

Frontiers in Writing

Implementing the Structure and Style® Writing Method

Teacher's Manual

First Edition © June 2024
Institute for Excellence in Writing, L.L.C.

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Frontiers in Writing: Implementing the Structure and Style® Method Teacher's Manual

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PDF version 2

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Lesson 1: Great Lakes, Lake Superior

Preparation:	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 1: Note Making and Outlines. At IEW.com/twss-help reference the TWSS Viewing Guides.
Structure:	Unit 1: Note Making and Outlines Introduction to Structure
Style:	no new style
Subject:	Great Lakes

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Great Lakes, Lake Superior

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: *immense*, *vicious*

Assignment Schedule

Day 1

1. Read Introduction to Structure and New Structure—Note Making and Outlines.
2. Read “Great Lakes.” Read it again and write a key word outline (KWO).
3. 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 “Lake Superior.” Read it again and write a KWO.
2. Try to add one vocabulary word to your KWO.
3. Test your KWO. If a note is unclear, check the source text and fix your KWO.

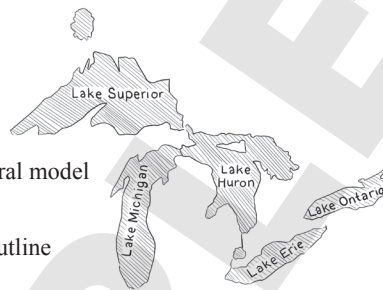
Day 4

1. Review the vocabulary words.
2. Complete Structure Review.
3. 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 the oral report in class.

Literature Suggestions

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

Lesson 1: Great Lakes, Lake Superior



Unit 1

Students will benefit from reading the source text and beginning KWOs with a teacher. Teachers should plan to teach New Structure, New Style, and introduce the vocabulary words.

UNIT 1: NOTE MAKING AND OUTLINES

Introduction to Structure

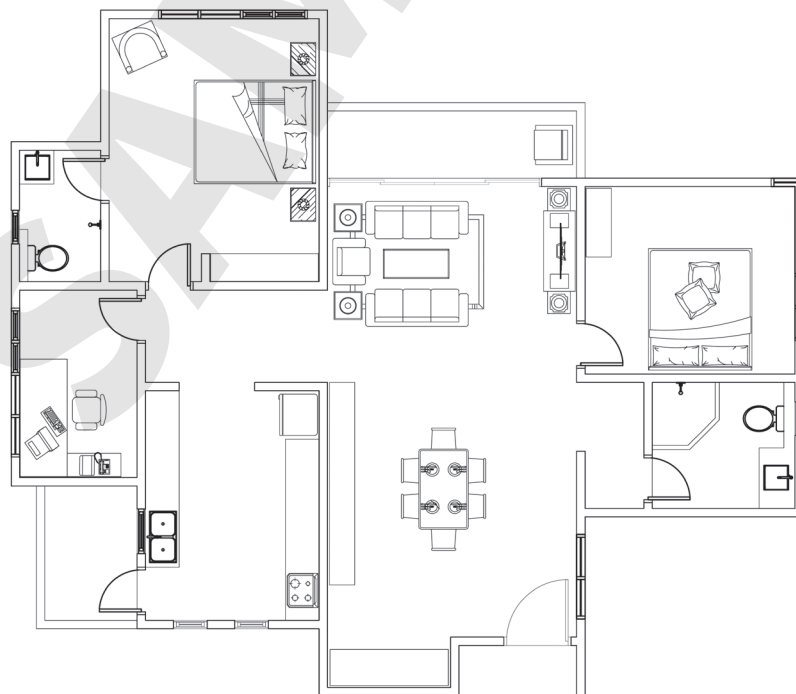
In this book you will learn ways to make your writing more enjoyable to read. You will learn to write with *structure* and with *style*. This lesson explains structure.

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 house. Before a house is built, someone had to make blueprints for the designers. The builders had to follow the plans so that each part of the house was in its proper place. The walls could not be built before the foundation was poured. The roof could not be put on before the frame was finished. Each step had to be completed in order to give the house its proper structure.

