

# Adventures in Writing

Implementing the Structure and Style<sup>®</sup> Method

Teacher's Manual

First Edition © June 2023

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

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Institute for Excellence in Writing (IEW®)  
8799 N. 387 Road  
Locust Grove, OK 74352  
800.856.5815  
info@IEW.com  
[IEW.com](http://IEW.com)

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Contributors

*Sabrina Cardinale*  
*Denise Kelley*  
*Sharyn Staggers*  
*Heidi Thomas*  
*Julie Walker*

Designer

*Melanie Anderson*  
  
Illustrator  
*Erin Covey*

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Sample

Welcome to *Adventures in Writing*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* video course and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and video. You can find references to the *Teaching Writing: Structure and Style* course in the teacher's notes for each new unit.

Introduction

## Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various themes and subjects, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

### Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**  
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Adding Literature**  
This appendix suggests various books and stories to be read or listened to.
- **Appendix II: Mechanics**  
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Vocabulary**  
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-three lessons include new vocabulary words. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference. Plan to study the words for the current lesson and continue to review words from previous lessons.

### Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If vocabulary words are included, add the appropriate amount of points and write the new total on the custom total line.

**Important:** Teachers and parents should remember IEW's EZ+1 Rule when introducing IEW stylistic techniques. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

Introduction

### Checklists

Each writing lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each writing assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

### Teacher's Manual

The Teacher's Manual includes all of the Student Book contents with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

### Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit [IEW.com/TWSS](http://IEW.com/TWSS)

### Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the seven IEW units in this book, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

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Institute for Excellence in Writing

### Grading with the Checklist

To use the checklists for grading, do not add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line. Total the negative points and subtract them from the total possible (or your custom total).

**Note:** Students should have checked the boxes in front of each element they completed.

Encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Introduction

## Assignment Schedule

All of the instructions for what to do for each lesson are included in the Assignment Schedule located on the first page of each lesson. Each lesson is divided into four days of instruction.

Some writing assignments are divided into two parts, allowing students two lessons to complete the entire assignment. Part one focuses on structure and writing a key word outline. Part two focuses on style and writing the paragraph(s).

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source texts and begin key word outlines with a teacher.

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
<b>Unit 1</b> 1	Nile River, Yangtze River introduction to structure		dwelt vast
2	Roman Hoplite American Quarter Horse		organized sprint
3	Orchestra and Conductor		melodious observe
<b>Unit 2</b> 4	Roman Colosseum		
5	Tornadoes	introduction to style -ly adverb	abruptly forcefully
6	Benjamin Franklin's Lightning Rod title rule		cautiously cleverly
7	Hannibal's War	<i>who/which</i> clause	guide terrified
<b>Unit 3</b> 8	The Fox and the Crow, Part 1		crave sly
9	The Fox and the Crow, Part 2		
10	The Theft of Thor's Hammer, Part 1		desperately vanish
11	The Theft of Thor's Hammer, Part 2	strong verb banned words: <i>say/said</i>	deceive declare
<b>Unit 4</b> 12	Leif Eriksson topic-clincher sentences	banned words: <i>see/saw</i>	abundantly notice
13	Hagia Sophia		colossal proudly
14	John Muir	banned words: <i>go/went</i>	
15	Magnets	<i>because</i> clause	effortlessly metallic



Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
16	Dolphins		mottled tussle
<b>Unit 5</b> 17	Rooster, Part 1		commotion slumber
18	Rooster, Part 2		din peacefully
19	Treasure Map, Part 1		
20	Treasure Map, Part 2	quality adjective banned words: <i>good, bad</i>	delicate discover
<b>Unit 6</b> 21	Roanoke, Part 1 source and fused outlines		skilled weir
22	Roanoke, Part 2		construct nutritious
23	Mayflower, Part 1		cramped shiver
24	Mayflower, Part 2	<i>www.asia</i> clause	
25	William Penn, Part 1		expel illegal
26	William Penn, Part 2		design desire
<b>Unit 7</b> 27	My House, Part 1		bond store
28	My House, Part 2		comfortable spacious
29	My Friend, Part 1		
30	My Friend, Part 2		

## Lesson 1: Nile River, Yangtze River

<b>Preparation:</b>	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 1: Note Making and Outlines. At <a href="http://IEW.com/twss-help">IEW.com/twss-help</a> reference the TWSS Viewing Guides.
<b>Structure:</b>	Unit 1: Note Making and Outlines Introduction to Structure
<b>Subject:</b>	Nile River, Yangtze River



### 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: *dwelt*, *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.

