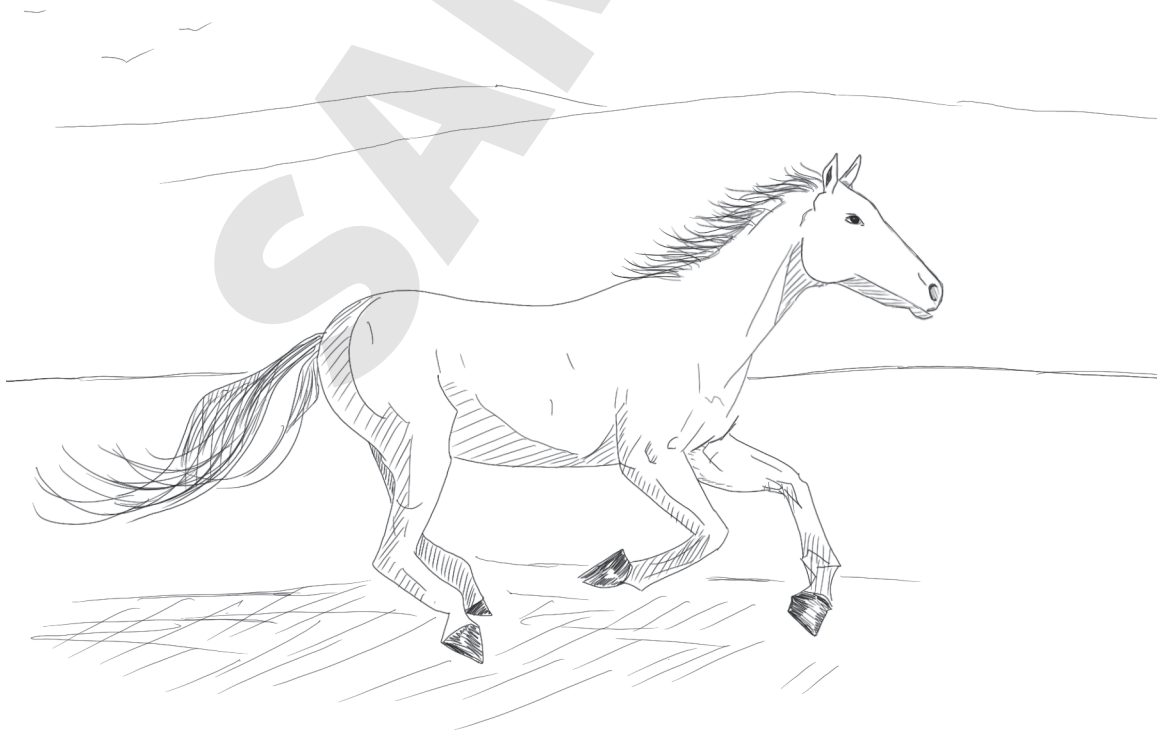
Is it becoming easier for you to retell your notes to someone?

## Source Text

### American Quarter Horse

The American Quarter Horse is a cross between Spanish and English horses. These horses can run up to fifty-five miles per hour for short distances. Because they can run a quarter of a mile faster than other breeds, they are called Quarter Horses.

Farmers and ranchers like Quarter Horses because they can stop suddenly and turn quickly. These motions are helpful for herding cattle. The American Quarter Horse is the most popular horse breed in the United States.



## Key Word Outline

After you have circled two or three key words in each sentence, write your KWO.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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

To give an oral report, follow the pattern.

Read a line of notes.

Think of a sentence.

Look up so your eyes are not on the paper.

Speak in complete sentences.

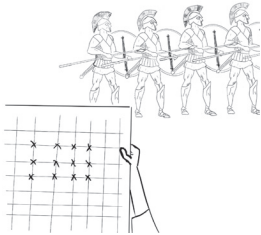
## Vocabulary Practice

**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 part of speech and the definition beside the word.



organized \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sprint \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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



## UNIT 1: NOTE MAKING AND OUTLINES

**Lesson 3: Orchestra and Conductor****Goals**

- to practice the Unit 1 structural model
- to create a 2-paragraph KWO
- to use new vocabulary words: *melodious*, *observe*

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

1. Read and discuss “Orchestra and Conductor.”
2. Reread the first paragraph of the source text and circle two or three key words in each sentence.
3. Write your KWO for the first paragraph.
4. Test your KWO.

**Day 2**

1. Read and discuss “Orchestra and Conductor” again.
2. Reread the second paragraph of the source text and circle two or three key words in each sentence.
3. Write your KWO for the second paragraph.
4. Test your KWO.

**Day 3**

1. Complete Structure Review.
2. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.
4. Using your KWO, practice giving an oral report.

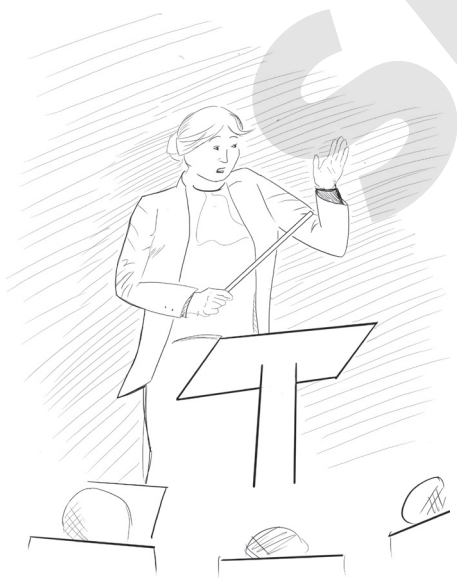
**Day 4**

1. Review the vocabulary words and their meanings.
2. After practicing, use your KWO and give an oral report to a friend or family member. Read. Think. Look up. Speak.

**Source Text****Orchestra and Conductor**

The people who play in an orchestra are seated according to the sound of their instruments. The quiet strings are placed on the front row. With a more powerful sound, the woodwinds and brass sit behind the strings. The French horns are on the right. This helps the sound from their bells to reach the audience. Percussionists stand at the back and the side. The arrangement of the instruments helps to create beautiful music.

The musicians play together by watching the conductor. Conductors lead the musicians with their hands and a baton. They control the speed, volume, and mood of the music. They



may also use facial expressions to guide the orchestra. They can raise their eyebrows, scowl, or smile. A conductor must read many lines of music at one time. The musicians must pay close attention to the conductor.

## Key Word Outline

The KWO begins with a Roman numeral. Each Roman numeral represents one paragraph. Write the note for the first sentence of the first paragraph next to Roman numeral I.

I. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Write the note for the first sentence of the second paragraph next to Roman numeral II.

II. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Test the KWO.

## 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?

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 3 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.

The \_\_\_\_\_ sound of the bells reaches the audience.

Musicians \_\_\_\_\_ the conductor to play their instruments.

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