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

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?

ppl → CA ++ 123 H₂O  \$

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 helps you organize your thoughts. 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.

Using the KWO

The primary purpose of the KWO is to write a paper. Students test the outline to ensure the key words can be used to write a sentence.

The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

When students test the outline, they will look at the words on each line as they form complete sentences. If a note is unclear, students should look at the source text and fix the outline.

A secondary use of the KWO is to give an oral report. Do not have students practice this activity until the outline works.

When students use the KWO to give an oral report, they should follow the process: Read. Think. Look up. Speak.

Andrew Pudewa teaches, "You may look at your notes, and you may speak to your audience, but you may not do both at the same time."

Encourage students to use symbols, numbers, and abbreviations.

A symbol is legal if it can be written in less time than it takes to write the word.

Symbols → = to/across/next ++ = many/more/several

H₂O = water  = sun \$ = money

Numbers 123 = numbers

Abbreviations ppl = people CA = Canada

Source Text

Great Lakes

The Great Lakes form the largest group of freshwater lakes in North America.

Covering 750 miles from east to west, the Great Lakes border eight U.S. states and one Canadian province. They are called *great* because of their size. Although each lake is a separate body of water, smaller lakes, rivers, streams, canals, locks, and straits connect the five lakes. As a result, their waters flow together in one big system. The Great Lakes contain more than 20% of the world's surface freshwater. Because of their vast size and sea-like characteristics, they are often referred to as inland seas.

Read and Discuss

As you read the source text, define words students may not know.

Show students where the Great Lakes are located on a map.

Locate Key Words

Model how to find key words. Reread the first sentence. Ask your students what words are main idea words. The words chosen for this sample are *largest*, *freshwater*, *lakes*, *NA*; however, students may pick different words.

Have students circle two or three key words in each sentence of the source text.

Sentence by sentence, repeat the process by questioning and circling as students give key word suggestions.



Mechanics

Capitalize *north*, *south*, *east*, and *west* when they refer to a region or proper name. Do not capitalize these words when they indicate direction.

The KWOs in the Teacher's Manual are only samples. Every class and each student will have unique outlines.

Sample

Lesson 1: Great Lakes, Lake Superior

Key Word Outline

On the lines below, write two or three key words from each sentence of the source text. Choose words that help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations when possible. They do not count as words. Be sure you can remember what they mean.

- I. largest, freshwater, lakes, NA
1. 750 mi, E → W, border, 8 US states, 1 CA province
2. called, great, size
3. lakes + rivers, connect, 5 GL
4. waters, flow, 1, system
5. 20%, world, surface, freshwater
6. referred, inland, seas

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.

Use your KWO 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.

Writing the KWO

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *Great Lakes* is the title, simply write *GL* when writing the KWO.

Encourage students to correctly capitalize and spell as they write their KWOs.

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

Using the KWO

Students test the outline to ensure the key words can be used to write a sentence.

The test is not of the student but of the outline. Every outline should be tested to ensure a paper can be written.

On Day 1 students write and test the KWO.

On Day 2 students can use the KWO to practice giving an oral report.

Read and Discuss

As you read the source text, define words students may not know.

Show students where Lake Superior is located on a map.

