

# Investigations in Writing

Implementing the Structure and Style® Writing Method

Student Book

First Edition © January 2025  
Institute for Excellence in Writing, L.L.C.

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

First Edition, January 2025

PDF version 2

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ISBN 978-1-62341-419-1

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## UNIT 1: NOTE MAKING AND OUTLINES

**Lesson 1: History of Maps, Mercator Projection****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: *cartographer*, *distorted*

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

1. Read Introduction to Structure and New Structure—Note Making and Outlines.
2. Read “History of Maps.” 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 “The Mercator Projection.” 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.

## Introduction to Structure

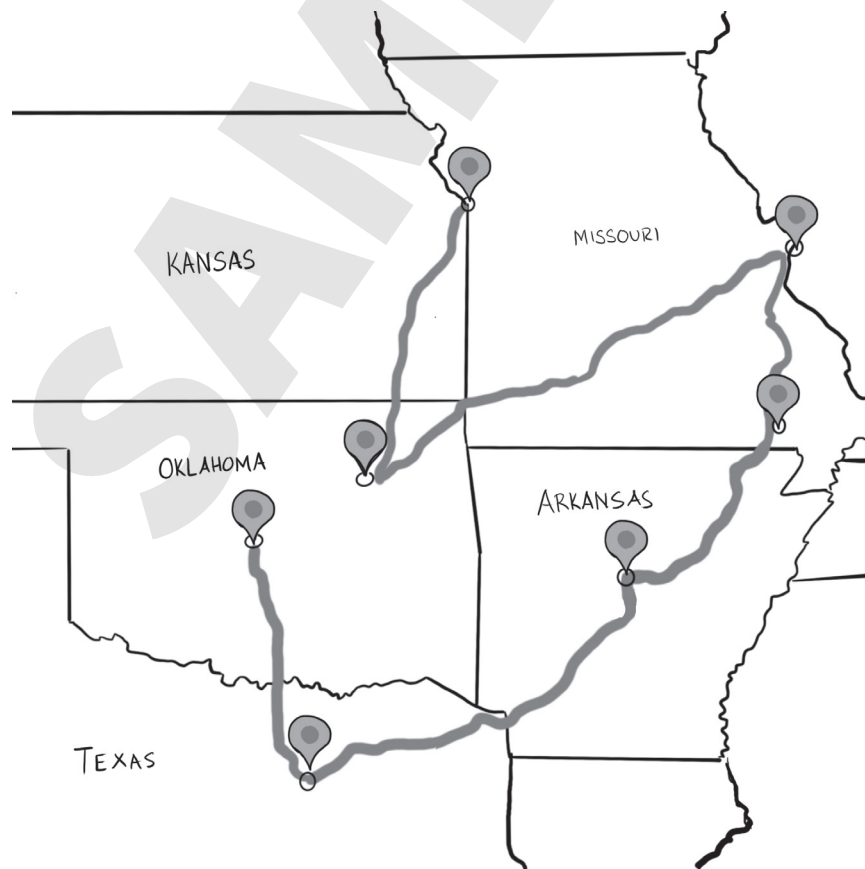
In this book you will learn ways to make your writing more enjoyable to read. You will learn to write with *structure* and with *style*. This lesson explains structure.

### 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 planning a trip. Before a trip is taken, someone had to create an itinerary, a plan, for the travelers. The travelers have to follow the itinerary so that each part of the trip is in its proper place. The destinations must be visited in a specific order. If you begin in New York, you must visit South Carolina before Florida. The suitcases should be packed before the trip begins. The hotels must be booked before the activities can be enjoyed. Each step has to be completed in order to give the trip its proper structure.

In some ways, writing a paper is similar to planning a trip. 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



NA

++

123



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.

