

Discoveries in Writing

Implementing the Structure and Style[®] Method

Teacher's Manual

First Edition © January 2024
Institute for Excellence in Writing, L.L.C.

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Discoveries in Writing: Implementing the Structure and Style® Method Teacher's Manual
First Edition, January 2024
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Welcome to *Discoveries 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

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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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
Unit 1 1	Mount Everest, Matterhorn introduction to structure		harsh summit
Unit 2 2	Constantine title rule		announce enormous
3	Alfred the Great	introduction to style -ly adverb	fearlessly wisely
4	Lapis Lazuli	<i>who/which</i> clause	
Unit 3 5	The Lion and the Shepherd, Part 1		cast hobble
6	The Lion and the Shepherd, Part 2		cruelly deliberately
7	The Sword in the Stone, Part 1		firmly scoff
8	The Sword in the Stone, Part 2	strong verb banned words: <i>say/said, see/saw</i>	behold claim
Unit 4 9	Old Faithful topic-clincher sentences	banned words: <i>think/thought</i>	
10	Bayeux Tapestry	<i>because</i> clause	embroider epic
11	Mecca	banned words: <i>go/went</i>	pilgrimage revered
12	Tsunamis	quality adjective banned words: <i>big, small</i>	miraculously surge
13	Jerusalem and the Crusades	banned words: <i>good, bad</i>	fierce meaningful
Unit 5 14	Joust, Part 1		
15	Joust, Part 2		brandish joust

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
16	Volcano, Part 1		erupt spew
17	Volcano, Part 2	<i>www.asia</i> clause	imposing massive
Unit 6 18	The French and Indian War, Part 1		ambush confront
19	The French and Indian War, Part 2		
20	Bunker Hill, Part 1		ascend momentous
21	Bunker Hill, Part 2	#2 prepositional opener	defend reconciliation
22	Lafayette, Part 1		privileged undaunted
23	Lafayette, Part 2	#3 -ly adverb opener	provide resolve
Unit 7 24	Hobbies I Enjoy, Part 1		
25	Hobbies I Enjoy, Part 2		craft specialty
26	Hobbies I Enjoy, Part 3		regularly relax
27	A Person I Enjoy, Part 1	#6 vss opener	additionally particularly
28	A Person I Enjoy, Part 2		characteristic significant
29	A Place I Enjoy, Part 1		
30	A Place I Enjoy, Part 2		

Lesson 1: Mount Everest, Matterhorn

Preparation:	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 1: Note Making and Outlines. At IEW.com/twss-help reference the TWSS Viewing Guides.
Structure:	Unit 1: Note Making and Outlines Introduction to Structure
Subject:	Mount Everest, Matterhorn



Lesson 1: Mount Everest, Matterhorn

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Mount Everest, Matterhorn

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: *harsh*, *summit*

Assignment Schedule

Day 1

1. Read Introduction to Structure and New Structure.
2. Read and discuss the source text “Mount Everest.”
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 “Matterhorn.”
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.



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. Complete Structure Review.
3. 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 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 car. Before a car is built, someone had to draw plans for the designers. The designers had to follow the plans so that each part of the car is in its proper place. The brake must be next to the accelerator pedal. The steering wheel must be at a height that the driver can easily reach it and still see out the front window. Each part had to be placed in its own special spot. Each step had to be completed in order to give the car its proper structure.

In some ways, writing a paper is similar to building a car. 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?

ppl → mt ++ 123 O₂  ≈


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 → = to/across/next ++ = many/more/several

O₂ = Oxygen  = tooth ≈ = approximately

Numbers 123 = numbers

Abbreviations ppl = people mt = mountain

Source Text**Mount Everest**

Mount Everest is in the Himalayan mountain range in Asia. It is over nine thousand feet tall and is the highest point on Earth. Cold temperatures, strong winds, and little oxygen make the mountain hard to climb. More than three hundred people have died climbing Mount Everest. People who guide climbers up the Himalayas are called Sherpas. In 1953 Edmund Hillary and his Sherpa guide, Tenzing Norgay, were the first people to reach the summit of Mount Everest.

**Mechanics**

Capitalize proper nouns and adjectives.