Lesson 1: Nile River, Yangtze River



### 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.

**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.

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?



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.





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.

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  = ship     = to/across/next     = ribbon     = many/more/several

Numbers    123 = numbers

Abbreviations    ppl = people     = north

**Read and Discuss**

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

Show students where Africa is located on a map.

Trace the Nile River from Lake Victoria to the Mediterranean Sea and explain how it would look from space.

**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 *Africa*, *longest*, *world*; however, the students may pick *Africa*, *longest*, *river*.

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 the students give key word suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

**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.


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

## Sample

Lesson 1: Nile River, Yangtze River

### 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. NR, Africa, longest, world
2. Lake Victoria → Mediterranean Sea
3. N ↑, along, 10, countries
4. floods, silt, soil
5. silt, plants, thrive
6. space, N, , Sahara Desert
7. ++, depend, farming, transportation

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.

- 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 *Nile River* is the title, when forming the KWO simply write NR.

Proper nouns such as *Lake Victoria*, *Mediterranean Sea*, and *Sahara Desert* count as one key word. Encourage students to correctly capitalize and spell these words as they write their KWOs.

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

### Tell Back

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

*Read and Discuss*

Define *endangered* and *species*.

Show students where China and the Yangtze River are located on a map.

*Locate Key Words*

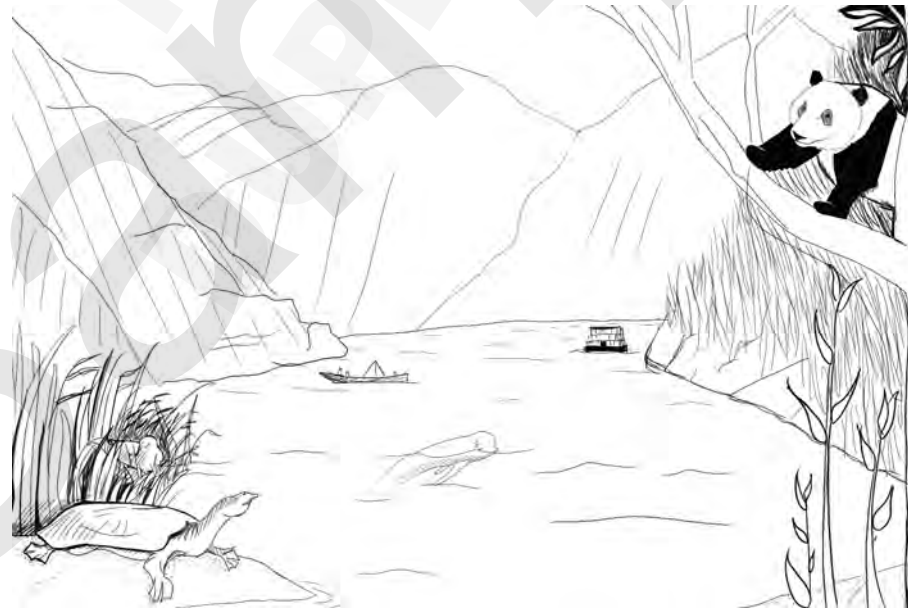
Reread the first sentence. Ask your students, "If I want to remember the main idea of that sentence, what three words are key words?" The words chosen for this sample are *three*, *endangered*, *animals*; however, the students may pick other words.

For instance, *home*, *endangered*, *species* would also work.