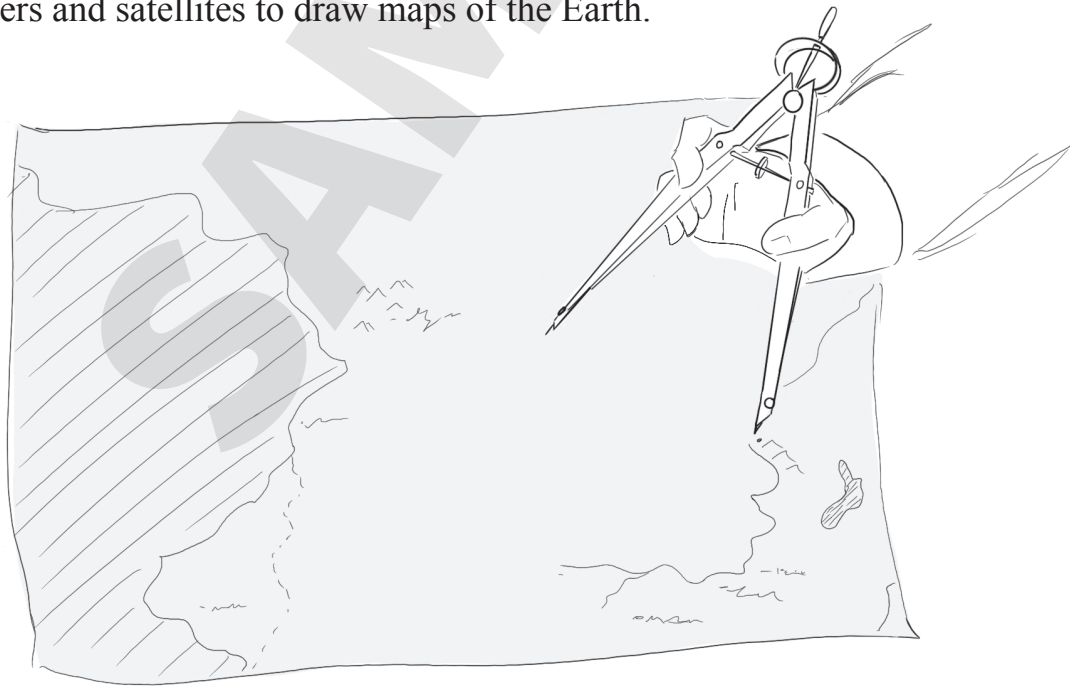
**Think** of a sentence.

**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.

**Source Text****History of Maps**

People have drawn maps of the Earth for centuries. The oldest known maps were carved in clay and hardened in the sun by people from the ancient Babylonian civilization. In the second century, the ancient Greek geographer Ptolemy designed lines of latitude and longitude to draw maps of the known world. Eventually, European explorers and cartographers drew maps of new coast lines of the lands they found. To navigate their ships, explorers used special instruments to determine direction and distance on their maps. When English settlers arrived in North America, John Smith drew the first maps of Virginia and New England. As explorers such as Lewis and Clark traveled west and surveyed the new land, they measured and recorded details to make maps. Nowadays cartographers use computers and satellites to draw maps of the Earth.

**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.

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

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.

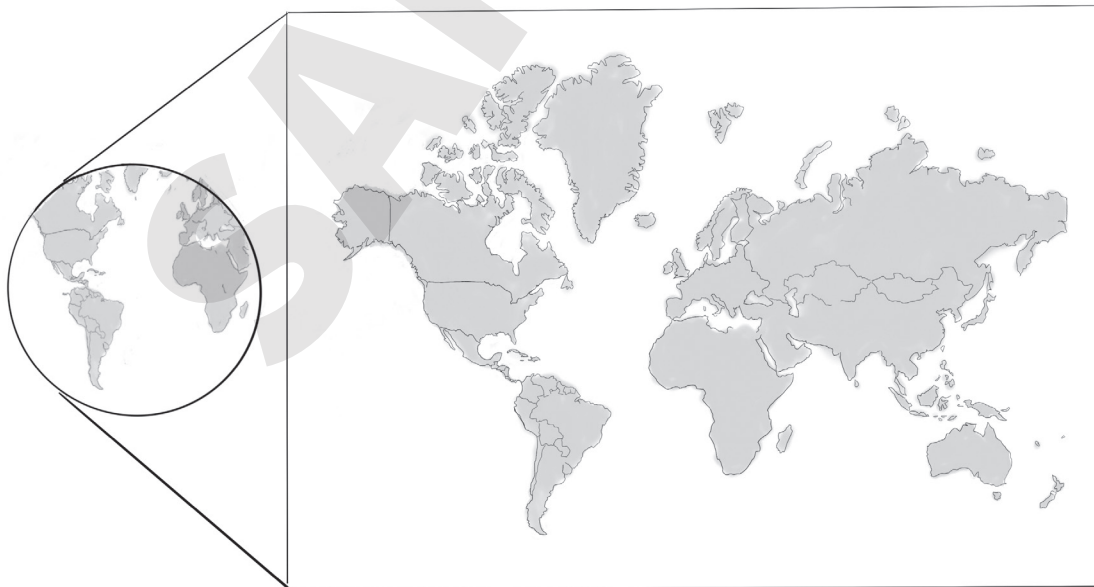
**Think** of a sentence.