Locate Key Words

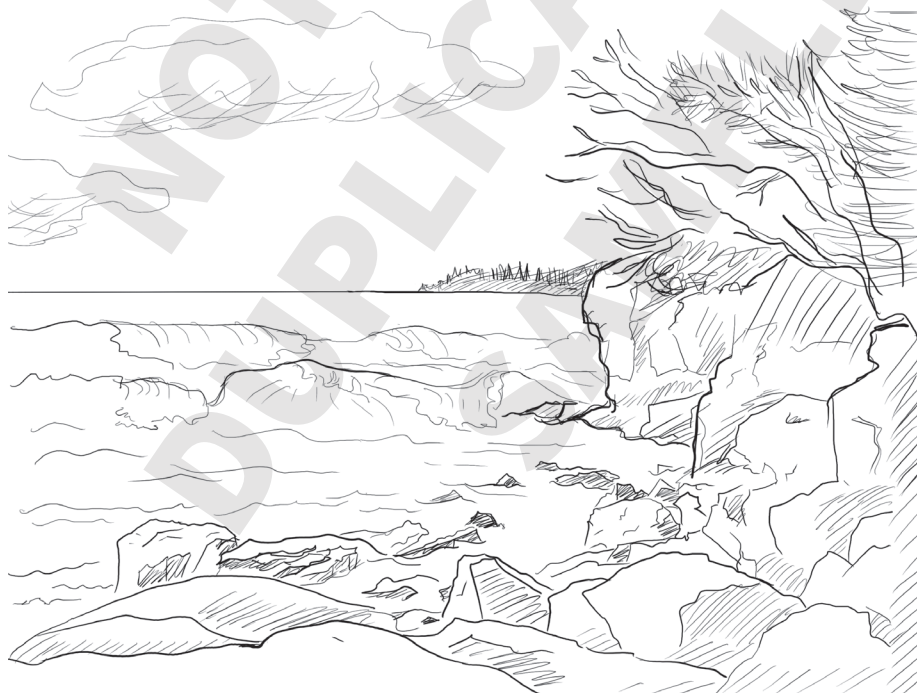
Model how to find key words. Reread the first sentence. Ask your students what words are main idea words. The words chosen for this sample are *largest*, *deepest*, *coldest*, *GL*; however, students may pick different words.

Sentence by sentence, repeat the process by questioning and circling as students give key word suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**Lake Superior**

Lake Superior is the largest, deepest, and coldest of the Great Lakes. It contains half of the water of the five lakes, and its crystal-clear waters can be very dangerous. Over five hundred shipwrecks rest on the bottom of this enormous inland sea. Strong currents and rocky shores make navigation difficult. Because the weather on the lake can change quickly, storms rise unexpectedly. In 1975 large waves sunk the *SS Edmund Fitzgerald*, a large iron ore-carrying ship. All twenty-nine people on board died. This shipwreck is a reminder of the power of nature.

**Mechanics**

Italicize names of ships. If a report is handwritten, underline the ship name.

Sample

Lesson 1: Great Lakes, Lake Superior

Key Word Outline

On the lines below, write two or three key words from each sentence of the source text. Choose words that help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations when possible.

- I. largest, deepest, coldest, GL
1. contains, 1/2, H₂O, 5 lakes, dangerous
2. 500+, shipwrecks, bottom
3. currents, shores, navigation, ☹️
4. weather, change = storms
5. 1975, SS Edmund Fitzgerald, sunk
6. all, 29 people, died
7. reminder, power, nature

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.

Use your KWO 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.

Writing the KWO

Train students to use numerals on the KWO. Numerals are always faster than spelling the word.

Proper nouns such as *SS Edmund Fitzgerald* count as one key word. Encourage students to correctly capitalize and spell these words as they write their KWOs.

Using the KWO

Telling back the KWO is an important step in the prewriting process.

On Day 3 students write and test the KWO.

On Day 4 students can use the KWO to practice giving an oral report.

Vocabulary

Students study vocabulary to become better thinkers, speakers, and writers.

Print the vocabulary cards for Lesson 1. Hold up the cards. Read each definition and ask your students to guess which word it matches by looking at the pictures.

Allow students to use derivatives (forms) of words.

The sample sentences are, of course, only suggestions. If students ask for help, offer an idea. Listen as they read their sentences aloud.

Structure Review

Key words are the most important words that tell the main idea.

Two or three words can be placed on a KWO line.

Symbols, numbers, and abbreviations are free.

After you write a KWO, you have to test it.

UNIT 1: NOTE MAKING AND OUTLINES

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.

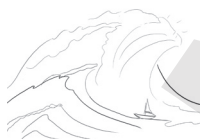


immense _____

The Great Lakes are called inland seas because

they are immense.

vicious _____



Vicious storms rise on the Great Lakes.