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

**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.




*Sample*

Lesson 1: Nile River, Yangtze River

**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. YR, 3, ++ endangered, animals
2. China, 3rd, longest, R, world
3. g. panda, bamboo, forests, ↑ YR
4. finless porpoises, , traffic, R
5. Y softshell, turtle, floodplain
6. nearly, extinct
7. 1000, animals, home

Test your KWO. Remember, 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.

- 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.

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

**Tell Back**

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



### 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.

#### 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.



dwell \_\_\_\_\_

*The giant panda dwells in the bamboo*

*forests near the upper Yangtze River.*



vast \_\_\_\_\_

*The Nile River flows through the vast*

*Sahara Desert.*

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

## Lesson 27: My House, Part 1

**Preparation:** *Teaching Writing: Structure and Style*  
Watch the sections for Unit 7: Inventive Writing.  
At [IEW.com/twss-help](http://IEW.com/twss-help) reference the TWSS Viewing Guides.

**Structure:** Unit 7: Inventive Writing  
**Style:** no new style  
**Subject:** my house



Lesson 27: My House, Part 1

### UNIT 7: INVENTIVE WRITING

## Lesson 27: My House, Part 1

### Goals

- to learn the Unit 7 Inventive Writing structural model
- to create a KWO from a writing prompt
- to use new vocabulary words: *bond*, *store*

### Assignment Schedule

#### Day 1

1. Play a game from the Teacher's Manual.
2. Read New Structure—Inventive Writing.
3. Read the prompt and complete the practice.
4. Read Notes from the Brain.

#### Day 2

1. Write a KWO about topic A, a room in your house.
2. Test your KWO and write a topic sentence.

#### Day 3

1. Look at the vocabulary cards for Lesson 27. Complete Vocabulary Practice.
2. Write a KWO about topic B, a different room in your house.
3. Test your KWO and write a topic sentence.

#### Day 4

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

### Unit 7

In this new unit students do not have a source text or even pictures to look at. The KWO is formed by asking good questions. Key words for the outline are found in the answers to the questions. Be patient with yourself and your students. This is a practicable skill that will take time to perfect.

### Exemplar

The Exemplars file contains a student's completed assignment for Lessons 27 and 28. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Remind students that the subject is the thing the entire paper is about. The topic is the division of or thing within the subject. In this assignment the subject *house* is assigned. Students must choose the topics.

UNIT 7: INVENTIVE WRITING

**New Structure**

**Inventive Writing**

In Unit 7 your entire composition should be about one subject. Once you know what the subject of the composition is, you determine how many paragraphs to write. Once you know the number of paragraphs, you determine the topics. Each paragraph equals one topic.

**2 topics = 2 paragraphs**

- |                |             |                                     |
|----------------|-------------|-------------------------------------|
| <b>Subject</b> | I. Topic A  | <i>topic, 5–6 details, clincher</i> |
|                | II. Topic B | <i>topic, 5–6 details, clincher</i> |

**Prompt**

Write two paragraphs about your house.

**Practice**

Because you must write two paragraphs about your house, you will choose two topics. List four different rooms in your house. Choose two.

*kitchen*

*living room*

*garage*

*play room*

The topic sentence will tell the topic of the paragraph. On the KWO write the subject and topic next to the Roman numeral. Follow this pattern.

I. *house, topic A*

II. *house, topic B*

Subjects and Topics

The topic line follows the pattern *subject, topic, one more word about the topic*.

For this assignment, the subject is *house*, and the topics are rooms in the house.

In the sample *topic A* is kitchen, and *topic B* is garage.

Each topic becomes one paragraph.

### Notes from the Brain

You will write this paper without the help of source texts. Just like the other assignments, you must begin by writing a KWO.

To write the KWO, take notes from your brain. To do this, ask yourself questions. Use your answers to create the KWO.

Begin by memorizing these questions.

**who?**                      **what?**                      **when?**  
**where?**                    **why?**                      **how?**

Describe the topic by asking yourself questions.

**Who** is with me in this room?

**What** do we do in this room?

**When** am I in this room?

**Where** is this room in my house?

**Why** do I like this room?

**How** do I feel about this room?

Draw a picture of your house.



The answers to your questions become the details for the outline. As you answer a question, write two or three key words on the KWO. Use symbols, numbers, and abbreviations when possible.

You do not have to answer every question. You do not need to ask the questions in the order they are written. Keep your answers short. You can add more details when you write your composition.

Repeat this process for the second topic.

**2 topics = 2 paragraphs**

The topic line follows the pattern *subject, topic, one more word about the topic*. The one more word *about the topic* must be related to the topic. An adjective often works best. However, it does not have to be an adjective. In the sample, *meals* is the one more word. The facts are all about meals in the kitchen.

The key to the inventive writing process is asking questions. Here are the questions asked that resulted in the sample KWO.

Topic

What is the subject?  
(*house*)

What room in your house is this paragraph about?  
(*kitchen*)

What about the kitchen? (*meals*)

Details

1. Where is this room?
2. What do you do in this room?
- 3-4. What do you prepare?
5. What else do you do in this room?
6. Who are you in this room with?

Clincher

Discuss ideas for a clincher sentence using two or three key words that repeat or reflect words written on the topic sentence line.

Here is a sample clincher sentence:

*I love preparing **meals** in the **kitchen**, which is my favorite room in my **house**.*

*Sample*

**Key Word Outline**

Next to the Roman numeral (the topic line), write the subject and topic. Follow this pattern: *house, topic A*. Think of one word to describe this room. Add this + *word* to the topic line.

Write five or six details about the topic.

- |      |                                     |        |
|------|-------------------------------------|--------|
| I.   | Topic: <i>house, kitchen, meals</i> | ?      |
| 1.   | <i>1st level → living room</i>      | who?   |
| 2.   | <i>help, mom, prepare</i>           | what?  |
| 3.   | <i>chop, veggies, salad</i>         | when?  |
| 4.   | <i>bake, muffins, cookies</i>       | where? |
| 5.   | <i>set, table, pretty</i>           | why?   |
| (6.) | <i>family, bond, stories</i>        | how?   |

Clincher

Test your KWO. For the clincher, repeat or reflect the words on the topic line.

**Topic Sentence**

The topic sentence tells what the paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence.

***In my house we eat meals in the kitchen.***

---



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Sample

Lesson 27: My House, Part 1

**Key Word Outline**

Next to the Roman numeral (the topic line), write the subject and topic. Follow this pattern: *house, topic B*. Think of one word to describe this room. Add this + *word* to the topic line.

Write five or six details about the topic.

- II. Topic:           *house, garage, useful*                ?
1.           *attached, left, house*                who?
2.           *bike, skates, balls*                what?
3.           *chalk, bubbles*                when?
4.           *play, siblings, friends*                where?
5.            *mom, car, out*                why?
- (6.)           *rollerblade, soccer*                how?

Clincher

Test your KWO. For the clincher, repeat or reflect the words on the topic line.

**Topic Sentence**

The topic sentence tells what the paragraph is about. Use the key words on the topic line (or synonyms of those words) to write a topic sentence.

          *The garage is a useful room in my house.*          

\_\_\_\_\_

\_\_\_\_\_

Topic

- What is the subject?  
*(house)*
- What room in your house is this paragraph about?  
*(garage)*
- The garage is \_\_\_\_\_.  
What word describes the garage?  
*(useful)*

Details

1. Where is this room?
- 2-3. What is in this room?
4. Who are you in this room with?
- 5-6. What else do you do in this room?

Clincher

Discuss ideas for a clincher sentence using two or three key words that repeat or reflect words written on the topic sentence line.

Here is a sample clincher sentence:

*The garage attached to our house is useful.*

UNIT 7: INVENTIVE WRITING

### Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 27 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.

I \_\_\_\_\_ *bond* \_\_\_\_\_ with my family in my house.

We \_\_\_\_\_ *store* \_\_\_\_\_ toys in this room.

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

## Lesson 28: My House, Part 2

<b>Structure:</b>	Unit 7: Inventive Writing
<b>Style:</b>	no new style
<b>Subject:</b>	my house

Lesson 28: My House, Part 2

### UNIT 7: INVENTIVE WRITING

## Lesson 28: My House, Part 2

### Goals

- to write a 2-paragraph composition
- to use new vocabulary words: *comfortable*, *spacious*

### Assignment Schedule

#### Day 1

1. Play Find the *www.asia* Clause Starters.
2. Review your KWO from Lesson 27.
3. Complete Style Practice.

#### Day 2

1. Say the topic-clincher rule.
2. Write a rough draft for your first paragraph.
3. Highlight or bold the key words *house*, *topic A*, + *word* in the topic and clincher sentences.

#### Day 3

1. Look at the vocabulary cards for Lesson 28. Complete Vocabulary Practice.
2. Write a rough draft for your second paragraph.
3. Highlight or bold the key words *house*, *topic B*, + *word* in the topic and clincher sentences.
4. Look at the checklist. Check each box as you complete each requirement.
5. Turn in your rough draft to your editor with the completed checklist attached.

#### Day 4

1. Review the vocabulary words and their meanings.
2. Draw a picture to put with your composition.
3. Write or type a final draft.
4. Paperclip the checklist, picture, final draft, rough draft, and KWO together.

### Unit 7

In this lesson students use the KWO created in Lesson 27 to write two paragraphs about their house.

*Topic A* is the first room written about and *topic B* is the second room written about. The + *words* are about the specific rooms.

Students should follow the topic-clincher rule as practiced and modeled on pages 198–199.



**Style Practice****Strong Verb Dress-Up and -ly Adverb Dress-Up**

Look at your KWO and write ideas for each.

1. List strong verbs and -ly adverbs to include in your first paragraph.

strong verbs     *bond, consume, prepare*    

-ly adverbs     *joyfully, hungrily, carefully*    

2. List strong verbs and -ly adverbs to include in your second paragraph.

strong verbs     *find, store, dash*    

-ly adverbs     *conveniently, easily, constantly*    

**Quality Adjective Dress-Up**

Look at your KWO and list two different nouns that you could use in your composition. Next to each noun, write ideas for adjectives that create a strong image and feeling. Avoid banned adjectives.

1.     *meals*         *delicious, nutritious, healthy*    

2.     *toys*         *messy, outdoor, favorite*    

***Suggested Answers***

The suggested answers work with the sample KWO.

Students' answers will depend upon chosen topics.

**Who/Which Clause Dress-Up**

Write two sentences with a *who/which* clause that you could use in your composition.

*In the kitchen we enjoy meals, which I help my mom cook.*

*The garage is attached to the left of my home, which sits on a quiet street.*

**Because Clause Dress-Up**

Write two sentences with a *because* clause that you could use in your composition.

*I help my mom prepare nutritious meals because I love to cook and bake.*

*We store balls in the garage because we can easily find them to play outside.*

**www.asia Clause Dress-Up**

Write two sentences with a *www.asia* clause that you could use in your composition.

*I enjoy my entire house although the kitchen is my favorite room.*

*Mom clears the garage when it rains so that we can play in it.*

UNIT 7: INVENTIVE WRITING

### Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 28 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.



comfortable \_\_\_\_\_

*adjective; making life easy and pleasant*



spacious \_\_\_\_\_

*adjective; containing a large area*

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



Lesson 28: My House, Part 2

## Unit 7 Composition Checklist

### Lesson 28: My House

 Inventive  
Writing

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


 Institute for  
Excellence in  
Writing  
Write. Spell. Read. Think.

