

EXPERIENCE

EXCELLENCE IN WRITING



Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!

Laura House
Accomplished Instructor
Hybrid School Consultant

Meet the House Family



Then...



...and now!

Why Do Kids Hate Writing?

Blank Brain = Blank Page

I don't know what to write!



Where do other programs begin?

Assignment:

"Write about your summer vacation."



Unit 7: Inventive Writing

How Are We Different?

Unit 1: Note Making
and Outlines

Unit 2: Writing
from Notes

Unit 4: Summarizing
a Reference

Unit 6: Summarizing
Multiple References

Unit 8: Formal Essay
Models

Unit 3: Retelling
Narrative Stories

Unit 5: Writing
from Pictures

Unit 7: Inventive
Writing

Unit 9: Formal Critique

Unit 1 Key Word Outline

UNIT

1

Key Word Outline

Name _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

3
words
max!

- Read.
- Look up.
- Speak.



Sample Level C

Music, Jefferson, and the Declaration of Independence

The committee assigned the task of writing the Declaration of Independence consisted primarily of John Adams, Benjamin Franklin, Thomas Jefferson, and, unofficially, Thomas Paine. The first draft contained the basic points they all agreed upon, but they also knew that the language used in the final document would have to be artistic and inspiring as well as precise. Adams was too rough, Franklin too sick, and Paine too controversial to author the final draft; thus the task fell to Jefferson. His landlady recorded in her journal the struggle he had in completing his task. Upstairs, she would hear him pacing the floor endlessly; he seemed to accomplish little for many days. Then he sent home for one of his violins. After it arrived, Jefferson would pace a little, and then play for half an hour or so. Then quiet descended upon the house for a while. In a few days, the vital document was complete and ready for presentation. Playing music may have helped unlock his linguistic genius, or perhaps it made him be more receptive to the words of destiny: “When in the course of human events...” Either way, few people know the important role the violin played in the founding of our country.

Sample Level B

The Sea Wasp

The sea wasp is the most venomous member of the jellyfish family. Its poisoning ability is many times greater than any snake. In its search for food such as small bottom-dwelling shrimp, sea wasps often move very close to shore and to beach swimmers. It is so deadly that bathers stung by the sea wasp have died in the few seconds it takes them to stagger back to shore. It is almost completely transparent and can be difficult to see. Not found in the oceans near America or Europe, it is considered the scourge of Australia's beaches. This small blob of powerful neurotoxin could likely kill over fifty people. The sea wasp has been called the deadliest creature alive.

Sample Level A

Sea Snakes

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra. Sea snakes, however, do not always inject venom when they bite. Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

Keyword Outline

Sea Snake

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra. Sea snakes, however, do not always inject venom when they bite. Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

- I. most, poisonous, world
 1. scientists, venom, 50x, cobra
 2. ~~always~~, inject, bite
 3. nobody, sure, why
 4. slow, effect, fatal, 25%
 5. fishermen, victims, carelessly

Sea Snake

- I. most, poisonous, world
 - 1. scientists, venom, 50x, cobra
 - 2. always, inject, bite
 - 3. nobody, sure, why
 - 4. slow, effect, fatal, 25%
 - 5. fishermen, victims, carelessly



Teaching Writing: Structure

1: Note Making
and Outlines

2: Writing from
Notes

- I. most, poisonous, world
1. scientists, venom, 50x, cobra
 2. ~~always~~, inject, bite
 3. nobody, sure, why
 4. slow, effect, fatal, 25%
 5. fishermen, victims, carelessly

UNIT 1

Note Making and Outlines

Name
Date
I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

3
words
max!

- Read.
- Look up.
- Speak.



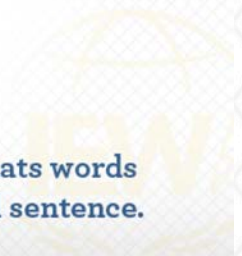
UNIT 2

Writing from Notes

Name
Date
Title
INDENT

Double
space!

Title repeats words
from final sentence.