Read and Discuss

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

Show students where Mount Everest is located on a map.

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 *Himalayan, range, Asia*; however, students may pick different words.

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 students give key word suggestions.

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

Sample

Lesson 1: Mount Everest, Matterhorn

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
“Mount Everest.” Use symbols, numbers, and abbreviations when possible.
Write notes for the first sentence on the Roman numeral line.
There is one line for each sentence.

- I. ME, Himalayan, range, Asia
1. > 9,000 ft, highest, point, Earth
2. cold, winds, -- O₂, hard
3. > 300 ppl, died, climbing
4. Sherpas, guide, climbers
5. 1953, Edmund Hillary + Tenzing Norgay, 1st, summit

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 *Mount Everest* is the title, simply write *ME* when writing the KWO.

Proper nouns such as *Edmund Hillary* and *Tenzing Norgay* count as one key word. Encourage students to correctly capitalize and spell these words as they write their KWOs.

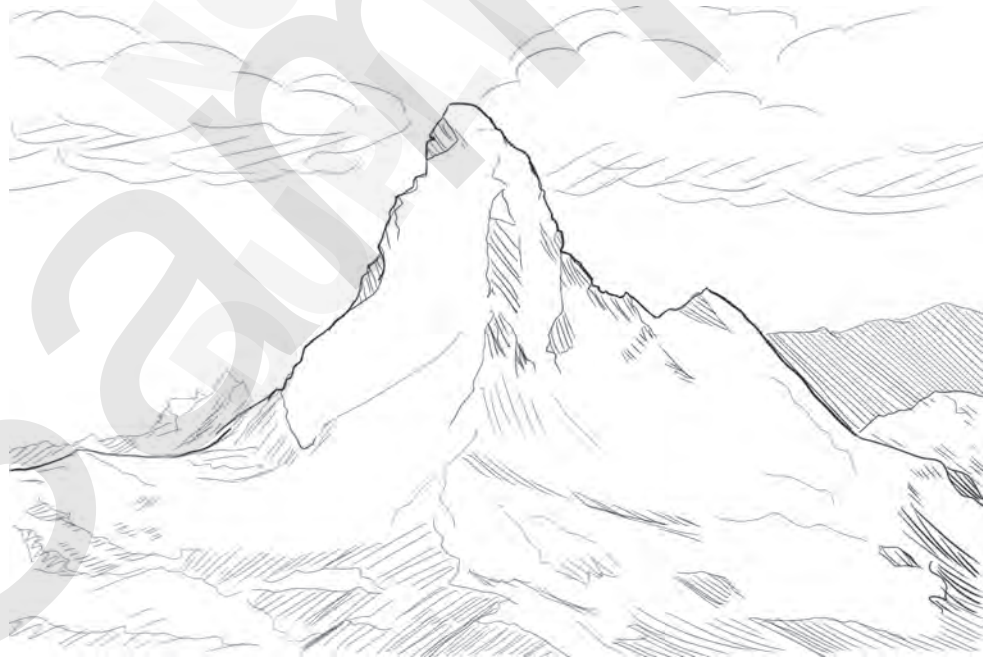
In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

Tell Back

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

Source Text**Matterhorn**

The Matterhorn is a famous mountain in the Alps on the border of Switzerland and Italy. Shaped like a jagged tooth, it is almost fifteen thousand feet tall. Each summer about three thousand people try to climb it. The Swiss side of the mountain is easier to climb than the Italian side. The world's largest igloo resort sits at the base of the Matterhorn. This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.

**Read and Discuss**

Show students where the Matterhorn is located on a map. The source text references the Iglu-Dorf Zermatt in Switzerland. Pictures of this hotel can be found online.

Locate Key Words

Model how to find key words. Reread the first sentence. Ask your students, "If I want to remember the main idea of this sentence, what three words are key words?" (Circle those words.)

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

Sample

Lesson 1: Mount Everest, Matterhorn

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 “Matterhorn.” Use symbols, numbers, and abbreviations when possible. There is one line for each sentence.

