

Structure and Style™ Monthly Webinar: Starting Strong in September

Unit 1: Note Making and Outlines

Unit 2: Writing from Notes



August 28, 2017

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Founder and Principal Speaker
Institute for Excellence in Writing



**Institute for
Excellence in
Writing**
Listen. Speak. Read. Write. Think!

Welcome!

A few instructions for those new to an IEW webinar

- Q&A box:
 - Only I and a few staff members will see what you type.
 - I'll answer as I'm able.
- Chat box:
 - All can see your comments.
 - Use this area to "pass notes in class."
 - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chatbox are "live."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive an email with information on how to access this recording.



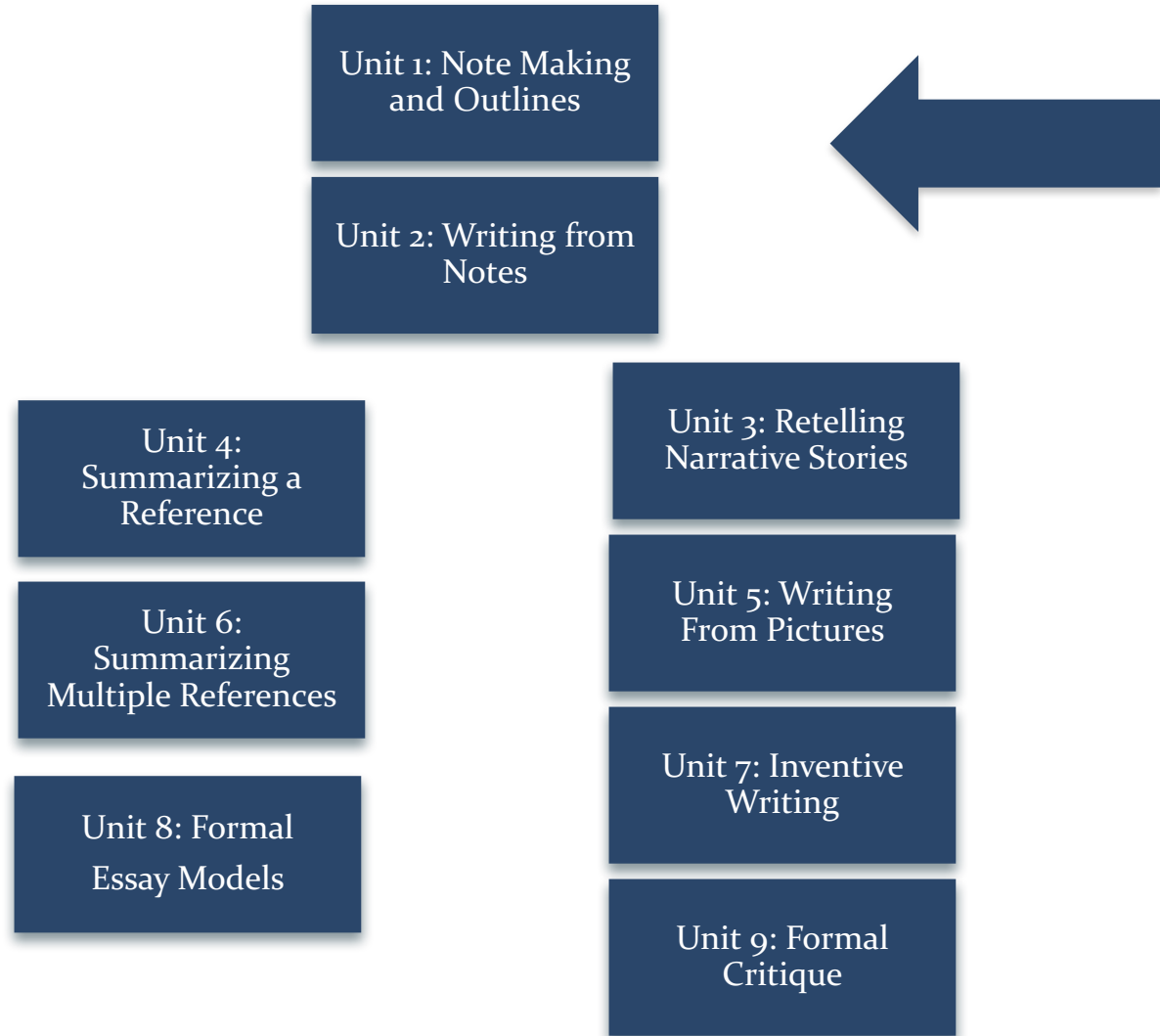
Your tools for tonight:



Refer to Pages 7–30
Discs 1–2



An Overview of IEW's Nine Structural Models



Goals and Recommended Materials for Unit 1

NOTE MAKING AND OUTLINES: LAYING A FOUNDATION FOR STRUCTURE



Goals for Unit 1

- To develop the ability to choose and record key words
- To use a basic outline format
- To communicate main ideas from their own key word outlines (KWO)
- To choose selections (source texts), independently create a KWO, and retell basic ideas to another person using only the outline
- To be introduced to basic public speaking skills

Recommended Materials

- Very short, one-paragraph articles or stories at or below reading level
- Poster or reminder signs
- Source texts from Theme-Based Writing Lessons 1, 2, 4



Mini Posters

- Included with your Premium Subscription
- Print out or display in your class

UNIT

1

Note Making and Outlines

Name _____
Date _____

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

3
words
max!

- Read.
- Look up.
- Speak.



Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Allow students to select key words.
4. One note for each sentence with 1, 2, or 3 words.
5. Students will begin to select better words over time.
6. Have students pair off and tell each other content from notes.
7. Goal is not to repeat source verbatim.
8. Emphasize the importance of speaking in complete sentences.

UNIT

1

Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

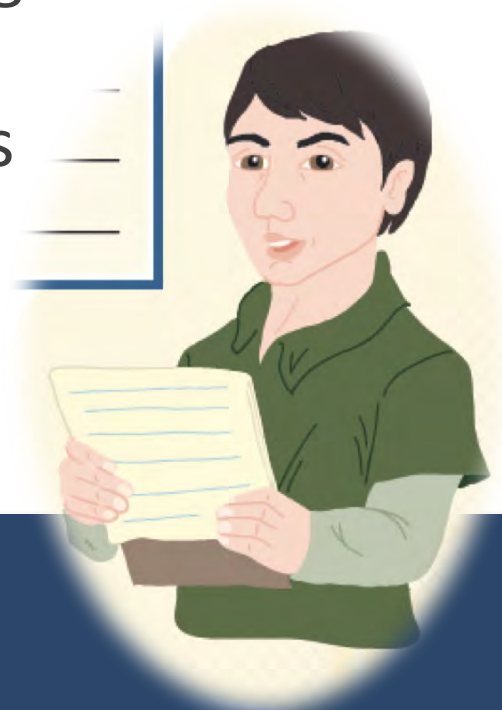
3
words
max!

- Read.
- Look up.
- Speak.



General Reminders, Tips, and Tricks for Unit 1

- Don't assume students remember; it's okay to review, even with older students.
- Find source texts “at or below” reading level.
- Don't skip the verbal retelling; “test” is of the outline, not the student.
- Read and retell several times if necessary.



Public Speaking

- Fall is a great time to begin!
- Family, co-op, friends – Make it consistent and formal (older learning from younger).
- Short is okay!
- Don't fear repetition; same selection more than once is okay.
- Retelling from notes is an incredibly valuable tool for retention and comprehension.
 - English Language Learners
 - Struggling Readers/Writers
- Rules
 - Look at the key words and think of the sentence, but then look up from the paper and say the sentence.
 - Don't speak while eyes are on the paper!



Goals and Recommended Materials for Unit 2

WRITING FROM NOTES: BUILDING ON THE UNIT 1 FOUNDATION



Goals for Unit 2

- To retell in writing by using their own KWO
- To use provided content while learning the writing and rewriting process
- To begin teaching dress-ups
- To become independent in
 - choosing a source and creating a KWO (Unit 1)
 - rewriting from their own notes w/o copying
 - “dressing-up” their summaries and rewriting a final draft

Recommended Materials

- Same source materials from Unit 1
- Use both fiction and nonfiction
- Poster or reminder signs

Name
Date

Title

INDENT ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~
~ ~ ~ ~ ~ ~ ~ ~ ~ ~



Unit 2 Teaching Procedure

1. Always begin every unit with demonstrations and group participation.
 - a. Read the story together.
 - b. Create KWO together.
 - c. Remove original text from view and retell verbally.
 - d. Write the story or article together from the outline.
 - e. Younger or struggling students may copy from the board.


UNIT
1

**Note Making
and Outlines**

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

3
words
max!

- Read.
- Look up.
- Speak.



UNIT
2

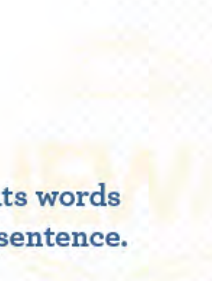
Writing from Notes

INDENT

Name
Date
Title
~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~  
~~~~~

Double  
space!

Title repeats words  
from final sentence.





# Unit 2 Teaching Procedure


2. Repeat steps until it is easy.
3. When ready, begin to teach dress-ups.
  - a. -ly
  - b. who/which

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.




Unit 2 Teaching Procedure

4. Demonstrate how to make a first draft: double-spaced, indent (use pen!)
5. Have students rewrite final draft in pencil or on the computer (double-spaced if teaching MLA format).
6. Teach students to create a title that repeats key words of last sentence.

UNIT
1

**Note Making
and Outlines**



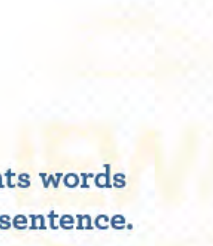
3
words
max!

- Read.
- Look up.
- Speak.

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

UNIT
2

Writing from Notes



Double
space!

INDENT

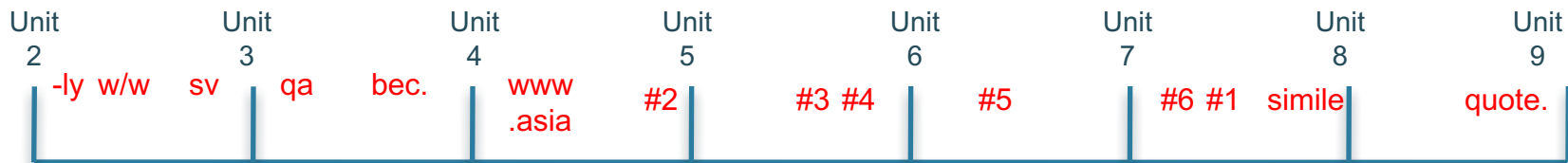
Title repeats words
from final sentence.

Name
Date
Title



Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become easy.
- Example:



EZ+1



Stylistic Pacing

- Level A

- -ly
- (who/which)

- Level B

- -ly
- who/which
- (strong verb)

- Level C

- -ly
- who/which
- strong verb
- (quality adj.)
- (www.asia.b clause)

(denotes only for advanced students)



Adjustments for style

- Remember the EZ+1 rule!
- Allow students and parents to dictate what they will include on their checklist, not the author.
- Average: -ly, w/w