Think about the words and their meanings. 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?

Lesson 2: One Billion

Preparation: *Teaching Writing: Structure and Style*
Watch the sections for Unit 2: Writing from Notes.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Structure: Unit 2: Writing from Notes

Style: Introduction to Style
-ly adverb

Subject: one billion

Lesson 2: One Billion

UNIT 2: WRITING FROM NOTES

Lesson 2: One Billion

Goals

- to learn the Unit 2 Writing from Notes structural model
- to write a 1-paragraph summary
- to add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to use new vocabulary words: *accurately, methodically*

Assignment Schedule

Day 1

1. Play Build-a-Man. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read New Structure—Writing from Notes and answer the questions.
3. Read Mechanics.
4. Read "One Billion." Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Learn about dress-ups. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. Underline one -ly adverb. You may use more than one, but only underline one. If you use vocabulary words, label them with (voc). Check each box as you complete each requirement.

Day 3

1. Review the vocabulary words and their meanings.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist.
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 from this consumable book.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

Unit 2

In Unit 2 students use the KWO to write a summary paragraph. As you model writing from the KWO, stress the importance of writing in your own words.

Build-a-Man

See Appendix IV for game directions. For this lesson use the following phrases and bonus questions:

VIOLENT Bonus: What is the vocabulary word? *vicious*. Can you finish the definition? *or severe*

THREE KEY WORDS Bonus: In addition to two or three key words, what may you write on each line of a KWO? *symbols, numbers, and abbreviations*

Exemplar

The Exemplars file contains a student's completed assignment for Lesson 2. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Proper formatting not only enhances readability and overall presentation but also is necessary for submitting homework electronically. As you teach students keyboarding skills, train them to format a paper properly. Students whose final drafts are typed should know how to do four things.

1. Choose a font and font size. Times New Roman, 12-point font with 1-inch margins is standard.
2. Set the line spacing to double. Do not allow students to insert additional enters before or after a paragraph.
3. Center a title using the center command, not spaces or tabs.
4. Begin a paragraph by pushing enter and, if necessary, using the tab key to indent the first line.

Writing from Notes

In Unit 2 students write summary paragraphs. Do not worry if their paragraphs are similar to the source texts. This will change when students advance to other units.

UNIT 2: WRITING FROM NOTES

New Structure

Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write from key word notes, you may use your own words, sentences, and ideas.

This is the first sentence of the source text:

One billion is a massive number used to describe population, space, and money.

Your key word notes may look something like this:

I. massive, #, population, space, \$

Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence. Use a thesaurus for help.

Here is an example: One billion is a massive number used to count people, stars in space, and money.

Answers will vary.

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.

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.

Mechanics

Numbers

Use number words and numerals correctly.

Words	numbers expressed in one or two words	twenty, fifty-three one billion	
	ordinal numbers	first, second, third	
Numerals	numbers that use three or more words	123	204
	numbers mixed with symbols	\$500	40%
	dates (Do not include st, nd, rd, or th.)	AD 80 January 1, 1950	

Editing

When editing, Andrew Pudewa says, “Hands on structure and style, hands off content.” Make the paper grammatically legal; however, refrain from meddling with content.

Mechanics

The mechanics rules listed in this book follow guidelines provided in *Fix It! Grammar*, which aligns with the *Chicago Manual of Style*.

UNIT 2: WRITING FROM NOTES

Source Text**One Billion**

One billion is a massive number used to describe population, space, and money. One billion is written with nine zeros after the one. It is one thousand times larger than one million. If a person counted one number every second without stopping, it would take more than thirty-one years to count to one billion. Approximately eight billion people live in the world. Astronomers estimate that one hundred billion stars exist in the Milky Way. Many people dream of having one billion dollars, but few do. In fact, fewer than one thousand Americans are billionaires.

Read and Discuss

Read the source text with your students and ask questions to get them thinking about the information. It is also important to make sure students understand words in the text that may be unfamiliar to them.