- I. _____ *mt, Alps, Switzerland, Italy*
1. _____ *shaped, jagged, ☹, ≈15,000 ft*
2. _____ *summer, 3,000 ppl, climb*
3. _____ *Swiss, easier, Italian*
4. _____ *lg, igloo resort, base*
5. _____ *restaurant, rooms, tunnels*

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

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.

Structure Review

Key words are the most important words that tell the main idea.

Two or three words can be placed on a KWO line.

Symbols, numbers, and abbreviations are free.

After you write a KWO, you have to test it.

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.



harsh Mount Everest is difficult to climb
because of its harsh weather.



summit Edmund Hillary and Tenzing
Norgay were the first people to reach the
summit of Mount Everest.

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

Structure Review

Review page 13. Answer these questions orally.

- What is a key word?
- How many words can you put on one line of a KWO?
- When you write a KWO, what are free?
- After you write a KWO, what do you have to do?

Lesson 2: Constantine

Preparation:	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 2: Writing from Notes. At IEW.com/twss-help reference the TWSS Viewing Guides.
Structure:	Unit 2: Writing from Notes title rule
Subject:	Constantine



Lesson 2: Constantine

UNIT 2: WRITING FROM NOTES

Lesson 2: Constantine

Goals

- to learn the Unit 2 Writing from Notes structural model
- to write a 1-paragraph summary
- to create a title
- to be introduced to the composition checklist
- to use new vocabulary words: *announce*, *enormous*



Assignment Schedule

Day 1

1. Play Build-a-Man. Directions for this game and other games can be found in the Teacher's Manual.
2. Read and discuss "Constantine."
3. Reread the source text and circle two or three key words in each sentence.
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. Read New Structure.
2. Review your KWO from Day 1.
3. Begin writing your rough draft. Use your KWO.
4. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
2. Finish writing your rough draft. Use your KWO and the checklist. If you use vocabulary words, label them with (voc). Follow the title rule to create a title.
3. Turn in your rough draft to your editor with the completed checklist attached. The backs of all checklists are blank so that they can be removed.

Unit 2

In Unit 2 students use the KWO to write a summary paragraph. As you model writing from the KWO, stress the importance of writing in your own words.

Build-a-Man

See Appendix IV for game directions. For this lesson, use the following phrases and bonus questions.

UNPLEASANTLY
SEVERE

Bonus: What is the vocabulary word?
harsh

THREE KEY WORDS

Bonus: In addition to two or three key words, what may you write on each line of a KWO?
symbols, numbers, and abbreviations

Exemplar

The Exemplars file contains a student's completed assignment for Lesson 2. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

Writing from Notes

In Unit 2 students write summary paragraphs. Do not worry if their paragraphs are similar to the source texts. This will change when students advance to other units.

Editing

Andrew Pudewa says, "Hands on structure, hands off content." Make the paper grammatically legal; however, refrain from meddling with content.

Day 4

1. Write or type a final draft. Format your paper correctly.
2. Paperclip the checklist, final draft, rough draft, and KWO together.

New Structure**Writing from Notes**

In Unit 2 you will use your KWO to write a paragraph. You may use your own words, sentences, and ideas.

This is the first sentence of the source text:

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome.

Your key word notes may look something like this:

I. 312, C, Maxentius, Milvian Bridge

Practice

Use the key word notes to write a sentence.

Here is an example: In 312 Constantine fought Maxentius at Milvian Bridge.

Answers will vary.

The Editor

You will need to hire an editor to complete your assignments. Your editor will help you with spelling, punctuation, and proper grammar usage. Your editor will also look at the checklist and let you know if anything is not complete. When your editor finishes editing your rough draft, talk about the changes you should make. Then use your rough draft and your editor's comments to write a final draft.

Source text titles are purposely vague. Students will create their own interesting or dramatic titles following the title rule.

Lesson 2: Constantine

Titles

An interesting title grabs a reader’s attention. To create a title, repeat one to three key words from the final sentence.

This is the last sentence of “Matterhorn”: This snow hotel includes a restaurant and several small igloo hotel rooms connected with tunnels.

Here are two possible titles:

Snow Hotel

The Matterhorn’s Igloo Hotel

“**Title repeats one to three key words from final sentence.**”

Title Capitalization

Capitalize the first word and the last word.

