



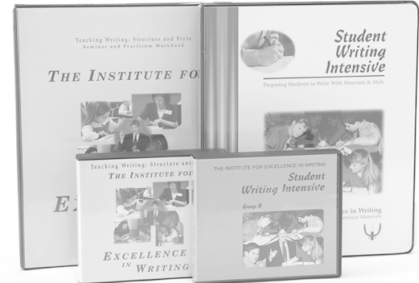
INSTITUTE FOR

# Excellence in Writing

An effective method for teaching writing skills

## Quick Start Guide

Suggestions for using the TWSS/SWI Combo set



### 1. Watch the first Teacher's Disc

You do not need to watch the entire teacher's program before teaching your student. Simply watch the first disc of *Teaching Writing: Structure and Style* and you will know enough to get started using your Student Writing Intensive.

### 2. Read the Teacher Instructions inside your Student Writing Intensive

The Student Writing Intensive comes with a packet labeled "SWI Instructions & Lesson Plans, Student Handouts." These explain how to use the course and how to plan your time.

### 3. Watch the Student Writing Intensive discs with your student

Each lesson indicates what portion of the disc to watch at each sitting. After the lesson, use the checklists to complete the assignment. Extra practice assignments are also provided.

Some lessons do not require additional viewing of a lesson, but rather provide extra practice with your leading the student in the writing lesson instead of the disc.

As you progress through the lessons, the teacher notes will prompt you to continue to watch the portions of *Teaching Writing: Structure and Style* as you progress through the units.

### What Next?

At the end of the Student Writing Intensive lessons are suggestions on how you can continue to use this program to teach writing to your students.

### Support

Excellence in Writing offers online support forums for teachers and homeschooling parents, so check out the Support section of the Excellence in Writing website at [www.excellenceinwriting.com](http://www.excellenceinwriting.com)

## TWSS Disc Chapter Headings and Disc Times

<b>Disc 1</b>	
00:00	Program History
5:07	Course Syllabus & Overview
13:33	Structural Models & Overview
18:54	“Autobiography of Ben Franklin”
27:54	Unit I Note Making & Outlines
34:55	Sources for Keyword Outline
39:13	“Booklice” Keyword Outline
51:57	Reconstructing the Content
54:22	Creating Reminder Signs
57:33	On Public Speaking
1:02:06	End of Unit I
1:02:07	Unit II
1:04:48	Summarizing from Notes
1:04:48	Comments about Spelling
1:11:10	No Erasing Allowed
1:14:20	“Ann Helps at Home” Student Sample
1:18:34	“In a Nutshell” Student Sample
1:27:51	“Black & White Stink Bomb” Student Sample
1:34:05	Summary of Unit I & II
1:37:16	End of Unit II & Disc 1
<b>Disc 2</b>	
00:00	Stylistic Techniques
06:37	Teaching Method
14:12	Examples of Dress-ups – who/ which adjectival clause
24:41	Dress-ups: “ly” word
26:18	Dress-ups: because
30:07	Dress-ups: strong verb, quality adjective
38:06	Dress-ups: dual adv, verbs or adj
39:47	Dress-ups: when, while, where, since, as, if, although
41:31	Structural Models & Stylistic Techniques
44:59	Dress-ups Group Practice “Booklice”
58:41	Practicum: Note Making & Summarizing
	<b>&lt;&lt; Pause for Practicum &gt;&gt;</b>
00:00	Observation from Practicum
4:13	Unit III: Summ. Narrative Stories
5:41	The 3 Paragraph Model
9:19	Getting keywords – Asking ?s
16:49	The Real Secret of Good Teaching
19:08	“The Fox & the Crow” -- Setting
24:48	“The Fox & the Crow” --Conflict
24:49	“The Fox & the Crow” --Climax
29:41	“The Fox & the Crow” -- Building Word Lists
38:50	The “Robin Hood” Style of Teaching
42:48	Change the Setting, Keep the Problem
44:48	Student Samples
49:32	Essay vs. Creative Writing
51:53	Teaching Ideas / More Samples
54:03	“The Bat & the Ntgl” – Practice
58:04	End of Unit III & Disc 2