Teaching Writing: Structure

1: Note Making
and Outlines

2: Writing from
Notes

3: Retelling
Narrative
Stories

UNIT

3

Story Sequence Chart

I. CHARACTERS & SETTING

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



II. PLOT & CONFLICT

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



III. CLIMAX, RESOLUTION, MESSAGE

How is the need resolved?
What happens after?
What is the message/lesson?
Final clincher repeats title.



Teaching Writing: Structure

1: Note Making
and Outlines

2: Writing from
Notes

3: Narrative
Stories

4: Summarizing
a Reference

UNIT

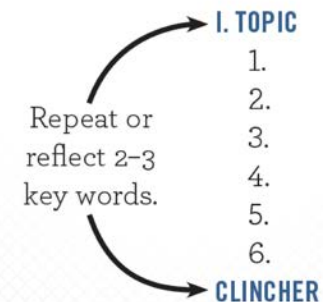
4

Summarizing a Reference

- Key words from facts.
- Choose 4–7 details.
- 3 words max.
- 1 topic per ¶.



Topic-Clincher Rule



Teaching Writing: Structure

1: Note Making
and Outlines

2: Summarizing
from Notes

4: Summarizing
a Reference

3: Retelling
Narrative
Stories

5: Writing from
Pictures

UNIT 5

Writing from Pictures

I. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



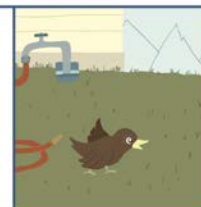
II. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



III. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



ASK QUESTIONS

Who?

What?

When?

Where?

Why?

Before?

After?

Outside?

ADVANCED

Central Fact: past tense

Details: past perfect
(had been, had done, had _____)

Clincher: past tense

Teaching Writing: Structure

1: Note Making
and Outlines

2: Writing from
Notes

4: Summarizing
a Reference

6: Summarizing
Multiple
References

3: Retelling
Narrative
Stories

5: Writing from
Pictures

UNIT 6

Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source)	SOURCE 2 (info on source)	SOURCE 3 (info on source)
I. Topic A 1. 2. 3. 4. 5.	I. Topic A 1. 2. 3. 4. 5.	I. Topic A 1. 2. 3. 4. 5.
USEFUL INFORMATION quotes due date or more notes	FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher	STYLE LIST -ly adverb who-which clause because clause

Teaching Writing: Structure

UNIT

7

My Dog Model

THINK
THREE
TOPICS

HIS LOOKS

HIS FOOD

TRICKS

My Dog
by
Joe Student

INTRODUCTION

Attention getter
Background — time, place
3 Topics

II. FIRST TOPIC

Topic
4-7 details
Clincher

III. SECOND TOPIC

Topic
4-7 details
Clincher

IV. THIRD TOPIC

Topic
4-7 details
Clincher

CONCLUSION

3 Topics
Most Significant and Why
Clincher: Title



1: Note Making
and Outlines

2: Summarizing
from Notes

4: Summarizing
a Reference

6: Summarizing
Multiple
References

3: Retelling
Narrative
Stories

5: Writing from
Pictures

7: Inventive
Writing

Teaching Writing: Structure



Teaching Writing: Structure

UNIT

9

The Critique Model



INTRODUCTION

I. Introduction

- Type of Story
- Title
- Author

UNIT 3 STORY SEQUENCE

II. Characters and Setting

- People or animals in story
- Place, time, mood

III. Conflict and Plot

- Problems that must be solved
- The plan of the story

IV. Climax and Resolution

- Turning point of the story
- Outcome of main characters

CONCLUSION

V. Conclusion

- Liked? Disliked? Why?
- Message/Theme
- No "I"

1: Note Making
and Outlines

2: Writing from
Notes

4: Summarizing
a Reference

6: Summarizing
Multiple
References

8: Formal Essay
Models

3: Retelling
Narrative
Stories

5: Writing from
Pictures

7: Inventive
Writing

9: Formal
Critique

Teaching Writing: Structure and Style

Structure



style



Stylistic Techniques - A Sampling

A few stylistic techniques...