1,000,000,000

Mechanics

Contractions are not used in academic writing.

*Sample***Key Word Outline**

Write two or three key words from each sentence of the source text. Use symbols, numbers, and abbreviations when possible.

- I. massive, #, population, space, \$
1. written, 1 + 9 zeros
2. 1,000 Xs, larger, 1 million
3. count, 1 #/second, = 31 yrs
4. ~ 8 billion, ppl, live, world
5. astronomers, 100 billion, ★★, Milky Way
6. ppl, dream, \$1,000,000,000, few, do
7. fewer, 1000, Americans = billionaires

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

If you plan to use 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.

Reminder

Symbols, numbers, and abbreviations are free.

Using them allows room for other key words.

= number

\$ = money

Xs = times

yrs = years

~ = approximately

ppl = people

★★ = stars

Writing from Notes

Students should write from the KWO. One note may become two or more sentences, or two notes may become one sentence.

UNIT 2: WRITING FROM NOTES

New Style**Style**

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. Just as there are many styles of clothes, there are many styles of language. Below are two sentences that say the same thing but with different styles.



Astronomers watch stars.

Astronomers use telescopes to study and analyze stars.

You probably like the second sentence better because it is more descriptive. Readers cannot see, hear, or feel what is in your mind. You must fill in the details with descriptive words. The IEW elements of style give you the tools you need to create strong images or feelings.

Dress-Ups

Dress-ups help you “dress up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To show you have added a dress-up to a sentence, you should underline it. You may use more than one of a specific type of dress-up in a paragraph but only underline one of each type in each paragraph.

-ly Adverb Dress-Up

In this lesson you will learn the first dress-up: -ly adverb.

An -ly adverb is an adverb that ends in -ly. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done.

Notice how the -ly adverbs change the meaning of this sentence:

The boy counted.

The boy counted excitedly.

The boy counted droningly.

Now you choose an -ly adverb.

The boy counted _____.



From now on, include an -ly adverb in each paragraph you write. Mark the -ly adverb by underlining it.

-ly Adverb

Students benefit from looking at word lists. A longer list of -ly adverbs can be found on the *Portable Walls™ for Structure and Style® Students* as well as the IEW Writing Tools App.

From this point forward students should include one -ly adverb in each paragraph they write. Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

This dress-up now appears on the checklist.

Style Practice

-ly Adverb Dress-Up

You must include an -ly adverb in each paragraph you write. Use the list found in this lesson, on the *Portable Walls™ for Structure and Style® Students*, or on the IEW Writing Tools App.

What -ly adverbs could express . . .

1. how people describe population, space, and money?

accurately, precisely, clearly

2. how a billion is written?

methodically, carefully, neatly

3. how a person would count to one billion?

wearily, systematically, constantly

4. how astronomers estimate?

intelligently, scientifically, calculatingly

5. how people dream?

foolishly, fancifully, desperately

Look at your KWO and consider -ly adverbs to include in your paragraph.

-ly Adverbs

accurately

boldly

bravely

carefully

clearly

confidently

constantly

desperately

eventually

fairly

foolishly

frequently

intelligently

intricately

mercifully

methodically

precisely

regularly

scientifically

securely

systematically

thoroughly

usually

wearily

wisely

Suggested Answers

To model strong word choices, the suggested answers have come from a thesaurus.

Vocabulary

Students may use vocabulary words from any lesson if they desire. *Accurately* and *methodically* are vocabulary words.

UNIT 2: WRITING FROM NOTES

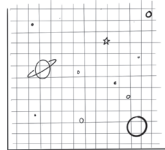
Vocabulary Practice

- 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 each word.



accurately _____

adverb; free from mistakes or errors



methodically _____

adverb; done in a careful and organized way

Think about the words and their meanings. 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. If the word is an -ly adverb, it can count as an -ly adverb and a vocabulary word.

Vocabulary

Encouraging students to use new words expands their vocabulary. However, the vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

Before students begin to write, preview the checklist. This ensures that the students understand expectations.