Capitalize all other words except
 articles (a, an, the),
 coordinating conjunctions (for, and, nor, but, or, yet, so),
 prepositions (such as: in, over, on, without).

Practice

Since you have not yet written the final sentence of this assignment, create a title using one to three key words from the final sentence of the source text.

After Constantine became ruler, he legalized Christianity.

The Ruler Who Legalized Christianity

From now on, create a title for your compositions by repeating one to three key words from the final sentence.

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Titles

To create a title, key words in the last sentence sometimes need to be changed. That is fine. If students ask, offer suggestions.

Source Text**Constantine**

In 312 Constantine and Maxentius battled at the Milvian Bridge, which crosses a river outside of Rome. It did not matter that Maxentius had two times as many men as Constantine. Before the battle Constantine said that he saw a vision of a large burning cross in the sky. Encouraged by this vision, he ordered his soldiers to paint the Chi-Rho symbol on their shields.

This symbol represents the first two letters of Christ in Greek. Constantine's men defeated Maxentius's army. After Constantine became ruler, he legalized Christianity.

**Read and Discuss**

Read the source text with your students and ask questions to get them thinking about the information. It is also important to make sure students understand words in the text that may be unfamiliar to them.

Locate Key Words

Sentence by sentence, find and circle key words.

Mechanics

The mechanics rules listed in this book follow guidelines provided in *Fix It! Grammar*, which aligns with the *Chicago Manual of Style*.

Mechanics

Spell out numbers that can be expressed in one or two words (two, fifty-three, three hundred). Spell out ordinal numbers (first, second).

Use numerals for numbers that use three words or more (123, 204). Use numerals for numbers mixed with symbols (\$500) and for dates (312).

Sample

Lesson 2: Constantine

Key Word Outline

One Roman numeral means that this source text has just one paragraph.
After you have circled two or three key words in each sentence, write your KWO.

- I. 312, C, Maxentius, Milvian Bridge
1. M, 2x men, C
 2. C, 👁️, vision, burning †, sky
 3. encouraged, soldiers, paint, ☩
 4. Chi-Rho = Christ, Greek
 5. C men, defeated, M, army
 6. C ruler, legalized, Christianity

Reminder

Symbols, numbers, and abbreviations are free.

Using them allows room for other key words.

2x = two times

👁️ = see/saw

Writing from Notes

Students should write from the KWO. One note may become two or more sentences, or two notes may become one sentence.

Test your KWO. 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.

Vocabulary Practice

- Listen** to someone read the vocabulary words for Lesson 2 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. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

Constantine announced that he had a vision.

The enormous cross was on fire.

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

If you use a vocabulary word in your paragraph, label it by writing (voc) in the left margin or after the sentence.

Paper Format

When you begin your assignment, place your name and the date in the top left corner of the first page.

Your Name

January 1, 2025

Title Centered

Indent the first line of each paragraph half an inch.

Place one space between sentences. Double-space all lines.

Vocabulary

Encouraging students to use new words expands their vocabulary. However, the vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

Before students begin to write, preview the checklist. This ensures that students understand expectations.



Lesson 2: Constantine

Unit 2 Composition Checklist

Lesson 2: Constantine

Name: _____



Institute for
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Let's Write, Write, Write!

STRUCTURE

- | | | |
|---|-------|--------|
| <input type="checkbox"/> name and date in upper left-hand corner | _____ | 10 pts |
| <input type="checkbox"/> composition double-spaced | _____ | 10 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 10 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 10 pts |

MECHANICS

- | | | |
|--|-------|--------|
| <input type="checkbox"/> capitalization | _____ | 15 pts |
| <input type="checkbox"/> end marks and punctuation | _____ | 15 pts |
| <input type="checkbox"/> complete sentences | _____ | 15 pts |
| <input type="checkbox"/> correct spelling | _____ | 15 pts |

VOCABULARY

- | | | |
|---|-------|--|
| <input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence | _____ | |
|---|-------|--|

Total: _____ 100 pts

Custom Total: _____ pts

Checklist

In each lesson students are directed to give their editors a rough draft with the completed checklist attached. The back sides of all checklists are blank so they can be removed from the Student Book.