Dress-ups

- ly adverb
- who-which clause
- strong verb

Important: We introduce a new stylistic technique when the previous one is mastered.

Sentence openers

- Subject
- prepositional
- ing

Decorations

- alliteration
- question
- simile

Sample Paragraph

(typical elementary)



Mosquitos are bad pests. Their bites cause bumps that itch. Mosquitos spread diseases to people all over the world. Their eggs need water to hatch, so taking care of standing water may help get rid of them.

Sample Paragraph

(typical elementary)



Mosquitos are **bad** pests. Their bites cause bumps that itch. Mosquitos spread diseases to people all over the world. Their eggs need water to hatch, so removing standing water may help get rid of them.

Banned Words - Replacements for Bad

wicked

evil

terrible

intrusive

deplorable

destructive

damaging

distressing

harmful

unpleasant

villainous

deleterious

nefarious

grievous

Sample Paragraph

(includes a few stylistic techniques)



Mosquitos are intrusive pests. Their annoying bites, which cause bumps that itch, also transmit deadly diseases to people all over the world. Interestingly, their eggs need water to hatch, so removing standing water may help eliminate them.

(Added to paragraph: who/which clause, strong verbs, quality adjectives, -ly adverb opener. Underlined one of each.)

Checklist with Style Requirements

Composition Checklist

Paragraph on: _____

Due Date: _____

- ☐ Composition is double-spaced
- ☐ Dress-ups marked with underline
- ☐ Title is centered and name is on the paper
- ☐ Title repeats key words of final sentence

Dress-Ups

-ly adverb	
who-which clause	
strong verb	

Banned Words (do not use—find better ones):

said, see, or saw, go/went

Important: We introduce a new stylistic technique when the previous one is mastered.

Composition Checklist

Write a _____ paragraph essay on _____

First Draft Due Date: _____

Final Draft Due Date: _____

- ☐ Composition is double-spaced
- ☐ Dress-ups marked with underline
- ☐ Sentence openers marked with a number in the margin (each in every paragraph as possible)
- ☐ **Topic and clincher** sentences repeat or reflect the same key words (highlighted) (no topic/clincher in the introduction or conclusion)
- ☐ Title repeats key words of final sentence of conclusion

Dress-Ups (middle)	I	II	III	IV	V
-ly adverb					
who-which clause					
strong verb (dual verbs)					
quality adjective (dual adjectives)					
when, while, where, as, since, if, although, because					

Sentence Openers (first word)	I	II	III	IV	V
① subject					
② prepositional					
③ -ly adverb (first)					
④ -ing ,					
⑤ clausal ,					
⑥ v.s.s. (2–5)					

Decoration: One different decoration per paragraph					
--	--	--	--	--	--

Sample Paragraph

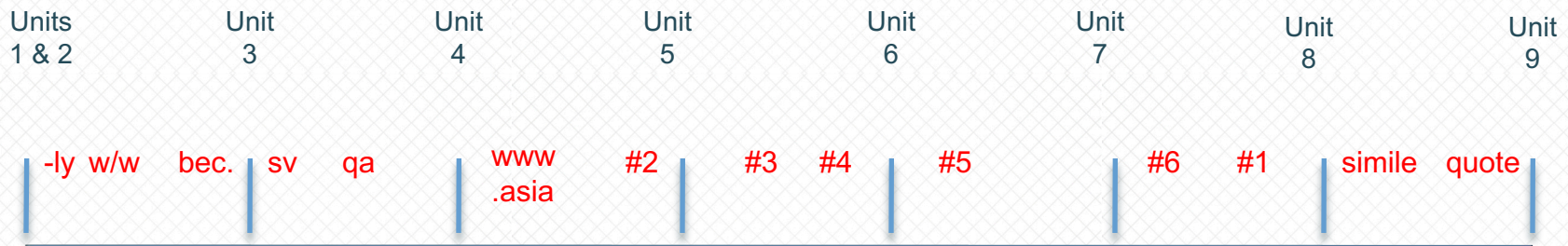
(more experienced student)



Most people would agree that mosquitos rank high on the list of irritating creatures. More concerning than their annoying bites, mosquitos transmit deadly, infectious diseases to people across the globe. Of the more than 3,000 species of mosquitos, three are primarily responsible for the devastation caused by malaria, encephalitis, and the West Nile virus. Mosquitos could arguably be termed the “most deadly animals in the world.” Unfortunately, eliminating mosquitos presents a difficult challenge that scientists continue to study. Because mosquito eggs need water to hatch, one method, which is used universally, involves treating or removing standing water.

Stylistic Techniques Pacing

- There is no schedule; you don't have to “finish” the dress-ups before going on to Unit 3.
- Techniques should be “dripped” in as they become easy.



Before and After

I was born in 1994. My birthday was June 29. I was born with hair. I was tiny. My dog's name is Tigger. My cat's name is Samson. I have a mom and dad. I have a brother and a sister. I like horses. I like soccerball. I like my family.



These samples are from an actual nine-year-old student. Ryan wrote the "Worms at Work" paragraph after using Excellence in Writing for just a few weeks.

Worms at Work

by Ryan D.

A farmer's plow loosens soil just like worms do. When a worm loosens soil, the roots of the plant spread throughout the soil. Worms are also called nature's plow. Worms twist and turn going throughout the soil. This creates tunnels. Air flows into the tunnels so the worm can breath [sic]. Water and moist air travels through the tunnels, because the worm needs moist air around it's [sic] body, and the plant needs water to grow. The plant's roots carry water up through the roots so the plants can grow better and faster.

Options of Where to Start

Teaching Writing/Student Writing Value Package

Package Price: \$249

Purchased Separately: \$298

Level A: Grades 3-5

Level B: Grades 6-8

Level C: Grades 9-12



For the teacher: *Teaching Writing: Structure and Style* (\$189)

For the student: *Student Writing Intensive* (\$109)



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A Word Write Now, and *Portable Walls*)

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Options for Year Two

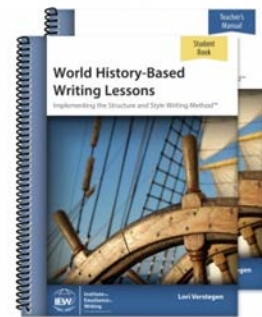
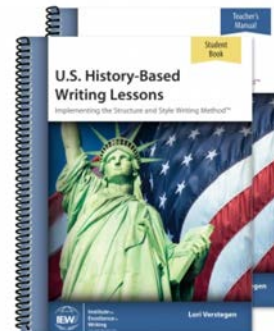
1. Make your own lessons using TWSS!



2. Student Continuation Course - Levels A, B, C



3. Theme-Based Lesson Plans



Why *Fix It! Grammar*?

- Teaches editing, grammar, and vocabulary.
- Students hunt for errors in daily passages and correct them.
- Each daily passage adds to the ongoing story.
- Editing skills transfer to students' own writing.
- Purchase the \$19 teacher manual and download student pages as many times as needed.
- Begin in 4th grade or use placement test* to determine where to begin based on students' skill level.



* IEW.COM/FIX

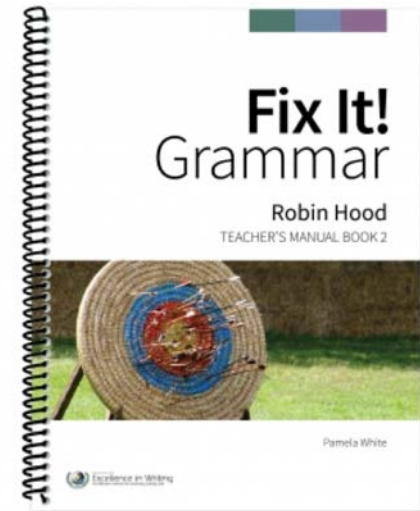


How do you use *Fix It! Grammar*?

Day 1: Read the instructions for the week with your student. Students mark and fix the first passage with the teacher's help. Discuss what was missed, then complete the rewrite after fixing.

Days 2-4: Students mark and fix the daily passage, discuss corrections with their teacher, and copy the corrected passage into a notebook. (You end up with a handwritten copy of the complete story!)