Lesson 2: One Billion

Unit 2 Composition Checklist

Lesson 2: One Billion

Writing
from
Notes

Name: _____



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

STRUCTURE

- | | | |
|---|-------|--------|
| ☐ name and date in upper left-hand corner | _____ | 10 pts |
| ☐ composition double-spaced | _____ | 10 pts |
| ☐ title centered | _____ | 25 pts |
| ☐ checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE

11 Dress-Ups (underline one of each) (30 pts each)

- | | | |
|-------------------------------------|-------|--------|
| ☐ -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

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

VOCABULARY

- | | | |
|--|-------|--|
| ☐ vocabulary words – label (voc) in left margin or after sentence | _____ | |
|--|-------|--|

Total:	_____	100 pts
Custom Total:	_____	pts

Checklist

In each lesson students are directed to give their editors a rough draft with the completed checklist attached. The back sides of all checklists are blank so they can be removed from the Student Book.

Reproducible checklists are included in the downloads that came with this book. See blue page.

The box under style indicates one paragraph. Students should include and mark one -ly adverb.

Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

The vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

Instruct students to tear the checklist out of the book so that they can use it while writing. Train students to check what they do and do what they check.

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

Lesson 3: Halley's Comet

Structure: Unit 2: Writing from Notes
Style: no new style
Subject: Halley's Comet

Lesson 3: Halley's Comet

UNIT 2: WRITING FROM NOTES

Lesson 3: Halley's Comet

Goals

- to practice the Units 1 and 2 structural models
- to write a 1-paragraph summary
- to use new vocabulary words: *intricately*, *sighting*

Assignment Schedule

Day 1

1. Play Build-a-Man.
2. Read "Halley's Comet." Read it again and write a KWO.

Day 2

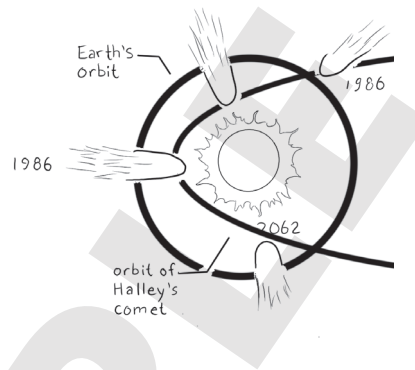
1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

1. Review the vocabulary words and their meanings.
2. Finish writing your paragraph.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together.



Build-a-Man

Use the following phrases and bonus questions:

METHODICALLY
 Bonus: Define this vocabulary word.
Done in a careful and organized way.

STYLE Bonus: Which dress-up must you add to your writing?
-ly adverb

Motivate

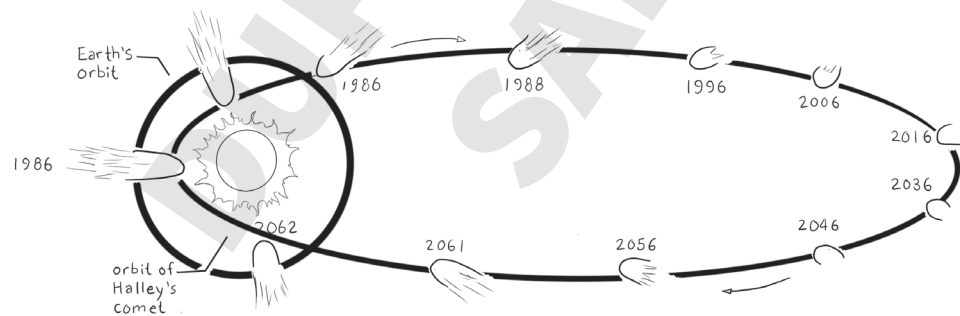
When students turn in their final drafts, read some of their compositions aloud. Clap for them! It motivates writers to hear their pieces being read aloud. This is why we write—for an audience.