**Look up** so your eyes are not on the paper.

**Speak** in complete sentences.

**Source Text****Mercator Projection**

A globe is the most accurate representation of the Earth because it is a sphere. A projection is a method of drawing the round Earth on flat paper. However, it is not possible to accurately represent the curved surface of the Earth on a flat map. As cartographers draw maps on paper, some of the land they draw becomes distorted, making navigation difficult. In 1569 a Flemish cartographer named Gerardus Mercator designed a map with straight lines to help sailors navigate their ships. The Mercator projection shows the true shape of land areas although lands near the North and South poles appear much larger than they really are. For example, on a Mercator projection, Greenland is eight times larger than on a globe. Countries closer to the equator have more accurate sizes. Although the Mercator projection is not perfect, it remains one of the most popular maps shown in atlases.

**Mechanics**

The first time you write a name, write the first and last name.  
After the first time, write the first and last name or only the last name.



## 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. \_\_\_\_\_

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

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

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

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

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

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

7. \_\_\_\_\_

8. \_\_\_\_\_

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.

## 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.



cartographer \_\_\_\_\_

---



---



distorted \_\_\_\_\_

---



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**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?

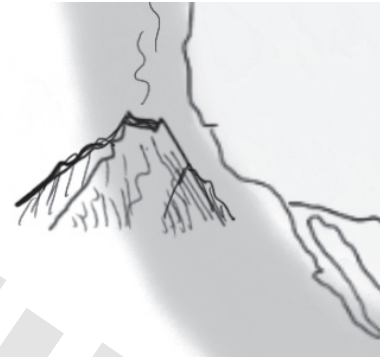
When you write a KWO, what are free?

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

## UNIT 2: WRITING FROM NOTES

**Lesson 2: Ring of Fire****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: *approximately*, *continually*

**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 “Ring of Fire.” 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.

## 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:

The Earth's crust is made of seven major and eight minor tectonic plates, which fit together like a puzzle.

Your key word notes may look something like this:

I.  , *crust*, ++ *tectonic plates*

### 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: The Earth's crust is made of several tectonic plates.

### 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

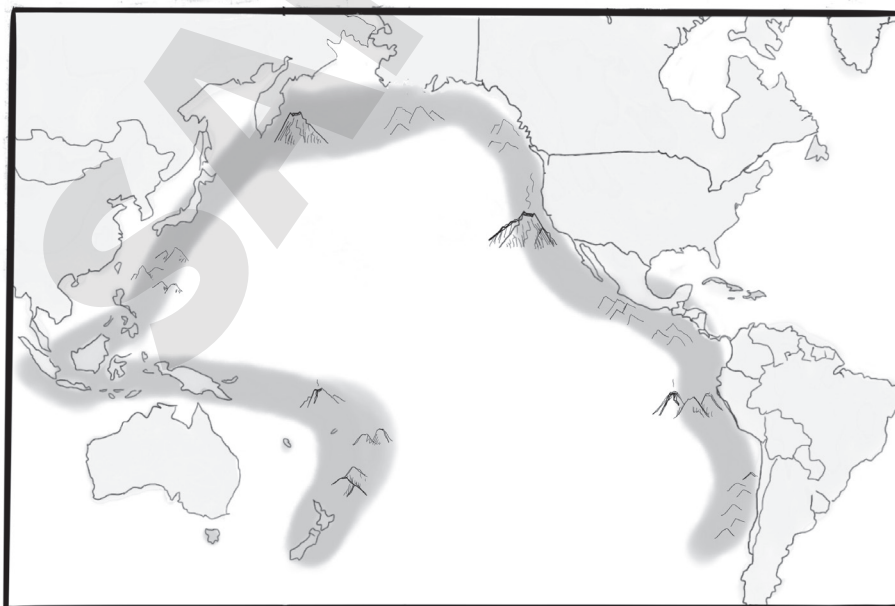
### Numbers

Use number words and numerals correctly.

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

**Source Text****Ring of Fire**

The Earth's crust is made of seven major and eight minor tectonic plates, which fit together like a puzzle. These massive plates are often shifting above and beneath each other. As the plates slide together and pull apart, powerful earthquakes, volcanoes, and tsunamis can occur. The largest tectonic plate lies beneath the Pacific Ocean. Surrounding this massive plate is a 25,000-mile chain of volcanoes, which stretches from the tip of South America along the coast of North America through Japan to New Zealand. This region is known as the Ring of Fire since these volcanoes frequently erupt. Nearly 75% of the world's volcanoes and 90% of all earthquakes happen along this horseshoe-shaped ring. The continual movement of the tectonic plates not only triggers natural disasters but over time changes the size of the oceans and shapes of the continents.

**Mechanics**

Capitalize *Earth* when it refers to the planet.

Do not capitalize *earth* when it refers to land or soil.

**Key Word Outline**

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

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

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

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

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

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

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

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

7. \_\_\_\_\_

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.

## 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.



An earthquake moved the earth.

A violent earthquake shook the earth, destroying the entire town.

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:

Volcanoes erupt.

Volcanoes erupt continually.

Volcanoes erupt occasionally.

Now you choose an -ly adverb.

Volcanoes erupt \_\_\_\_\_.



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



## 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 tectonic plates fit together like a puzzle?

---



---

2. how the tectonic plates shift?

---



---

3. how earthquakes occur?

---



---

4. when volcanoes erupt?

---



---

5. how volcanoes erupt?

---



---

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

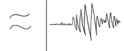
## Vocabulary Practice

**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.

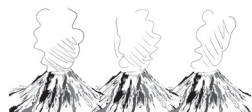
**Write** the part of speech and the definition beside each word.



approximately \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



continually \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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.



## Unit 2 Composition Checklist

### Lesson 2: Ring of Fire

Writing  
from  
Notes

Name: \_\_\_\_\_

Institute for  
Excellence in  
Writing  
Learn. Grow. Read. Write. Think.**STRUCTURE**

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> name and date in upper left-hand corner                      | _____ | 10 pts |
| <input type="checkbox"/> composition double-spaced                                    | _____ | 10 pts |
| <input type="checkbox"/> title centered   | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

**STYLE****¶1 Dress-Ups** (underline one of each) (30 pts each)

- |                                     |       |        |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

**MECHANICS** (-1 pt per error)

- |  |       |     |
|--|-------|-----|
| <input type="checkbox"/> capitalization            | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences        | _____ | pts |
| <input type="checkbox"/> correct spelling          | _____ | pts |

**VOCABULARY**

- |  |       |  |
|--|-------|--|
| <input type="checkbox"/> vocabulary words – label (voc) in left margin or after sentence | _____ |  |
|--|-------|--|

Total: \_\_\_\_\_ 100 pts

Custom Total: \_\_\_\_\_ pts

Intentionally blank so the checklist can be removed.

SAMPLE

## UNIT 2: WRITING FROM NOTES

**Lesson 3: Dead Sea****Goals**

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

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

1. Play Build-a-Man.
2. Read “Dead Sea.” Read it again and write a KWO.

**Day 2**

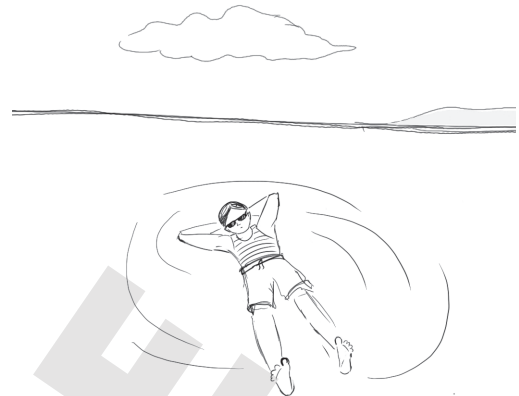
1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

**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.



**Source Text****Dead Sea**

The Dead Sea is a saltwater lake located in southwest Asia between Israel and Jordan. This fifty-mile long and eleven-mile wide body of water lies at approximately 1,300 feet below sea level and is the lowest point on the surface of the Earth. Fresh water from the Jordan River flows into the Dead Sea, but the water has no outlet and stays trapped. Because of the scorching desert climate, most of the water that flows into the Dead Sea evaporates quickly, leaving behind large amounts of salt and other minerals. The Dead Sea is about nine times saltier than the ocean. The salt is so thick in the shallow end of the Dead Sea that anything that falls into it quickly becomes encrusted with salt. It is named the Dead Sea because nothing except for a few kinds of bacteria and fungi survive in the concentrated salt water. Since the dense water of the Dead Sea makes floating easy, many tourists flock to its shimmering waters to float. Several health resorts have been built near the Dead Sea because of the health benefits of its salty water and mineral-rich mud.

**Mechanics**

Capitalize proper nouns and adjectives.

## Key Word Outline

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

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

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

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

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

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

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

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

7. \_\_\_\_\_

8. \_\_\_\_\_

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 \_\_\_\_\_ a line of notes.
- T \_\_\_\_\_ of a sentence.
- L \_\_\_\_\_ so your eyes are not on the paper.
- S \_\_\_\_\_ in complete sentences.

## 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. The salty water \_\_\_\_\_ encrusts things with salt.

-ly adverbs \_\_\_\_\_

2. Tourists \_\_\_\_\_ float on the Dead Sea.

-ly adverbs \_\_\_\_\_

3. People \_\_\_\_\_ built health resorts near the Dead Sea.

-ly adverbs \_\_\_\_\_

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.

The thick salt water of the Dead Sea \_\_\_\_\_ encrusts things with salt.

People \_\_\_\_\_ float on the Dead Sea.

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





## Unit 2 Composition Checklist

### Lesson 3: Dead Sea

Writing  
from  
Notes

Name: \_\_\_\_\_

Institute for  
Excellence in  
Writing  
Learn. Grow. Read. Write. Think.**STRUCTURE**

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> name and date in upper left-hand corner                      | _____ | 10 pts |
| <input type="checkbox"/> composition double-spaced                                    | _____ | 10 pts |
| <input type="checkbox"/> title centered   | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

**STYLE****¶1 Dress-Ups** (underline one of each) (30 pts each)

- |                                     |       |        |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 30 pts |
|-------------------------------------|-------|--------|

**MECHANICS** (-1 pt per error)

- |  |       |     |
|--|-------|-----|
| <input type="checkbox"/> capitalization            | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences        | _____ | pts |
| <input type="checkbox"/> correct spelling          | _____ | pts |

**VOCABULARY**

- |  |       |  |
|--|-------|--|
| <input type="checkbox"/> vocabulary words – label (voc) in left margin or after sentence | _____ |  |
|--|-------|--|

Total: \_\_\_\_\_ 100 pts

Custom Total: \_\_\_\_\_ pts

Intentionally blank so the checklist can be removed.

SAMPLE