Daily Vocabulary Word: Using a dictionary, look up the bolded word in each sentence. Decide which definition best fits the meaning of the word in the sentence. Create a vocabulary section in your notebook. Write a brief definition labeled with the appropriate week. Add to this list every day.



How do you use *Fix It! Grammar*?

Week 2

Pronouns, Verbs, Coordinating Conjunctions, Its/It's, Comma with Items in a Series

Use the Week 2 grammar cards located in the back of this book to discuss the following concepts. Keep them handy so you can reference them as needed.

LEARN IT

Pronouns (pr) Pronouns refer back to some person or thing previously mentioned. A handy list is printed on the Pronouns grammar card. When you see these listed pronouns in the passages, label them with a *pr*.

Verbs (vb) Review the verb test on the Verbs grammar card. Read through the list of helping verbs on the back of the card. Helping verbs are always followed by an action verb, which they are helping out. The helping verb is like a boy scout who holds the arm of an elderly lady to help her cross the street. One always helps the other along.

Mark all the verbs in this week's fixes with a *vb*.

Coordinating Conjunctions (cc) Coordinating conjunctions are used to connect together two or more of the same types of words, phrases, or clauses. As you find them in these fixes, learn to identify what words the coordinating conjunction is joining.

Using the acronym FANBOYS, review the list of coordinating conjunctions on the grammar card. Label coordinating conjunctions by printing *cc* over each one.

Its versus It's Some words, like *it's* and *its*, are easily confused. To help you remember the difference between the possessive *its*, which does not have an apostrophe, and the contraction *it's*, which has an apostrophe and means *it is*, think of the apostrophe as a small *i*.

it's

When you see **its/it's** in this week's fixes, circle the correct usage on the student pages and copy the correct version in your copy work.

Commas with Items in a Series There are many rules for when to use commas; this week you will learn one of them. Items in a series are two or more words or groups of words joined with a *cc*, usually *and*.

Three or more items in a series take commas. For example, you might be asked to go to the store to buy milk, eggs, and bread. Notice that there are commas after *milk* and *eggs*. Although the comma before the coordinating conjunction *and* is sometimes optional, it is usually needed to avoid confusion. Thus, it is easiest just to include it always.

a and b
a, b, and c

vocabulary
¶ (indent)
capitals
usage (its/it's)

commas (,)
end marks (. ? !)

ar n w-w
pr (pronouns)
vb (verbs)
cc (coordinating
conjunctions)

DAY 1

you might be wondering how robin hood fell under the **wrath** of the law

DAY 2

TIP: Three or more items in a series need commas between them. Find that situation in the passage below and add commas where appropriate.

when robin was eighteen—mature strong and **dauntless**—the sheriff of nottingham

challenged young men in the area to a shooting match

DAY 3

TIP: The passage below has another series of the same part of speech. Add commas where appropriate.

robin **readily** accepted the match grabbed his bow and arrow and started off from locksley,

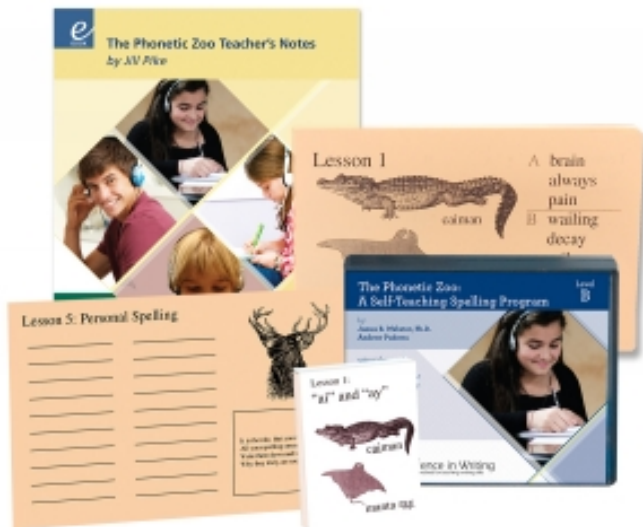
which was the town where he lived

DAY 4

it was a pleasant, **carefree** day, but circumstances would soon change its/it's mood

What about spelling?

