

Structure & Style Overview

Presented by
Andrew Pudewa

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Acknowledgements

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Also by Andrew Pudewa

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Teaching Writing: Structure and Style
The Two Andrews: On Writing and Teaching Writing

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Institute for Excellence in Writing
8799 N. 387 Rd.
Locust Grove, OK 74352
800.856.5815 • 800.856.5815 Option 4 (for schools only)
info@IEW.com • schools@IEW.com
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Structure and Style Overview

Below are the chapter titles and time signatures for the scenes in Excellence in Writing's *Structure and Style Overview*. The purpose of this DVD is to give you a sense of how our program works. It is not intended to be a substitute for the complete writing seminar, *Teaching Writing: Structure and Style*.

Scene Title	Scene Time	Elapsed Time
Introducing Our Approach	12 minutes	0:00
You Can't Help Your Child Too Much	8 minutes	12:11
What Do You Buy to Help You Teach Writing?	3 minutes	20:25
An Overview of All Nine Units	6 minutes	23:12
Unit 3: Summarizing Stories	6 minutes	29:24
Unit 4: Summarizing a Reference	14 minutes	35:27
Unit 5: Writing from Pictures	13 minutes	49:42
Unit 6: Library Research Papers	10 minutes	1:02:53
Unit 7: The Blank Page Assignment	4 minutes	1:12:41
Unit 8: The Essay	10 minutes	1:16:52
Unit 9: The Critique	7 minutes	1:26:09
Stylistic Techniques	5 minutes	1:33:30
Teaching Music Analogy	11 minutes	1:38:44
Marking and Editing	9 minutes	1:49:21
Writing Practicum (Units 1 and 2)	21 minutes	1:58:57
Motivation and Wrap-Up	2 minutes	2:19:27
End of Disc	--	2:21:40

THE STRUCTURAL MODELS

Essay Writing

(Combine with Science, History, etc.)

Creative Writing

(Combine with Reading, Literature, etc.)

1. Note Making and Outlines

(Key words from each sentence)

2. Summarizing from Notes

(Key words from each sentence)

3. Summarizing Narrative Stories

(Key words from answers to Story Sequence Chart questions)

4. Summarizing a Reference

(Key words from facts from one source: limit; choose interesting/important)

6. Library Research Reports

(Key words from facts from multiple sources: limit; choose interesting/important; fuse)

8. Formal Essay

(Unit 4/6 model with introduction and conclusion)

Persuasive Essay

5. Writing from Pictures

(Key words from answers to questions about pictures)

7. Creative Writing with Structure

(Key words from answers to questions; “notes from brain”)

9. Formal Critique

(Unit 3 model with introduction and conclusion)

The One-A-Month Schedule

Essay Writing

(Combine with Science, History, etc.)

Creative Writing

(Combine with Reading, Literature, etc.)

September

1. Note Making and Outlines

(Key words from each sentence)

2. Summarizing from Notes

(Key words from each sentence)

October

3. Summarizing Narrative Stories

(Key words from answers to Story Sequence Chart questions)

November

4. Summarizing a Reference

(Key words from facts from one source: limit; choose interesting/important)

February

6. Library Research Reports

(Key words from facts from multiple sources: limit; choose interesting/important; fuse)

April/May

8. Formal Essay

(Unit 4/6 model with introduction and conclusion)

Persuasive Essay

December/January

5. Writing from Pictures

(Key words from answers to questions about pictures)

March

7. Creative Writing

with Structure

(Key words from answers to questions; “notes from brain”)

May/June

9. Formal Critique

(Unit 3 model with introduction and conclusion)

The Ant and the Grasshopper by Aesop

One summer's day, Grasshopper was hopping about, chirping and singing to his heart's content.

An Ant passed by, bearing along a kernel of corn he was taking to his home.

"Why not come and play with me instead of working so hard?" asked Grasshopper.

"I am helping to lay up food for the winter," replied Ant, "and think you should do the same."

"Why worry about winter?" said Grasshopper, "we have got plenty of food at present!"

When winter came, Grasshopper had no food and was dying of hunger. Too late, he realized it is best to prepare ahead for the days of necessity.

STYLISTIC TECHNIQUES

Dress-Ups

1. **who-which** clause
2. **“-ly”** adverb
3. **because** clause
4. strong verb
5. quality adjectives
6. **when, while, where, as, since, if, although** clause

Advanced: dual adverbs, verbs, and adjectives; noun clause; adverbial or adjectival “teeter-totters”

Minimum Rule: Each one in every paragraph

Indicator: underline (only six)

Sentence Openers

- ① subject
- ② prepositional
- ③ “-ly” adverb
- ④ “-ing”,
- ⑤ clausal,
- 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 margin (every sentence)

Decorations

1. question
2. conversation
3. 3sss
4. dramatic opening-closing
5. simile or metaphor
6. alliteration

Minimum Rule: One different decoration per paragraph, four per story

Indicator: Dotted underline or “dec.” in margin

Sentence Styles (Triple Extensions)

1. word repetition
2. phrase and clausal repetition
3. repeating “-ings,” consecutive or spaced
4. repeating “-lys,” consecutive or spaced
5. repeating adjectives or nouns
6. repeating verbs, consecutive or spaced

Minimum Rule: One different style per paragraph

Indicator: The word “triple” in margin

Examples of Dress-Ups

1. **who-which** (adjective clause; “who” or “which” in the middle of a sentence)

The yellow-bellied sapsucker, which is native to Canada and the northern United States, destroys young trees by sucking sap from the branches.

The lion, who felt he would never be able to disentangle himself from the hunter’s net, was most grateful for the appearance of the little mouse.

Many people are not aware of Tiki Tom, who lived alone for years on a deserted island.

2. “-ly” adverb

The fox casually mentioned how pleased he would be to hear the crow sing.

3. **because**

The hare was delighted because he knew it would be an easy race.

4. **strong verb** (Use thesaurus, Banned Words List, or suggested synonyms.)

5. **quality adjective** (Use thesaurus, Banned Words List, or suggested synonyms.)

6. **when, while, where, since, as, if, although** (adverb clause, in the middle of a sentence)

The hare dozed peacefully while the tortoise plodded persistently.

The cheese dropped to the ground when the crow began to sing.

The lion was humbled as he beheld his miniature rescuer at work.

Advanced “Dress-Up” Ideas

7. **dual adverbs, verbs, or adjectives**

The shepherd boy fearfully and desperately screamed to the villagers below.

All the animals taunted and tormented the panic-stricken hare.

“What magnificent feathers you have,” crooned the clever but deceitful fox.

8. **noun clause** (Use “that” or omit the word and leave the clause.)

The king of the beasts never imagined that a puny rodent could help him.

The vain crow believed (that) she was the most elegant of all birds.

Midas thought nothing could be grander than the golden touch.

9. **adverbial and adjectival “teeter-totters”**

Adverbial: (dual adverbs before the verb with an adverbial clause following)

The fox secretly and cruelly laughed as the foolish crow began to sing.

The lion furiously and tenaciously struggled while the net grew tighter and tighter.

Adjectival: (dual adjectives before a noun with an adjective clause following)

The hare scoffed at the humble, lethargic tortoise who had challenged him.