Source Text**Halley's Comet**

Halley's Comet appears on a reliable timeline because it is closer to the Earth than other comets. In 1705 Edmond Halley discovered that the three comet sightings in 1531, 1607, and 1682 were the same comet. Halley calculated that the comet appeared every seventy-six years. The most famous appearance of Halley's Comet happened shortly before the invasion of England by William the Conqueror. To honor the occasion, William had the picture story of the comet's appearance woven into the Bayeux Tapestry. Another well-known appearance happened in 1835, the year the writer Mark Twain was born. In 1909 Twain correctly predicted that he would die in 1910 when Halley's Comet returned. The comet last made an appearance in 1986, and it is expected to return in 2061.

Read and Discuss

Throughout this book, students will benefit from reading the source text and beginning KWOs with a teacher.



Sample

Lesson 3: Halley's Comet

Key Word Outline

Write two or three key words from each sentence of the source text. Use symbols, numbers, and abbreviations when possible.

- I. _____ *HC, reliable, closer, Earth*
1. _____ *1705, Edmond Halley, 3, sightings = 1 comet*
2. _____ *H, calculated, comet, every, 76 yrs*
3. _____ *appearance, invasion, William the Conqueror*
4. _____ *picture, woven, Bayeux Tapestry*
5. _____ *1835, appearance, Mark Twain, born*
6. _____ *1909, MT, predicted, die, 1910, HC, returned*
7. _____ *last, appearance, 1986, return, 2061*

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

If you plan to use your KWO to give an oral report, follow the pattern.

- R ead _____ a line of notes.
- T hink _____ of a sentence.
- L ook up _____ so your eyes are not on the paper.
- S peak _____ in complete sentences.

Reminder

Students should write two or three key words per line. Proper nouns such as Edmond Halley, William the Conqueror, Bayeux Tapestry, and Mark Twain count as one key word.

Students should use symbols, numbers, and abbreviations. After writing Edmond Halley the first time, write *H*.

UNIT 2: WRITING FROM NOTES

Style Practice**-ly Adverb Dress-Up**

Write a few ideas for an -ly adverb dress-up on the line below each sentence. Choose your favorite to write on the blank in the sentence. Use the list on page 25 or your vocabulary words. You can also look at the lists on the *Portable Walls for Structure and Style Students* or the IEW Writing Tools App.

1. Halley _____ *methodically* _____ calculated the comet's appearances.

-ly adverbs _____ *carefully, painstakingly, meticulously, methodically* _____

2. The comet _____ *consistently* _____ appears every seventy-six years.

-ly adverbs _____ *regularly, repeatedly, routinely, consistently* _____

3. The picture of Halley's Comet is _____ *intricately* _____ woven in the Bayeux Tapestry.

-ly adverbs _____ *beautifully, intricately, elaborately, elegantly* _____

Look at your KWO and consider -ly adverbs to include in your paragraph.

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.

Artists _____ *intricately* _____ wove pictures of Halley's Comet in the tapestry.

The numerous _____ *sightings* _____ were of the same comet.

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

-ly Adverb

To model strong word choices, the suggested answers have come from a thesaurus.

Vocabulary

Students may use derivatives (forms) of words.

As you grade, make sure students are using the KWO to write the paper. There should be a direct relation between the KWO and the finished composition.



Lesson 3: Halley's Comet

Unit 2 Composition Checklist

Lesson 3: Halley's Comet

Writing
from
Notes

Name: _____



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

STRUCTURE

- | | | |
|---|-------|--------|
| ☐ name and date in upper left-hand corner | _____ | 10 pts |
| ☐ composition double-spaced | _____ | 10 pts |
| ☐ title centered | _____ | 25 pts |
| ☐ checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE

11 Dress-Ups (underline one of each) (30 pts each)

- | | | |
|-------------------------------------|-------|--------|
| ☐ -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

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

VOCABULARY

- | | | |
|--|-------|--|
| ☐ vocabulary words – label (voc) in left margin or after sentence | _____ | |
|--|-------|--|

Total:	_____	100 pts
Custom Total:	_____	pts

Checklist

Remind students that they must format their final drafts by following the directions on page 20.

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. **EZ-1**

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE