

# Student Resource Notebook

by Lori Verstegen

Teacher's Resource

Third Edition

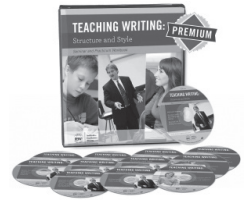
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## Instructions for Use

This *Student Resource Notebook* was originally created for use with the *U.S. History-Based Writing Lessons*; however, it is a handy resource for anyone using the IEW method of writing. Full explanations of the stylistic techniques used in this resource are provided in our teacher's course: *Teaching Writing: Structure and Style*. Visit [IEW.com/twss-d](http://IEW.com/twss-d).



The downloadable pdf should be printed double-sided.

The Models of Structure (pages 7-18) should be cut approximately on the vertical lines so that the labels in the right margins will show.

Use eight tab dividers to organize the sections as described below. If you purchased the spiral-bound book, simply purchase eight sticky divider tabs to add to the title pages of the sections indicated.

The tabs should be labeled as follows:

- Strong Verbs
- -ly Adverbs
- Quality Adjectives
- Five Senses and Emotions
- Decorations and More
- Transitional Words
- Grammar Rules
- Charts and Checklists

# Stylistic Techniques

## BASIC DRESS-UPS

|                               |                               |
|-------------------------------|-------------------------------|
| -ly adverb (ly)               | <i>because</i> clause (bc)    |
| <i>who-which</i> clause (w-w) | quality adjective (adj)       |
| strong verb (v)               | clausal: <i>www.asia</i> (cl) |

### Minimum Rule

Each one in every paragraph

### Indicator

Underline one of each in every paragraph with indicator in right margin

## SENTENCE OPENERS

|                   |                                     |
|-------------------|-------------------------------------|
| [1] subject       | [4] -ing ,                          |
| [2] prepositional | [5] clausal , ( <i>www.asia.b</i> ) |
| [3] -ly adverb    | [6] vss (2–5 words)                 |

### Minimum Rule

Each one in every paragraph as possible  
No more than two of the same in a row

### Indicator

Number in brackets before each sentence or in left margin (mark every sentence as possible)

## DECORATIONS

- alliteration (allit)
- question (?)
- conversation (conv)
- quotation (qu)
- 3 short staccato sentences (3sss)
- simile or metaphor (sim/met)
- dramatic open-close (dr)

### Minimum Rule

One different decoration per paragraph

### Indicator

Italics or abbreviation in right margin

## TRIPLE EXTENSIONS

- repeating words (same word)
- repeating clausals or prepositions
- repeating -ing words, consecutive or spaced
- repeating -ly adverbs, consecutive or spaced
- repeating adjectives or nouns
- repeating verbs, consecutive or spaced

### Minimum Rule

One different style per paragraph

### Indicator

Italics or “trip” in right margin

## ADVANCED DRESS-UPS

- dual adverbs, verbs, and adjectives (2x)
- invisible *who-which* (inv)
- adverb or adjective teeter-totters (tt)
- noun clause (n)
- additional clause starters — see back

### Minimum Rule

Each one in every paragraph

### Indicators

Underline the pair in duals, words around invisible w-w, or *that* in noun clauses  
Identify with abbreviation to right margin

# Models of Structure

Sample

↳ Cut here ↲

# Unit 3: Narrative Stories

## STORY SEQUENCE CHART

Title

### I. Characters/Setting

Who is the story about?

Describe the characters. Include their thoughts and emotions.

When and where does the story take place?

Describe the setting and communicate the mood (bright, dark, mysterious, humorous, solemn, suspenseful, scary, peaceful, chaotic ...)

### II. Conflict/Problem

What is the problem, want, or need?

What happens?

What do the characters do, say, think, and feel?

### III. Climax/Resolution

What leads to the problem being solved or the need being met?

What is the end result?

Moral/Message: What was learned?

Epilog: What happened after?

Story Clincher

(Repeat 2–3 key words in your title.)

Unit 3: Narrative Stories

← Cut here →

# Units 4 and 6: Short Reports

## ONE TO THREE PARAGRAPHS

(Unit 4 from one source, Unit 6 from two or more sources)

**Title** (from final clincher)

**Introduce Subject of Report** (optional)

### I. Topic Sentence A

- 1.
2. details, examples, facts,
3. explanations of topic
- 4.
- 5.

**Clincher A**

### II. Topic Sentence B

- 1.
2. details, examples, facts,
3. explanations of topic
- 4.
- 5.

**Clincher B**

### III. Topic Sentence C

- 1.
2. details, examples, facts,
3. explanations of topic
- 4.
- 5.

**Clincher C**

Final Clincher reflects title. A final sentence may also be used to conclude the report. The final sentence can reflect the opening and the title.

