

# **STUDENT RESOURCE PACKET**

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Institute for Excellence in Writing, L.L.C.

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*Student Resource Packet*

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## **Instructions**

In order of preference, here are three ways to use this packet:

(Mr. Pudewa prefers the first method.)

**1. Students build their own notebook as the teacher hands out pages.**

Teachers keep the packet and give students a binder with sixteen tabbed dividers.

Teachers hand out the content pages as elements are taught.

Students file the information behind the appropriate tab and build their own writing resource.

**2. Students build their own notebook from the packet kept in the back of the binder.**

Students store the entire packet behind the last tab until instructed.

Teachers have them find certain pages from the packet as they need them. Students file them behind the appropriate tab.

Students build their entire notebook at the start.

Students insert all the pages from the packet behind the appropriate tabs.

Students can access pages as they are taught throughout the year.

UNIT

**1**

# Note Making and Outlines

UNIT 1  
NOTE MAKING AND OUTLINES

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

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

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

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

**3  
words  
max!**



**Read.  
Think.  
Look up.  
Speak.**

## Note Making and Outlines Process

1. **READ** and discuss the text.

2. **WRITE** the key word outline (KWO).

Take notes from each sentence in the paragraph.

Use two to three key words per line.

Symbols, numbers, and abbreviations are free.

Put a comma between each word or symbol.

- I. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. **TEST** the key word outline (KWO).

**Read** the words on the outline.

**Think** of a complete sentence using the key words on one line.

**Look up** from your paper, and look at your audience.

Look over the people's heads if that helps.

If there is a podium, hold onto it with both hands.

**Speak.** Say the sentence that you made up.

Speak clearly. Repeat the process for the rest of the outline.

## Sample Unit 1 KWO

1. Read the source text.

### The Kakapo

The kakapo (kay-kay-poh) is a green parrot that lives in New Zealand. The name “kakapo” means night parrot because it comes out only at night. This large bird has the body of a parrot and the face of an owl. The kakapo cannot fly, but it can climb trees. It glides from tree to tree using its wings for balance and braking. It is endangered because predators have moved onto the island and find this flightless bird easy prey.

2. Create an outline (2–3 key words per line).

Source: The Kakapo

- I. \_\_\_\_\_ *green, parrot, New Zealand* \_\_\_\_\_
  
1. \_\_\_\_\_ *means, night, parrot* \_\_\_\_\_
  
2. \_\_\_\_\_ *body, parrot, owl, 😊* \_\_\_\_\_
  
3. \_\_\_\_\_ *∅ fly, climb, trees* \_\_\_\_\_
  
4. \_\_\_\_\_ *glides, T → T, wings, balance* \_\_\_\_\_
  
5. \_\_\_\_\_ *endangered, predators, easy* \_\_\_\_\_

3. Retell from notes.

**Read.**

**Think.**

**Look up.**










**Speak.**





## Symbols and Abbreviations

Symbols, numbers, and abbreviations are free on the outline. They do not count as one of your three words. A symbol is legal if you can write it in the amount of time it takes to write the number 4. Below are a few symbols that can be useful as you create your key word outlines. Feel free to add your own!

### Sample Symbols

	no or not
	love
	happy
	sad
=	equal or even
<	less/before
>	more/after
+	plus or add
X	times
%	percent/portion
#	pounds/number
\$	rich/money/wealth
↑	up
↓	down/dead
→	to/go
	home or house
	male/man
	female/woman
	music
	look/see/watch/search

	hand/help
	ear/hear
	foot/walk
	person
	waves/water
	mountains
	clouds/sky

### Sample Abbreviations

vs	conflict/against
w/	with
w/o	without
b/c	because
H <sub>2</sub> O	water
AM	day
PM	night
ppl	people

## Retelling Narrative Stories Process

1. **READ** and discuss the text.
2. **WRITE** the key word outline (KWO).

Use the Story Sequence Chart as a guide and notice that each paragraph has a purpose. Do not choose words from each sentence.

---

### Story Sequence Chart

#### I. Characters and Setting

**Who is in the story?**  
**What are they like?**  
**When does it happen?**  
**Where do they live or go?**

These questions help you describe the "Once upon a time" part of the story.