Reproducible checklists are included in the downloads that come with this book. See the blue page.

The vocabulary words are optional. Do not require students to use vocabulary words in their writing assignments.

Instruct students to tear the checklist out of the book so that they can use it while writing. Train students to check what they do and do what they check.

Lesson 18: The French and Indian War, Part 1

Preparation:	<i>Teaching Writing: Structure and Style</i> Watch the sections for Unit 6: Summarizing Multiple References. At IEW.com/twss-help reference the TWSS Viewing Guides.
Structure:	Unit 6: Summarizing Multiple References
Style:	no new style
Subject:	the French and Indian War



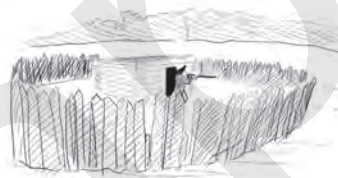
Lesson 18: The French and Indian War, Part 1

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 18: The French and Indian War, Part 1

Goals

- to learn the Unit 6 Summarizing Multiple References structural model
- to create source outlines from multiple references
- to create a fused outline
- to use new vocabulary words: *ambush*, *confront*



Assignment Schedule

Day 1

1. Read New Structure—Summarizing Multiple References.
2. Your assignment is to prepare to write a paragraph about the French and Indian War. That is why *FIW*, *battles*, *intense* are on the Roman numeral line (the topic line) of the source and fused outlines.
3. Read and discuss “The French and Indian War.”
4. Reread the source text and put marks by three to five facts that are most interesting or important. These are facts that support the topic.
5. Write the facts on the first source outline.

Day 2

1. Read and discuss “The Ohio Valley Battles.”
2. Reread the source text and put marks by three to five facts that are most interesting or important. These are facts that support the topic. Do not mark facts that you already included from the first source.
3. Write the facts on the second source outline.

Day 3

1. Look at the vocabulary cards for Lesson 18. Complete Vocabulary Practice.
2. Review your source outlines. Choose five to six facts from the source outlines and write them on the fused outline.
3. Test your fused outline. If a note is unclear, check the source text and fix your fused outline.

Unit 6

In this new unit the KWO is written by taking key words from interesting and important facts, similar to Unit 4. In this unit students receive multiple sources related to each topic. For each topic students take 3–5 notes from each source to write a source outline. Using the source outlines, students combine the notes to write a fused outline. Help students limit which facts they choose.

The paragraph is about a specific topic and should follow the topic-clincher rule.

Exemplar

The Exemplars file contains a student’s completed assignment for Lessons 18 and 19. The Exemplar is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Day 4

1. Review the vocabulary words and their meanings.
2. After practicing, use your fused outline 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.

Read this page to introduce the new structural unit, Unit 6: Summarizing Multiple References. Like Unit 4, students take notes from the source text to write a report. Because there are two source texts, students will take notes from both texts and then fuse them into one KWO. Students will write from the fused outline.

Lesson 18: The French and Indian War, Part 1

New Structure

Summarizing Multiple References

In Unit 6 you will again write reports. Remember when you write a report your facts must be organized into paragraphs. Just like Unit 4 you will find the facts to support the topic in the source texts. This time you will use more than one source.

Each paragraph begins with a topic sentence, contains facts, and ends with a clincher sentence.