Units 4 and 6: Short Reports

↳ Cut here ↲

## Bibliography/Works Cited

Bibliographies list the sources of the information presented in a research report. They should be placed at the end of the report and include all books and resources used. Works Cited pages, used in MLA format, list only sources cited in the paper.

To create a bibliography or works cited page, alphabetize your sources by the last names of the authors. If authors are unknown, alphabetize by the first word of the title other than A, An, and The. For most books, arrange the information into three units, each followed by a period and one space:

**Author's last name, first name. Title. Place of publication: publisher, date. Print.**

For most Internet references, the arrangement is

**Author's last name, first name. "Title." Publisher/sponsor, publication date (day month year). Web. Access date (day month year).**

The entire bibliography should be double-spaced. The first line of each entry is not indented. Subsequent lines are indented five spaces or a half-inch. Do not skip lines between entries.

**Books (one author)**  
**Note that all print sources end with "Print."**

**Books (two authors)**

**More than 3 authors**

**Encyclopedia (signed)**

**Encyclopedia (unsigned)**

**Magazine article (signed)**

**\*Internet (unsigned)**

**Magazine (unsigned)**

### Sample Bibliography (or Works Cited)

Alder, John. *Birds of North America*. New York: Ladybird Books, 1995. Print.

Baylor, Bill and Peter Parnell. *Desert Voices*. New York: Charles Scribner's Sons, 1981. Print.

Brant, Keith, et al. *The Story of Rain*. Mahwah, New Jersey: Troll Associates, 1982. Print.

Brown, William. "Ant." *World Book Encyclopedia*. 1985 ed. Print.

"Coyote." *The Encyclopedia Americana*. 1985 ed. Print.

Fuller, R. Steven. "Winterkeeping in Yellowstone." *National Geographic*. Dec. 1978: 29–57. Print.

"John Paul Jones: A Founder of the U.S. Navy." *Navy.mil*. Navy, May 2003. Web. 24 Mar. 2010.\*

"Rainforest Disaster." *Ranger Rick*. May 1999: 6–9. Print.

\*Articles in an online periodical or encyclopedia should be listed as any other article, followed by website name and date of posting as available. In this listing, May 2003 represents the date the article was posted; 24 Mar. 2010 represents the date it was accessed. URLs are no longer needed unless specifically required.

For more complete information on MLA citations, consult [owl.english.purdue.edu](http://owl.english.purdue.edu).



# Grammar Rules Contents

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## Rule 4: Using Quotation Marks in Dialogue

### 4a.

Capitalize the first word of a quotation. If the quotation is interrupted by other words, the second part should not begin with a capital unless it is the beginning of a new sentence or a word that would be capitalized anyway.

*“Give me liberty,” proclaimed Patrick Henry, “or give me death.”*

*“Dost thou love life?” asked Franklin. “Then do not squander time.”*

### 4b.

Quotations should be set off from other words in the sentence by using a comma, question mark, or exclamation point. Note that when a question mark or exclamation point is used, a comma is not needed. See samples above.

### 4c.

Commas and periods always go inside closing quotation marks, except when the quotation is followed by parentheses. This is true even when not in dialogue.

*Emerson wrote the poem with the famous line, “The shot heard ’round the world.”*

### 4d.

Colons and semicolons always go outside closing quotation marks.

*Colonists protested “taxation without representation”; King George refused to hear.*

### 4e.

Question marks and exclamation points go inside closing quotation marks when they apply to the quoted matter only. They go outside when they refer to the whole sentence.

*The colonists asked, “Isn’t it every man’s right to bear arms?”*

(Note that no period is needed following the quotation marks.)

*Did Paul Revere really say, “The British are coming”?*

### 4f.

When writing conversation, begin a new paragraph each time the speaker changes.

*Early that morning about seven hundred troops arrived.*

*“Do not fire unless fired upon,” a minuteman commanded, “but do not move either. We can’t let them get to Concord.”*

*“Disperse, rebels,” the British officer ordered as his men took their positions behind him.*

*The minutemen did not budge.*

## Practice Using Quotation Marks in Dialogue

Add quotation marks and punctuation as needed. Notice the paragraph breaks as speakers change.

We can't let those lobsterbacks intimidate us. Follow them Captain Parker shouted indignantly.

We can fire from behind trees and rocks suggested one minuteman and their red coats will make perfect targets.

Do you think they will return fire another asked

Not if we run as soon as we shoot

With that they laughed and shouted Let's go

With new determination, the minutemen grabbed their muskets. The small band shot at the mighty British army all the way back to Boston. The American Revolution had begun.