#### II. Conflict or Problem

**What do they need or want?**  
**What do they think?**  
**What do they say and do?**

These questions help draw out the problem that the main character encounters along with how he or she deals with it.

#### III. Climax and Resolution

**How is the need resolved?**  
**What happens after?**  
**What is the message or lesson?**

These questions help you express the climax and tell the story's end.

---

3. **DISCUSS** the KWO.

Have the students brainstorm alternative ways to express their ideas about the story, suggesting synonyms for various nouns and verbs in the story.

4. **WRITE** the story.

Rewrite the story in three paragraphs using the KWO based on the Story Sequence Chart. Add the stylistic techniques listed on the checklist. Create a title using one to three key words from the final sentence.

## Sample Unit 3 Story

Luke

18 September 20--

### A Valuable Lesson

One fine day, which happened to be the king's birthday, the royal cook decided to bake a cake for the king. He put in a little of this and a little of that, a pinch of this and a quart of that until finally it was done. He was about to scoot it into the oven when a voice from the doorway said, "How much sugar you got in there?" The cook turned to see the official button maker lazily standing outside the bakery. The cook answered, "Two cups." The impertinent person then complained, "Only two cups? When my mother bakes a cake, she puts in five cups of sugar!" Since the cook was eager to please the king's subject, he put six cups of sugar in the cake.

The cook was about to slip the cake into the oven when another voice from the doorway said, "Any chocolate in that cake?" The cook said, "Yes." The man, who was the chief cheese maker, complained, "It doesn't look like there's chocolate in that cake!" The cook promptly *plopped* in two more cubes of chocolate. Soon a whole crowd was at the cook's doorway, yelling out what they thought was supposed to be in a cake, and the cook threw in whatever they recommended. When they all left, the cook frantically threw the somewhat lumpy cake into the oven. When the cake was done, he slapped some icing on it and stuffed it into a box.

Later that afternoon at the party, the king sent for the cake. When it arrived, he cut himself a piece and tasted it. He chewed a little, and then he spat it out! He accusingly pointed a finger at the cook and spluttered, "Did YOU make the cake!?!?" The cook, who was backing toward the door, meekly answered, "Yes?" That was the last word the cook said in the palace because he was thrown out of the kingdom. He now goes from door to door giving his services as a cook. He learned a valuable lesson that day: Never try to please everybody.

Each section of the story sequence becomes one paragraph of the story.

Title repeats 1–3 key words from the final sentence of the story.

# Retelling Narrative Stories Template

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

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

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

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

**CHARACTERS/  
SETTING**

Who?  
What - like?  
When? } image  
Where? } mood

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

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

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

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

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

**CONFLICT/  
PROBLEM**

What - want?  
- need?  
- think?  
- say?  
- do?

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

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

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

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

III. \_\_\_\_\_

**CLIMAX/  
RESOLUTION**

How resolved?  
What happens?  
Message/Moral?

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

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

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

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

**Final Sentence → Title**

## -ly Adverbs

absentmindedly  
actually  
affectionately  
anxiously  
arrogantly  
bashfully  
beautifully  
bravely  
brightly  
briskly  
broadly  
calmly  
certainly  
clearly  
cleverly  
closely  
coaxingly  
commonly  
continually  
coolly  
correctly  
crossly  
curiously  
dearly  
deceivingly  
delightfully  
desperately  
diligently  
dreamily  
enormously  
especially  
evenly  
exactly  
excitedly  
extremely  
fairly  
famously  
ferociously  
fervently  
foolishly  
frankly  
frantically  
freely  
frenetically  
frightfully  
fully

furiously  
generally  
generously  
gently  
gleefully  
gratefully  
greatly  
greedily  
happily  
helpfully  
helplessly  
highly  
hopelessly  
immediately  
incredibly  
innocently  
instantly  
intently  
intensely  
inwardly  
kindly  
knowingly  
lightly  
likely  
longingly  
loudly  
madly  
meaningfully  
mechanically  
miserably  
mockingly  
mostly  
naturally  
nearly  
neatly  
nicely  
openly  
partially  
patiently  
playfully  
positively  
potentially  
powerfully  
properly  
quickly  
quietly