The Phonetic Zoo



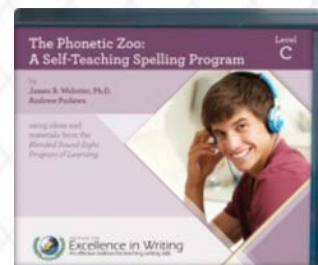
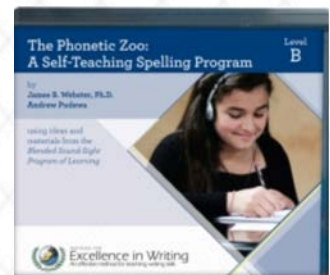
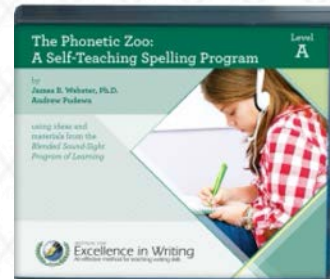
- Phonetically based
- Multi-sensory approach
- Students work independently at their own pace
- Requires approximately 15 minutes per day
- Appropriate for grades 3–12
- Non-consumable! (Use for multiple children.)

- CDs (includes mp3's)
- Lesson Cards
- Zoo Cards
- Teacher's Notes



How do you use The Phonetic Zoo?

- Watch “Spelling and the Brain”; then listen to the course introduction with your student.
- Use the teacher notes to present the lesson to your student.
- Each day, students work **independently at their own pace**, taking the spelling test each day until achieving 100 percent, two days in a row.
- When your student is ready to move on to the next lesson, use the teacher notes to present the new spelling rule.



Primary Arts of Language

PAL provides everything you need to start your primary grade students (K–2) reading and writing.

PAL Reading



PAL Writing



Complete PAL Reading and Writing Package \$149

10 Tools and Support

1. Monthly e-newsletters: IEW.com/e-newsletter

Subscribe to our monthly e-publication with helpful hints, news, promotions, and timely updates about IEW events and products—all delivered right to your inbox.

2. Webinars: IEW.com/webinar

Review archived webinars or listen live to Andrew Pudewa and other IEW speakers from the comfort of your own home where you'll be able to ask questions and interact with other attendees.

3. Forums: IEW.com/forum

Our forums are great places to receive encouragement from or pose your questions to our most experienced IEW Instructors.

4. IEW Blogs: IEW.com/blogs

With a new post once a week or more, the blog is a great source for conversation and information on educational ideas related to listening, speaking, reading, writing, and thinking.

5. Arts of Language Podcasts: IEW.com/podcast

The Arts of Language Podcast with Institute for Excellence in Writing's founder, Andrew Pudewa, is a weekly podcast to support teachers of writing composition. You can subscribe to our podcast in iTunes or Stitcher, or just visit us at IEW.com/podcast.



10 Tools and Support

6. *Magnum Opus Magazine*: MagnumOpusMagazine.com

Offering an annual print issue, three digital issues, and monthly e-newsletters, the MO showcases IEW students' pieces and provides writing teachers with quality student samples.

7. Facebook: Facebook.com/excellenceinwriting

Facebook is a fun way to connect with us!

Other social media channels include Twitter.com/IEW; Instagram.com/IEW, Pinterest.com/IEWriting, and YouTube.com/IEWTV.

8. Accreditation and CEUs:

IEW.com/accreditation and IEW.com/CEU

We offer instructor accreditation and continuing education units to educators who wish to demonstrate their proficiency in the Structure and Style approach.

9. Online Classes: IEW.com/online

The highest level of parent help we offer—paired with our DVD courses and *Fix It! Grammar*, our online classes give live instruction from an experienced IEW teacher.

10. Schools Division: IEWSchools.com

IEW's Schools Division now has Structure and Style materials and professional development packages designed especially for 5-day schools and classroom teachers.



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Any questions?



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Thank you for attending!



**Institute for
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Purposeful Teaching**