Topic Sentence

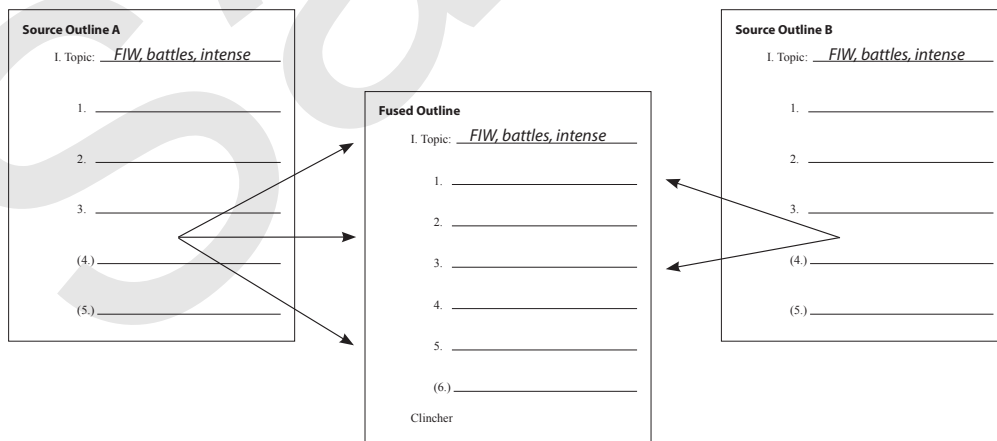
1 topic = 1 paragraph

The topic sentence tells what the paragraph is about. When you write the KWO, ask yourself, “What will the paragraph be about?” The key words on the Roman numeral line of the source outlines and the fused outline state the topic.

Facts

Gather facts by writing source outlines. Create one source outline for each source text. Once you have chosen your topic, read each of your sources and look for interesting or important facts that support the topic.

Organize facts by writing a fused outline. Choose five to six facts from the source outlines and write them on the fused outline.



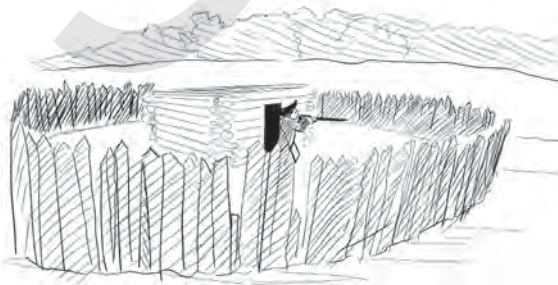
Clincher Sentence

The clincher sentence reminds the reader what the paragraph was about. The fused outline ends with the word *clincher*.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Source Text A**The French and Indian War**

The British and the French fought over land in America during the French and Indian War. The British who lived in America wanted more farmland. The French who lived in America wanted to use the land for trapping and trading. In 1754 the governor of Virginia sent Major Washington and nearly 150 Virginia soldiers to Ohio, where three rivers joined together and where the city of Pittsburg now stands. Washington and his men surprised a few French soldiers and won the first battle. After learning of this attack, the French and their Native American allies chased Washington. He and his soldiers built a small structure called a stockade for protection. They called it Fort Necessity. During the next battle there were too many French, and Major Washington was forced



to surrender. The French allowed Washington and his remaining troops to return to Virginia. They would return to fight again.

Source Text B**The Ohio Valley Battles**

In 1754 the French were building forts along three rivers in the Ohio Valley. They built forts to protect themselves from the English. They wanted the land because the rivers helped them transport furs to Europe. The British wanted the land because the soil was rich for farming. When the Virginia governor demanded that the French leave the area, they fought. The Virginia soldiers won the first battle but lost the second. Fortunately, they were allowed to return home. The next year, George Washington and his Virginia troops returned. They fought for British Major General Braddock. He was killed, and they lost. Washington became the leader. He lost two horses that were shot while he rode them, and his coat was punctured by four musket balls. He was not hurt! The last time Washington battled the French in the Ohio Valley was in 1758. He fought with six thousand soldiers. When the French realized they could not win, they surrendered by sinking their cannons and burning their fort.

Students must limit which facts they choose to note. Help them look for the most interesting or most important facts that best explain how these battles were intense.

Next to the first Roman numeral, notice *FIW* (subject), *battles* (topic), *intense* (one more word about the topic).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES



Sample

Source Outlines






The assigned topic for this paragraph is *battles*. The titles of the source texts are on the Source line. The assigned topic is written in key words on the Roman numeral topic lines. Look at the source texts and note three to five interesting or important facts about the topic.