<b>Disc 3</b>	
00:00	Stylistic Techniques: Sentence Openers
4:00	Sentence Openers: Subject
5:26	Sentence Openers: Prepositional
8:23	Sentence Openers: “ly”
10:11	Sentence Openers: “ing”
18:40	Sentence Openers: Clausal
22:02	Sentence Openers: Very Short Sentence (VSS)
22:58	Sentence Openers: Summary
24:24	Unit IV: Summarizing a Reference
29:32	Writing Reports
35:50	Writing Reports: Finding Topics
37:35	Writing Reports: Selecting Topics
41:54	Writing Reports: Summarizing & Note Taking
51:19	Writing Reports: Topic/Clincher
53:00	Writing Reports: Writing it up “Two Kinds of Elephants”
1:00:35	Writing Reports: Writing it up
1:09:22	Sentence Opener Indicators
1:12:09	Comments about Teaching
1:16:04	Secret of Teaching Writing
<b>Disc 4</b>	
00:00	Class Review
3:07	Stylistic Tech: Adv Teeter-totters
8:05	Stylistic Tech: Adj Teeter-totters
13:06	Stylistic Tech: Noun Clause
15:05	Unit V: Writing from Pictures
17:49	Writing From Pictures: Topic Sentence
18:39	Writing From Pictures: Getting the Details
25:41	Writing From Pictures: ¶ 2
28:44	Writing From Pictures: ¶3
30:27	Teaching Writing From Pictures
34:43	Writing From Pictures: Sample
39:47	Writing From Pictures: Sources
46:00	Practicum: Writing from Pictures
47:08	<b>&lt;Pause for Practicum&gt;</b>
00:00	Practicum Review
3:23	Student Sample
6:34	Catalog Sample
9:27	Stylistic Techniques: Decorations & Triple Extensions
11:18	Decorations: Rhetorical ?
12:18	Decorations: Conversation
13:21	Decorations: 3 sss
15:53	Decorations: Dramatic Opening & Closing
16:47	Decorations: Simile & Metaphor
19:38	Decorations: Alliteration
21:02	Decorations: Triple Extensions
27:55	How to Always Get Good Grades in College
33:31	Stylistic Techniques Summary

<b>Disc 5</b>	
00:00	Unit VI: Library Research Reports
4:32	Looking for References
7:46	Choosing Topics/ Outlining Sources
12:40	Creating a Fused Outline
16:33	A Process Model of Unit VI
20:35	Comments on Sources
29:07	Footnotes & Bibliographies
33:06	Student Sample
37:19	Practicum: Summarizing Mult Ref
48:44	<b>&lt;Pause for Practicum&gt;</b>
00:00	Practicum Questions & Answers
3:10	Unit VII
7:17	The 5 Paragraph Model
11:24	Introduction & Conclusion
16:20	Aristotelian Rhetoric Model
18:23	“Toothbrushes” – Topic Selection
24:46	“Toothbrushes” – Asking ?’s
35:41	Ideas for Writing Topics
37:22	A Letter to Grandma
42:31	Taking Notes from Your Brain
45:02	“The Awesome Legos”
51:45	Using 2 or 3 Paragraphs
53:19	End of Unit VII & Disc 4
<b>Disc 6</b>	
00:00	Unit VIII: Formal Essay
4:28	Think 3 Topics
6:24	Review Purpose of Intro & Conc
13:15	Student Sample: “...Cartoons”
18:57	Teaching Smooth Transitions
22:38	Advanced Student Sample: “Lady of the Lamp”
28:52	Write the Body Paragraphs First
30:46	Meeting the Length Requirements
34:54	The Super- Essay Model
42:40	Models of Writing
45:30	Persuasive Writing Model
54:16	Persuasive Essay Sample: “Women Warriors...”
1:03:13	Summary of Essays
1:03:56	End of Unit VIII
1:03:56	Unit IX: Critiques
1:11:25	Student Sample: “Fox & Crow”
1:13:17	Student Sample: “An American ‘Must See’ Movie”
1:16:19	Student Sample: “The Friendship of Damon & Pythus”
1:21:32	Choosing Book Length
1:24:14	Summary of Teaching Writing
1:31:09	Syllabus Appendix Overview
1:39:31	Motivating Children
1:42:58	Questions & Answers
1:52:41	Conclusion
1:54:12	End of Unit IX & Disc 6

