A few problems...

1. Aptitude differences
2. Curricular options

Consequently, what works for one student won’t necessarily work for all.
A few problems...

3. The Defining Challenge

“I don’t know what to write!”

“I don’t know what to say!”

“I can’t think of anything!”
A successful approach:
Remove the problem!
You don’t have to think of WHAT to write in order to begin learning HOW to write!
Provide a “source text”

1. ...at or below the reading level of the student.

2. Make a “Key Word Outline,” taking a maximum of 3 words from each sentence.

3. Verbally tell back the content from key words. (Test the outline.)

4. Retell the content on paper, writing sentences from the Key Word Outline.
This is not a “new” idea; Benjamin Franklin used it!
Excerpt from his Autobiography:

"When my Father happened to find my papers . . . he
took occasion to talk to me about the manner of my
writing, observed that although I had the advantage
of my antagonist in correct spelling and pointing
(which I owed to the printing house), I fell far short in
elegance of expression, in method and in perspicuity,
of which he convinced me by several instances. I saw
the justice of his remarks, and thence grew more
attentive to the manner in writing, and determined to
endeavor at improvement."
"About this time I met with an odd volume of the Spectator. It was the third. I had never before seen any of them. I bought it, read it over and over and was much delighted with it. I thought the writing excellent, and wished if possible to imitate it. With that view, I took some of the papers, and making short hints of the sentiment in each sentence, laid them by a few days, and then without looking at the book, tried to complete the papers again, by expressing each hinted sentiment at length and as fully as it had been expressed before, in any suitable words, that should come to hand."
"Then I compared my Spectator with the original, discovered some of my faults and corrected them. But I found I wanted a stock of words or a readiness in recollecting and using them (which I thought I should have acquired before that time), since the continual occasion for words of the same import but of different length, to suit the measure or of different sound for the rhyme would have laid me under a constant necessity of searching for variety, and also have tended to fix that variety in my mind, and make me master of it."
"I also sometimes jumbled my collections of hints into confusion, and after some weeks, endeavored to reduce them into the best order, before I began to form the full sentences and complete the paper. This was to teach me method in the arrangement of thoughts. By comparing my work afterwards with the original, I discovered many faults and amended them; but I sometimes had the pleasure of fancying that in certain particulars of small import, I had been lucky enough to improve the method or the language, and this encouraged me to think I might possibly in time come to be a tolerable English writer, of which I was extremely ambitious."
The Fox and the Goat

By an unlucky chance, a Fox fell into a deep well from which he could not escape. A Goat passed by, and asked the Fox what he was doing down there. "Oh, have you not heard?" said the Fox, "there is going to be a great drought, so I came down here in order to be sure to have water by me. Why don't you come down too?" The Goat thought this a good idea, and jumped down into the well. But the Fox immediately sprang on to the Goat's back, and by putting his foot on the Goat's long horns, managed to hop up to the edge of the well. "Good-bye, friend," said the Fox, "remember, be careful of the advice of one who is in trouble."
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The Fox and the Goat

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4. __________________________________________

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6. __________________________________________

7. __________________________________________
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Key Word Outline (KWO)

The Fox and the Goat

1. fell, well, escape
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4. “You, too?”
5. G, thought, idea, ↓
6. F, back, horns, edge
7. ______________________________
Next steps:

1. Talk through the KWO, speaking in complete sentences.

NOTE: This is a test of the outline, NOT the student.
Next steps:

1. Talk through the KWO, speaking in complete sentences.

2. Things to remember when asking students to write a draft:

   Composition, spelling, and handwriting are VERY DIFFERENT brain functions!
Recommendations:

1. No erasing allowed!
2. Rough draft in PEN, not pencil!
   - "Convert...to Pens!" IEW.com/articles
3. Begin introducing a few “dress-up” style techniques:
   - -ly
   - who/which
   - strong verb
   - quality adjective
   - because clause
Sample “-ly” adverbs

The Fox and the Goat

1. fell, well, escape
carelessly
unhappily
unfortunately
curiously
innocently
cleverly
slyly
politely

2. G passed, asked, “doing?”

3. F: “heard? drought, water!”

4. “You, too?”

5. G, thought, idea, down

6. F, back, horns, edge

7. ____________________________

foolishly
ignorantly
trustingly
instantly
deftly
rudely
obnoxiously
quietly
Review

1. Source texts should be at or below reading level.
2. Source texts should be interesting!
3. KWO: three words per sentence max (symbols okay)
4. Tell back the content verbally to test the outline.
5. Separate complexity (spelling, handwriting, no erasing, etc.).
6. Add dress-ups as they become EASY.
7. Avoid the Four Deadly Errors. (Last slide has link to access this talk FREE!)
The Outcome:

- Transformed attitudes
- Excellent results!
An Overview of IEW’s Nine Structural Models

1: Note Making and Outlines

2: Writing from Notes

3: Retelling Narrative Stories

4: Summarizing a Reference

5: Writing from Pictures

6: Summarizing Multiple References

7: Inventive Writing

8: Formal Essay Models

9: Formal Critiques

We gradually continue with more advanced writing.

We started here.
Any questions?

IEW.com 800.856.5815
Here are some other ways we at IEW can help you:

1. **Podcast**
   - IEW.com/podcast

2. **Webinars**
   - IEW.com/webinar

3. **Blogs**
   - IEW.com/blogs

4. **Forum**
   - IEW.com/forum

5. **e-Newsletter**
   - IEW.com/e-newsletter

6. **Magnum Opus Magazine**
   - MagnumOpusMagazine.com
ANNOUNCING
IEW's Twelve Days of Christmas Giving
12/26–1/6

IEW.com/Christmas16
Invite your friends!

Access your free Four Deadly Errors talk here!