Topic: *battles***1 paragraph = 1 topic**

Source A: "The French and Indian War"

- I. Topic: *FIW, battles, intense*
1. *B + F, fought, land, Am, OH*
 2. *1754, GW + 150 soldiers, OH, won, 1st, battle*
 3. *F + NA allies, chased GW*
 - (4.) *GW +  , built, Fort Necessity, protection*
 - (5.) *battle, ++ F, GW, surrendered → home*

Source B: "The Ohio Valley Battles"

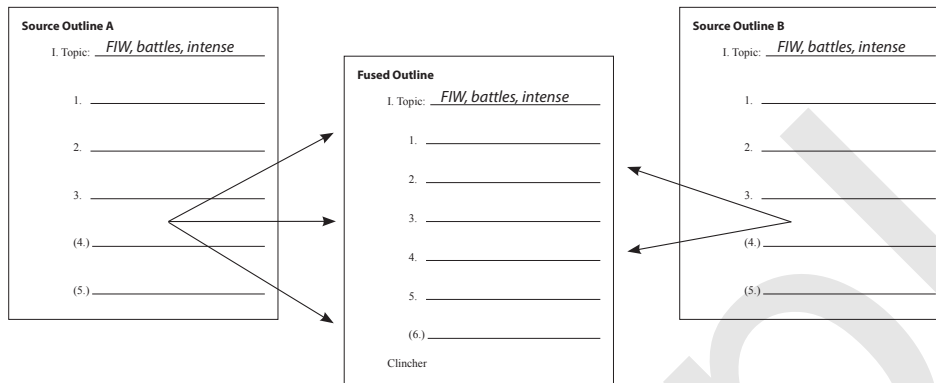
- I. Topic: *FIW, battles, intense*
1. *F, furs, B, farming, fought*
 2. *VA, won 1st, lost, 2nd, 3rd, GW leader*
 3. *GW, 2 horses ↓, 4 musket , , X hurt*
 - (4.) *1758, GW + 6000  , against F, last*
 - (5.) *F, surrendered, , ↓, burned, fort*

The topic on the source and fused outlines is identical. This is because students choose a topic to write about and then gather facts from both sources about the chosen topic. Only the fused outline has a clincher line because students use the fused outline to write the paragraph.

Sample

Lesson 18: The French and Indian War, Part 1

Fused Outline



Select five to six facts from the source outlines to transfer to the fused outline.

I. Topic: *FIW, battles, intense*

Source A →

1. *B + F, fought, land, Am, OH*

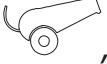
2. *VA, won 1st, lost, 2nd, 3rd, GW leader* ← Source B

Source A →

3. *GW +  , built, Fort Necessity, protection*

4. *GW, 2 horses ↓, 4 musket , , X hurt* ← Source B

5. *1758, GW + 6000 , against F, last* ← Source B

(6.) *F, surrendered, , ↓, burned, fort* ← Source B

Clincher

Tell back the facts on the fused outline in complete sentences. Fix any notes you do not understand. For the clincher, repeat or reflect two or three key words from the topic line.

Fused Outline

Help students choose facts from both source outlines and place them in an order that makes sense.

Do not require students to indicate which source outline each note came from. This is just a visual for teachers.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Vocabulary Practice

- Listen to someone read the vocabulary words for Lesson 18 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.



ambush _____

Washington and his men ambushed the French soldiers.



confront _____

Washington confronted the French for the last time.

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

Lesson 19: The French and Indian War, Part 2

Structure: Unit 6: Summarizing Multiple References
Style: no new style
Subject: the French and Indian War

Lesson 19: The French and Indian War, Part 2

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 19: The French and Indian War, Part 2

Goals

- to write a 1-paragraph report
- to review vocabulary words

Assignment Schedule

Day 1

1. Play Find the *www.asia* Clause Starters.
2. Review New Structure—Summarizing Multiple References from Lesson 18.
3. Review your fused outline from Lesson 18.
4. Say the topic-clincher rule.
5. Use the words on the topic line to write your topic sentence.
6. Complete Style Practice.

Day 2

1. Begin writing your rough draft. Use your fused outline.
2. Look at the checklist. Check each box as you complete each requirement.

Day 3

1. Complete Vocabulary Review.
2. Practice saying the topic-clincher rule.
3. Finish writing your rough draft. Use your fused outline and the checklist.
4. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Study for Vocabulary Quiz 4. It will cover words from Lessons 15–18.
2. Write or type a final draft.
3. Highlight or bold the key words *French and Indian War*, *battles*, *intense* in the topic and clincher sentences.
4. Paperclip the checklist, final draft, rough draft, and KWO together.