## TWSS Student Workshop and TIPS Scene Titles and Times

<b>Elementary (Grades 2-4) Student Workshop Times</b>	
00:00	Introduction
2:39	“The Tortoise and the Hare”
5:00	Sentence 1-6
18:49	Sentence 7 Keywords – Choose Your Own
21:21	Testing the Keyword Outline
27:32	Writing Style
37:47	“ly” words
46:02	Banned Word: Said
56:19	Starting the Composition
58:56	No Erasing
1:03:01	Changing the Story
1:07:48	Preparing to Write
1:12:04	Do the Assignment and Checklist
1:14:29	Creating the Title
1:18:54	Reading the Student Compositions
1:31:44	Summary
1:32:46	End

<b>Advanced (Grades 8-10+) Student Workshop Times</b>	
00:00	Introduction
2:10	“Effect of Music on Plants”
3:36	Key Word Outline
9:06	Key Word Outline continued
15:48	Testing the Outline
21:12	Note Taking from Lecture
27:22	Lecture: “Music & Rats
37:28	How To Study Effectively
47:53	Tell Back Practice
51:25	Sentence Openers
54:57	Sentence Openers: Subject
57:22	Sentence Openers: Prepositional
1:03:40	Sentence Openers: “ly”
1:10:39	Sentence Openers: Clausal
1:18:25	Sentence Openers: VSS
1:22:45	Writing Assignment Instructions
1:30:04	Finishing Writing Assignment
1:40:18	Reading Student Samples
1:45:05	Conclusion
1:45:30	End

<b>Intermediate (Grades 5-7) Student Workshop Times</b>	
00:00	Introduction
2:21	“Vulture Bees” – Keyword Outline
4:17	Sentence 1 Keywords
6:35	Sentence 2-6 Keywords
12:14	Sentence 7 Keywords
13:34	Testing the “Vulture Bees” Outline
17:16	“Dance Flies” Keyword Outline
23:33	Testing the “Dance Flies: Keyword Outline
27:47	Style Checklist
38:18	Style Technique – “ly” words
48:06	Style Technique – which clause
57:06	Style Technique – strong verb
1:03:06	“strong verb” continued
1:09:45	Style Technique – “because”
1:10:56	No Erasing Rule
1:17:30	Preparing to Write
1:24:09	Writing Your Composition
1:26:24	Choosing a Title
1:35:56	Reading Student Samples
1:41:22	Conclusion
1:42:03	End

<b>Tips and Tricks Times</b>	
<i>Note: There are no chapter marks for the titles in parenthesis. The times are included for your convenience to aid in scanning.</i>	
00:00	Introduction
11:04	Units 1, 2, & 3
26:25	(Unit 1, 2)
28:24	(Unit 3)
53:20	Unit 4
1:05:31	Unit 5
1:12:32	Unit 6
1:35:08	Unit 7
1:44:48	Units 8 & 9
02:02:02	Stylistic Techniques
02:20:44	End of Disc

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# OVERVIEW

*Teaching Writing: Structure & Style* is a complete syllabus for teaching writing skills to children in grades two through ten.

Comprehensive systems for teaching writing skills are rare. Clearly, no single program will ever incorporate everything there is to learn about writing. This syllabus, however, when followed consistently, will prepare elementary-age students with writing skills far above their peers. It provides a solid foundation for exceptional performance in high school and university. Equally as significant, this syllabus offers a way to assist teachers in developing competency, independence, and creativity in their students, all within a system that provides for concrete evaluation and measurable achievement. The challenge of “word-smithing” according to a concrete set of expectations becomes a game that children enjoy. As their enjoyment of writing increases, so do their skills.