Answers on page 88

## Checklists for Each of the IEW Units

The following pages are sample checklists for each of the units in the IEW syllabus. In general, earlier units contain fewer elements of style than later units. However, because elements of style are not linked to specific models of structure, you may need to modify some of the checklists. Feel free to omit or add elements of style so that your checklist reflects the specific elements you have learned.

Sample

# Unit 2 Composition Checklist

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

Source Text: \_\_\_\_\_

DU

### CUSTOMIZE YOUR CHECKLIST

Cross off any items that are not required for you.

For additional paragraphs, add check boxes to the style section.

### STRUCTURE

- Name and date in upper left-hand corner \_\_\_\_\_ (4 pts)
- Composition double-spaced \_\_\_\_\_ (2 pts)
- Title centered and reflects key words of last sentence \_\_\_\_\_ (2 pts)
- Checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ (2 pts)

**STYLE** Each paragraph must contain at least one of each element of style.

#### Dress-Ups (underline one of each)

(5 pts each)

- ly adverb \_\_\_\_\_ (5 pts)
- who-which* clause \_\_\_\_\_ (5 pts)
- strong verb \_\_\_\_\_ (5 pts)
- because* clause \_\_\_\_\_ (5 pts)
- quality adjective \_\_\_\_\_ (5 pts)
- www.asia* clause \_\_\_\_\_ (5 pts)

### CHECK FOR BANNED WORDS:

### MECHANICS

- capitalization \_\_\_\_\_ (1 pt)
- end marks and punctuation \_\_\_\_\_ (1 pt)
- spelling and usage \_\_\_\_\_ (1 pt)
- complete sentences (Does it make sense?) \_\_\_\_\_ (1 pt)
- \_\_\_\_\_ (1 pt)

Total: \_\_\_\_\_ / 45

Custom Total: \_\_\_\_\_ / \_\_\_\_\_

# Unit 9 Composition Checklist

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

Date: \_\_\_\_\_

DU/Adv DU, SO, Dec/Trip

## CUSTOMIZE YOUR CHECKLIST

Cross off any items that are not required for you.

### GENERAL

- Name and date in upper left-hand corner \_\_\_\_\_ (2 pts)
- Composition double-spaced \_\_\_\_\_ (2 pts)
- Title centered; reflects key words of clincher \_\_\_\_\_ (1 pt)
- Paragraphs are of about equal length (7–8 reasonable sentences each). \_\_\_\_\_ (10 pts)

### INTRODUCTION

- Attention getter or dramatic open/close \_\_\_\_\_ (10 pts)
- Includes name of author and title of story \_\_\_\_\_ (10 pts)
- Includes type of story, author and/or story background information \_\_\_\_\_ (15 pts)

### BODY

- 3 paragraphs total; follow Story Sequence Model (Unit 3). \_\_\_\_\_ (30 pts)

### CONCLUSION

- Your opinion of the story: well written or not, like/dislike, and why. You may also include character development, theme, style of writing, effect of story on reader. \_\_\_\_\_ (20 pts)
- No “I” or “we” \_\_\_\_\_ (5 pts)
- Final sentence reflects or repeats the title. \_\_\_\_\_ (5 pts)

### STYLE

- Dress-Ups.** Underline one of each in every paragraph (1 pt each): \_\_\_\_\_ (30 pts)
- |   |  |
|---|--|
| -ly adverb (not first word)               | quality adjective or dual adjectives (use thesaurus) |
| <i>who-which</i> or invisible <i>w-w</i>  | www.asia.b clause (not first word)                   |
| strong verb or dual verbs (use thesaurus) | no banned words                                      |
- Sentence Openers.** Mark with brackets—one of each in every paragraph (1 pt each): \_\_\_\_\_ (30 pts)
- |                          |                          |
|--------------------------|--------------------------|
| [1] subject              | [4] -ing opener          |
| [2] prepositional phrase | [5] clausal (www.asia.b) |
| [3] -ly adverb           | [6] vss: 2–5 words       |
- Decorations.** Include at least one decoration in the introduction or conclusion: 3sss, simile or metaphor, alliteration, quotation, or dramatic open/close. \_\_\_\_\_ (5 pts)
- Advanced Style.** Include at least one in your critique: triple or teeter-totter. \_\_\_\_\_ (5 pts)

**CHECK FOR BANNED WORDS:**

### MECHANICS

- capitalization \_\_\_\_\_ (4 pts)
- end marks and punctuation \_\_\_\_\_ (4 pts)
- spelling and usage \_\_\_\_\_ (4 pts)
- complete sentences \_\_\_\_\_ (4 pts)
- \_\_\_\_\_ (4 pts)

Total \_\_\_\_\_/200

Custom Total \_\_\_\_\_/\_\_\_\_\_