Unit 6

In this lesson students use the fused outline created in Lesson 18 to write a paragraph.

The paragraph is about the intense battles of the French and Indian War and should follow the topic-clincher rule.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Style Practice**-ly Adverb Dress-Up**

You must include an -ly adverb in the report you write.

What -ly adverbs could express how the soldiers fought?

relentlessly, viciously, courageously

Strong Verb Dress-Up

Do not use the exact words found in the text. On the line below each sentence, write strong verbs that are synonyms of the italicized words. Use a thesaurus.

1. The British soldiers *fought* the French.

strong verbs *confronted, attacked, ambushed*

2. The French *built* forts.

strong verbs *constructed, fabricated, assembled*

Quality Adjective Dress-Up

Next to each noun, write ideas for adjectives that create a strong image and feeling. Avoid banned adjectives.

1. George Washington *heroic, determined, wise*

2. fort *sturdy, wooden, strategic*

Who/Which Clause Dress-Up

Add a *who/which* clause. Punctuate and mark correctly.

The French fought the British _____, who wanted more farmland.

Because Clause Dress-Up

Add a *because* clause. Underline the word *because*.

George Washington and his men built a fort _____

because they needed protection from the French.

www.asia Clause Dress-Up

Write the seven *www* words that can begin a *www.asia* clause.

when, while, where, as, since, if, although

Add a *www.asia* clause. Underline the *www* word.

George Washington became the leader _____

since the British general had died.

Look at your KWO and consider dress-ups to include in your report.

Comma Rules

As students write clausal dress-ups, review comma rules.

‘ Place commas around a *who/which* clause.

✗ Do not use a comma before a *because* clause.

✗ Do not use a comma before a *www.asia* clause.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Vocabulary Review

Listen to someone read the vocabulary words for Lessons 15–18 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the words that match the definitions.

<u>imposing</u>	grand or impressive
<u>spew</u>	to pour out forcibly in a stream
<u>brandish</u>	to shake or wave a weapon
<u>confront</u>	to oppose or challenge in a direct and forceful way
<u>erupt</u>	to spontaneously release in a violent way
<u>massive</u>	large in size or quantity
<u>ambush</u>	to attack by surprise
<u>joust</u>	a fight between knights on horseback with lances

Think about the words and their meanings. Which vocabulary words could you use in your report?

brandish, confront, ambush



Unit 6 Composition Checklist
Lesson 19: The French and Indian War

Summarizing
Multiple
References

Name: _____



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Writing

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

¶1 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, think/thought, go/went, big, small, 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

“The Wonderful Chuang Brocade” (a Chinese folktale)
Start *Treasure Island* by Robert Louis Stevenson

October

Finish *Treasure Island* by Robert Louis Stevenson
Start *King Arthur and the Round Table* by Alice M. Hadfield

November

Finish *King Arthur and the Round Table* by Alice M. Hadfield
“St. George and the Dragon”
Start *Robin Hood* by J. Walker McSpadden

December

Finish *Robin Hood* by J. Walker McSpadden
“The Fire on the Mountain” (an Ethiopian folktale)

January

Start *Johnny Tremain* by Esther Forbes

February

Finish *Johnny Tremain* by Esther Forbes

March

Start *Anne of Green Gables* by Lucy Maud Montgomery

April

Finish *Anne of Green Gables* by Lucy Maud Montgomery

May

“Rip Van Winkle” by Washington Irving
“The Legend of Sleepy Hollow” by Washington Irving

Vocabulary Quiz 2

behold	claim	deliberately	hobble
cast	cruelly	firmly	scoff

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

1. to laugh at disrespectfully; to mock

1. scoff

2. to observe or watch

2. behold

3. causing pain and suffering

3. cruelly

4. to walk lamely; to limp

4. hobble

5. to state as a fact

5. claim

6. attached in a way that is not easily moved

6. firmly

7. to throw in a forceful way

7. cast

8. on purpose; with clear intent

8. deliberately