The **structure** portion of the syllabus is divided into **nine units**, which may roughly correspond with the nine months of the school year; however, it should be stressed that the pace of teaching must be adjusted to meet the age, ability and interests of the children. A teacher may begin with Unit One and proceed through the units as the months unfold or go directly to the unit of interest or need. Each year, the units may be taught again, but with more advanced source materials and with an increased expectation in sophistication and quality of output. The various structures are reinforced yearly and thus firmly internalized by the children. A sample year’s schedule is included in the Appendix on page A-18.

The syllabus of **style** is taught **throughout the units** at the speed with which the students can understand and utilize it. Techniques are introduced one at a time. Only some students will master everything taught, but all students will master some of what is taught. While advanced style techniques will keep the brightest students excited about their writing, the basics of the syllabus allow all students to achieve variety and competence in expression. The syllabus in style provides valuable communication tools which will serve them always.

Below are some of the basic philosophic tenets of the Blended Sound-Sight Written Communication Pathway.

1. When children are given structural guidelines and specific requirements, they are more able to develop competency, independence and, as a result, creativity.
2. The teacher should introduce one concept at a time, model it extensively, and give numerous examples before requiring independence.
3. As students become competent at applying one concept, the teacher may introduce another but should continue to require that each student use, in every composition, every technique learned so far.
4. For a high level of ability to develop, **students must practice writing daily**. Shorter assignments given more frequently allow for faster progress through the syllabus.

Structure is rigid; style is fluid. Style is a “sprinkling system” to help bring writing to life. It allows for creative experimentation; structure develops organizational skills. In the process of mastering the guidelines and requirements of this syllabus, students will acquire writing skills to last a lifetime.

## On teaching mixed groups...

This approach to composition instruction is ideal for teaching groups of children with mixed ages or abilities. In truth, even a class of twenty-five nine-year-old children will show a wide variety of existing skills and inherent aptitudes. The teaching method used with this writing syllabus allows the instructor to teach and model a concept until the most advanced students are able to grasp the idea fully and apply it independently.

While the first group is working on their own, the teacher can teach and model the process again for the other students. As the next level of students becomes independent, the teacher can continue to model for the slowest students while individually checking and customizing assignments for the top group. This sequence applies both for a class of twenty-five third graders and in a home school of two or three. Once the concept has been practiced sufficiently for all to understand and apply the basic ideas, the group can come together again for the presentation of the next concept.

## What this is not...

This workbook is not meant as a stand-alone text. It is a companion to the live or DVD presentation of a two-day seminar and practicum. It can also be used as an introduction and supplement to Dr. Webster's text, *Blended Structure & Style in Composition*, a lengthy book which contains a wealth of further explanations and examples.

Some skills are not addressed herein. Spelling, handwriting, and formal grammar are subjects of importance to good writing. They must also be taught. The distinctions of informative, persuasive, and narrative writing are not mentioned in detail in this syllabus. Having the skills to express ideas in writing are foundational; therefore we are primarily concerned with teaching structure and style rather than content. Once basic skills are learned, any type of writing becomes easier and more effective.

Although this workbook (together with the seminar) does present a complete syllabus, it is also designed to supplement other methods of teaching writing which may be currently used. What we present herein can be used, either in full or in part, to improve one's own writing skills and understanding of style. Although we believe teachers will obtain the best results when they implement this program with consistency over time, it is also possible to use just one idea and see immediate improvement.

There are no student worksheets or exercises in this program since the source text for writing practice comes from the content areas of study. This is truly "writing across the curriculum." This program presents the teaching of writing in the classical sense, full of modeling, examples, techniques, and requirements. The checklist-based grading approach makes it possible for every student to be successful and show visible and significant improvements.

# THE STRUCTURAL MODELS

## **Essay Writing**

(Combine with Science, History, etc.)

## **Creative Writing**

(Combine with Reading, Literature, etc.)

### **1. Note Making & 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 & 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 & Conclusion)

# STYLISTIC TECHNIQUES

## Dress-Ups

1. **who-which** clause
2. “**ly**”
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” word
  - ④ “ing”,
  - ⑤ clausal,
  - ⑥ vss (2–5 words)
- Advanced:
- ⑦ “ed”

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 & 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