quintessentially  
ravenously  
readily  
reassuringly  
reluctantly  
reproachfully  
restfully  
righteously  
rightfully  
rigidly  
safely  
scarcely  
searchingly  
sedately  
seemingly  
separately  
sharply  
sheepishly  
softly  
solidly  
strictly  
successfully  
surprisingly  
suspiciously  
sympathetically  
tenderly  
terribly  
thankfully  
thoroughly  
thoughtfully  
tightly  
tremendously  
triumphantly  
truly  
unfortunately  
usually  
utterly  
vastly  
viciously  
violently  
warmly  
wholly  
wildly  
willfully  
wisely  
wonderfully

Add your own:

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### Some Impostors: -ly Adjectives

chilly	lovely
friendly	orderly
ghastly	prickly
ghostly	queenly
holy	surly
kingly	ugly
knightly	worldly
lonely	wrinkly

# Banned Adjectives



## General Rules

### Capitalization Rules

- first word of a sentence
- proper nouns and titles with a name
- the word “I”

### Writing Numbers

- Spell out numbers that can be written in one or two words. Use numerals for other numbers.
- Spell out ordinal numbers.
- Use numerals with dates.
- When numbers are mixed with symbols, use figures.

## Punctuation Rules

### End Marks . ? !

- Use periods for statements, question marks for direct questions, and exclamation marks for strong emotion.
- Put end marks inside quotation marks.

### Quotations and Conversation “ ”

- Punctuation goes inside the closing quotation marks.
- Enclose what someone says in quotation marks, but not the narration that sets it up.
- Place a comma after the set-up narration or surrounding narration that interrupts the speech.
- When a speaker continues with more than one sentence, do not close the quotes until the end of his speech.
- For conversation within conversation, use single quotation marks.
- Not truly a quotation? No comma.

Naturally, I like the story about the knight who helped King Peter fight the dragon near the town of Bangor.

one hundred; 459

first

January 1, 1940

40%

Do you like tacos?  
George does. He consumed 267 tacos last week!

He reasons, “They contain all the major food groups in one.”

The old woman asked, “Would you like an apple?”

The young lady replied, “They do look lovely. I would take one, but I was told not to accept gifts from strangers.”

“Why don’t you take one,” coaxed the old lady, “and see for yourself?”

The young lady replied, “Well, my grandmother did say, ‘You can always trust an old lady.’” The old woman agreed that older people could certainly be trusted.

### Apostrophes ’

- contractions, replacing missing letters
- possession singular: ’s
- possession plural: s’
- ø apostrophe for possessive pronouns

it’s = it is  
 one cat’s whisker;  
 Princess’s whisker  
 two cats’ whiskers  
 its whisker

### Semicolons ;

- Use instead of a period when two sentences are expressing one idea.

The cat leaped;  
 the mouse fled.

### Hyphens (-) and en dashes (—)

- Use hyphens in some compound nouns. You will need to consult a dictionary to know which need them.
- Use hyphens with compound adjectives before a noun.
- Use hyphens with compound numbers from twenty-one to ninety-nine and in spelled out fractions like one-fourth.
- Use hyphens in phone numbers.
- Use an en dash to indicate a span of numbers.

mother-in-law  
 chocolate-covered  
 sixty-six; three-eighths  
 555-1234  
 pages 234–56

### Em Dashes (—) and Parentheses

- For emphasis, use em dashes in place of commas.
- To minimize, use parentheses in place of commas.
- Em dashes indicate an interruption in speech or a sudden break in thought.

Fern’s pig—the one that she saved from a cruel death—became quite famous.

(No one really noticed that spider in his pen.)

The pig was named Wilbur—now that is not a name you hear very often.

### Colons :

- Use a colon after a complete sentence to set up a list, example, or quotation. Do not use after words such as “for example.”
- Use a colon to separate the hour and minutes when telling time.

Little boys are made of many odd things: snips, snails, and puppy-dogs’ tails.

You must be home by 5:00 sharp.