#### STRUCTURE

- name and date in upper left-hand corner \_\_\_\_\_ 2 pts
- composition double-spaced \_\_\_\_\_ 3 pts
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_ 5 pts
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_ 10 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 4 pts

#### STYLE

**11 12 Dress-Ups** (underline one of each) (3 pts each)

- ly adverb \_\_\_\_\_ 6 pts
- who/which* clause \_\_\_\_\_ 6 pts
- strong verb \_\_\_\_\_ 6 pts
- because* clause \_\_\_\_\_ 6 pts
- quality adjective \_\_\_\_\_ 6 pts
- www.asia* clause \_\_\_\_\_ 6 pts

**CHECK FOR BANNED WORDS** (-1 pt for each use):

say/said, see/saw, go/went, good, bad \_\_\_\_\_ pts

#### MECHANICS

- capitalization \_\_\_\_\_ 10 pts
- end marks and punctuation \_\_\_\_\_ 10 pts
- complete sentences \_\_\_\_\_ 10 pts
- correct spelling \_\_\_\_\_ 10 pts

#### VOCABULARY

- vocabulary words - label (*voc*) in left margin or after sentence \_\_\_\_\_

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

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

### Checklist

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

## Appendix I: Adding Literature

Great literature will be a valuable addition to these lessons. Many of these titles have not been reviewed by the Institute for Excellence in Writing. These selections are provided simply to assist you in your own research for books that may be used to supplement this writing curriculum. Teachers should read the books before assigning them to their students.

### September

Excerpts from *Aladdin and Other Favorite Arabian Nights Stories* by Philip Smith

*Aladdin and the Wonderful Lamp*

*Ali Baba and the Forty Thieves*

*Benjamin Franklin* by Ingri and Edgar Parin d'Aulaire

Start *Black Beauty* by Anna Sewell

### October

Finish *Black Beauty* by Anna Sewell

Excerpts from *What Your Third Grader Needs to Know* by E.D. Hirsch Jr.

*Androcles and the Lion*

*Horatius at the Bridge*

Excerpts from *Classic Myths to Read Aloud* by William F. Russell

*Cupid and Psyche*

*Damon and Pythias*

*Jason and the Golden Fleece*

*Perseus and the Gorgon's Head*

*The Sword of Damocles*

*The Wanderings of Aeneas*

## APPENDICES

## November

Excerpts from *D'Aulaires' Book of Norse Myths* by Ingri and Edgar Parin d'Aulaire

Introduction

*Asgard and the Aesir Gods*

*The Death of Balder*

*Odin, the All-father*

*Thor, the Thunder-god*

*The Valkyries and Valhalla*

*The Theft of Thor's Hammer*

Start *The Princess and the Goblin* by George MacDonald, abridged by Oliver Hunkin

## December

Finish *The Princess and the Goblin* by George MacDonald, abridged by Oliver Hunkin

## January

Excerpts from *What Your Third Grader Needs to Know* by E.D. Hirsch Jr.

*The Hunting of the Great Bear*

Start *Farmer Boy* by Laura Ingalls Wilder

## February

Finish *Farmer Boy* by Laura Ingalls Wilder

## March

Excerpts from *What Your Third Grader Needs to Know* by E.D. Hirsch Jr.

*Gone Is Gone*

*The People Could Fly*

## April

Excerpts from *What Your Third Grader Needs to Know* by E.D. Hirsch Jr.

*Three Words of Wisdom*

*William Tell*

*The Little Match Girl*

## May

Excerpts from *The Jungle Book* by Rudyard Kipling

*Mowgli's Brothers*

*Kaa's Hunting*

*Tiger! Tiger!*

*Rikki-Tikki-Tavi*

## Vocabulary Quiz 2

abruptly	cleverly	forcefully	sly
cautiously	crave	guide	terrified

**Fill in the blanks with the appropriate word. Be sure to spell correctly.**

- |                                      |                      |
|--------------------------------------|----------------------|
| 1. to desire strongly                | 1. <u>crave</u>      |
| 2. clever in a dishonest way         | 2. <u>sly</u>        |
| 3. very suddenly and unexpectedly    | 3. <u>abruptly</u>   |
| 4. to lead in a certain path         | 4. <u>guide</u>      |
| 5. extremely afraid                  | 5. <u>terrified</u>  |
| 6. carefully avoiding danger or risk | 6. <u>cautiously</u> |
| 7. with great strength; powerfully   | 7. <u>forcefully</u> |
| 8. showing intelligent thinking      | 8. <u>cleverly</u>   |