- Use the IEW Checklist Generator™
 - Speed it up!
 - Slow it down.
 - More about this later.

Writing from Notes

Unit 2 Composition Checklist

US History Lesson 4-

Name: _____

Source Text: _____

STRUCTURE

<input type="checkbox"/> Name and date in upper left-hand corner	_____	(4 pts)
<input type="checkbox"/> Composition double-spaced	_____	(2 pts)
<input type="checkbox"/> Title is centered and repeats 1-3 key words from final sentence	_____	(2 pts)
<input type="checkbox"/> 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.

CHECK FOR BANNED WORDS:

\$1 Dross-Ups (underline one of each) (5 pts each)

<input type="checkbox"/> -ly adverb	_____	(5 pts)
<input type="checkbox"/> who-which clause	_____	(5 pts)
<input type="checkbox"/> Uses at least one of these vocabulary words: pillar, prosperity, transformed, coast	_____	(5 pts)

MECHANICS

<input type="checkbox"/> capitalization	_____	(1 pts)
<input type="checkbox"/> end marks and punctuation	_____	(1 pts)
<input type="checkbox"/> spelling and usage	_____	(1 pts)
<input type="checkbox"/> complete sentences (Does it make sense?)	_____	(1 pts)

Total: _____/29

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Created from the IEW Checklist Generator in less than 2 minutes ^

Let's do one together!

The Boy and the Nettles

A boy was stung by a nettle. He ran home and told his mother, saying, "Although it hurts me very much, I only touched it gently." "That was just why it stung you," said his mother. "The next time you touch a nettle, grasp it boldly, and it will be soft as silk to your hand, and not in the least hurt you."




Let's do one together!

1. Always begin every unit with demonstrations and group participation.
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 - a. -ly
 - b. who/which
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Any questions?

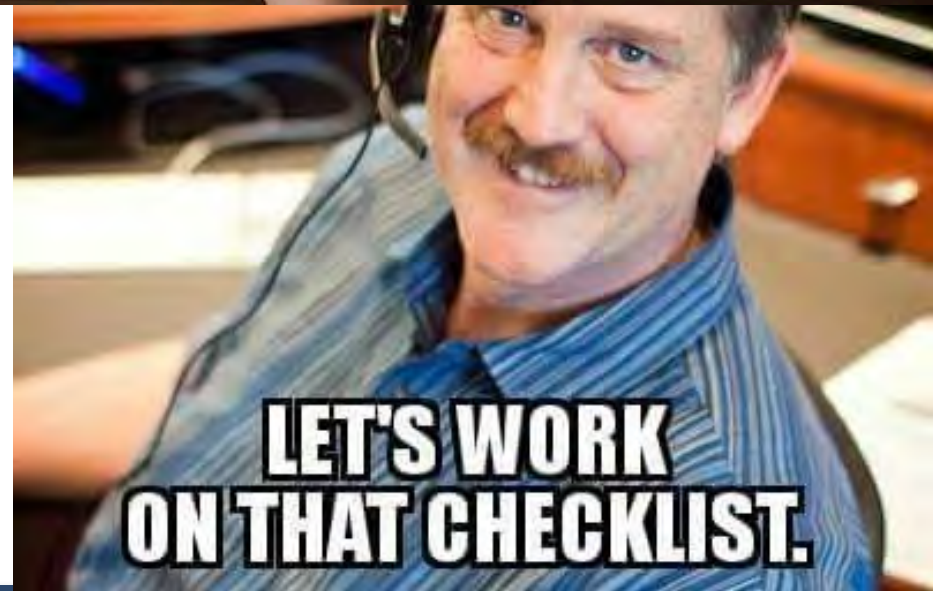




The Online IEW Checklist Generator™

[For more information,
see IEW.com/blogs](http://IEW.com/blogs)

Meme Credit [Kristy Britt Platt](#)
[August 3](#)



IEW Checklist Generator™

- Available only to IEW Premium Subscribers
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 - Buy the IEW.com/TWSS2-PREM or (TWSS Seminar) \$129
 - Buy the IEW.com/TWSS2-PREM-GO (just the Premium Subscription) \$99
- Premium Subscription Annual renewal fee is \$29





Here are some other ways IEW can help you:

1. [Podcast](#)
 - [IEW.com/podcast](#)
2. [Webinars](#)
 - [IEW.com/webinar](#)
 - Our next webinar is Sept 18. (Unit 3)
3. [Blogs](#)
 - [IEW.com/blogs](#)
4. [Forum](#)
 - [IEW.com/forum](#)
5. [e-Newsletter](#)
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