

YEAR | LEVEL

**1** | **B**

Student  
Book

# Structure and Style<sup>®</sup>

FOR STUDENTS

YEAR **1** LEVEL **B**

Andrew Pudewa

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## Introduction

Welcome to *Structure and Style® for Students*, taught by Andrew Pudewa. His humor and step-by-step clarity have yielded amazing results with thousands of formerly reluctant writers. We hope you will have an enjoyable year as you learn to write with Structure and Style!

## Assembling Your Binder

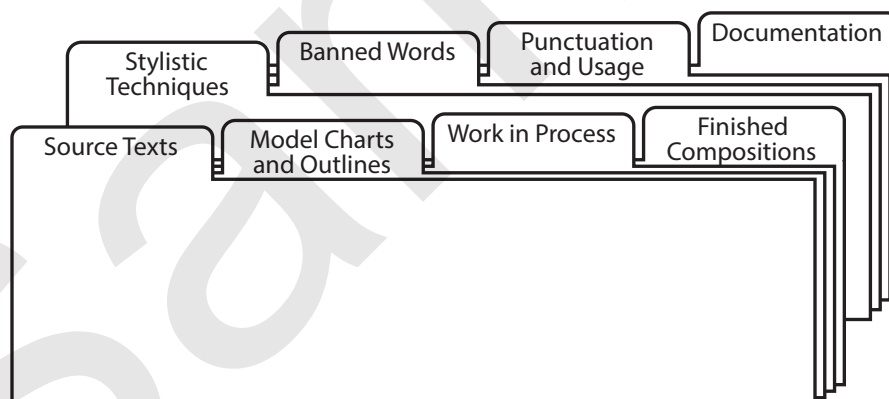
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take the first eight pages from this packet and place them at the front of your binder—before the Source Texts tab. Each week, you will add the weekly Overview pages to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

The remaining sheets from this student packet should be placed in the back of the binder, behind the Documentation tab. You will be instructed each week by either your teacher or Mr. Pudewa where to put these additional pages.

## Supplies

Every *Structure and Style for Students* box comes with a Teacher’s Manual, this student packet, videos containing twenty-four teaching episodes with Andrew Pudewa, and a Student Binder with eight tabs:



## Fix It! Grammar

To provide an effective and delightful method of applying grammar rules to writing, consider using *Fix It! Grammar* in addition to this course.

## Vocabulary

Vocabulary words are included in the lessons. Mr. Pudewa defines words on a weekly basis.

Beyond this, you only need a pen and several sheets of notebook paper for each week’s assignment.

## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 1</b> 1	The Blue-Ringed Octopus Carnivorous Plants		<i>The Twenty-One Balloons</i> by William Pène du Bois
<b>Unit 2</b> 2	Disgusting or a Delicacy? the title rule	-ly adverb	
3	The Eagle and the Jackdaw Komodo Dragon	<i>who/which</i> clause	
<b>Unit 3</b> 4	The Miller, His Son, and Their Donkey		
5	Odysseus and the Cyclops	strong verb banned words: <i>say/said, see/saw</i>	<i>The Children's Homer: The Adventures of Odysseus and the Tale of Troy</i> by Padraic Colum
6	The Hart in the Ox-Stall	banned words: <i>think/thought</i>	
<b>Unit 4</b> 7	Dangerous Birds topic-clincher sentences	<i>because</i> clause banned words: <i>eat/ate</i>	
8	Mike the Headless Chicken	banned words: <i>go/went</i>	
9	Captain Cook		<i>Ballet Shoes</i> by Noel Streatfeild  or <i>Charlie and the Chocolate Factory</i> by Roald Dahl
<b>Unit 5</b> 10	Drone	quality adjective banned words: <i>good, bad</i>	
11	Bora Bora or Dog and Table		
12	Bike or Ballerina	<i>www.asia</i> clause	

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 6</b> 13	Coconut Crabs source and fused outlines		<i>Swiss Family Robinson</i> by Johann David Wyss  Optionally, watch the Walt Disney Movie.
14	Troglolobites	#2 prepositional opener	
15	Amelia Earhart		
16	A Historical Person of Choice additional sources required		<i>The Hobbit</i> by J.R.R. Tolkien
<b>Unit 7</b> 17	A Subject of Your Choice	#3 -ly adverb opener	
18	A Place of Your Choice introduction and conclusion		
19	Writing a Letter		
<b>Unit 8</b> 20	Plastic		
21	Oceania additional sources required	#6 vss opener	<i>Just So Stories</i> by Rudyard Kipling
<b>Unit 9</b> 22	Rikki-Tikki-Tavi		
23	Casey at the Bat	#5 clausal opener <i>www.asia.b</i> clause	
24	Timed Essay		

## Week 3: The Eagle and the Jackdaw Komodo Dragon

**Structure and Style for Students Video 3**      **Part 1: 00:00–31:42**      **Part 2: 31:43–end**

### Goals

- to practice the Units 1 and 2 structural models
- to write two KWOs
- to retell the contents of a source text using just your outline
- to write a summary from your KWO
- to add a dress-up: *who/which* clause
- to use new vocabulary: *emulate, entangled, envy, jackdaw, lofty, prowess, ram, stir, talon*

### Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Read and discuss “The Eagle and the Jackdaw.”</li> <li>• Begin writing a KWO with the class and complete it independently.</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> <li>• Read and discuss “Komodo Dragon.”</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 3 starting at 31:43.</li> <li>• Review your list of -ly adverbs from Week 2 and add more to fit with “The Eagle and the Jackdaw.”</li> <li>• Learn a new dress-up, the <i>who/which</i> clause.</li> <li>• Practice ideas for <i>who/which</i> clauses that you can use in your summary.</li> <li>• Write a KWO for “Komodo Dragon.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Using your KWO, not the source text, write your summary about “The Eagle and the Jackdaw.”</li> <li>• Include one -ly adverb and one <i>who/which</i> clause in your paragraph. Underline only <i>who</i> or <i>which</i>, not the entire clause.</li> <li>• Create a title following the title rule.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Give the Letter to the Editor to your editor and have him or her check your rough draft.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Write your final draft making any changes that your editor suggested.</li> <li>• Staple the checklist, final draft, rough draft, and KWO together. Hand them in.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>



## Letter to the Editor

Writer's Name: \_\_\_\_\_

Dear Editor,

Congratulations on being selected to edit the rough draft of the writing assignment for the writer listed above. Every good writer has an encouraging editor. This student is enrolled in my writing course using the IEW® Structure and Style® writing program.

Because this is a “school paper,” it is easy to be confused on the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program’s editor job has two main distinctions.

First, the editor’s job is to simply correct grammar and spelling mistakes. This course requires students to write quickly—hence the possibility of poor handwriting. Additionally, the course requires students to insert specific stylistic techniques which may, at times, render a sentence more awkward than is desirable. Upon practice, students will become more eloquent in their writing. For our purposes, it is better to undercorrect than overcorrect.

Secondly, an editor should be compensated. You and the student should agree on compensation for your time. Compensation should ideally take approximately the same amount of time as your time editing (usually less than 15 minutes). Some ideas are cleaning, pulling weeds, or my personal favorite—a shoulder massage!

If you choose to accept this task, I encourage you to relax, enjoy reading what this student has written, and simply mark any obvious errors. Then, enjoy your shoulder massage, weeded garden, or cleaned area of the house.

Thank you for your willingness to help young people become better writers.

Warmly,

Writing Teacher

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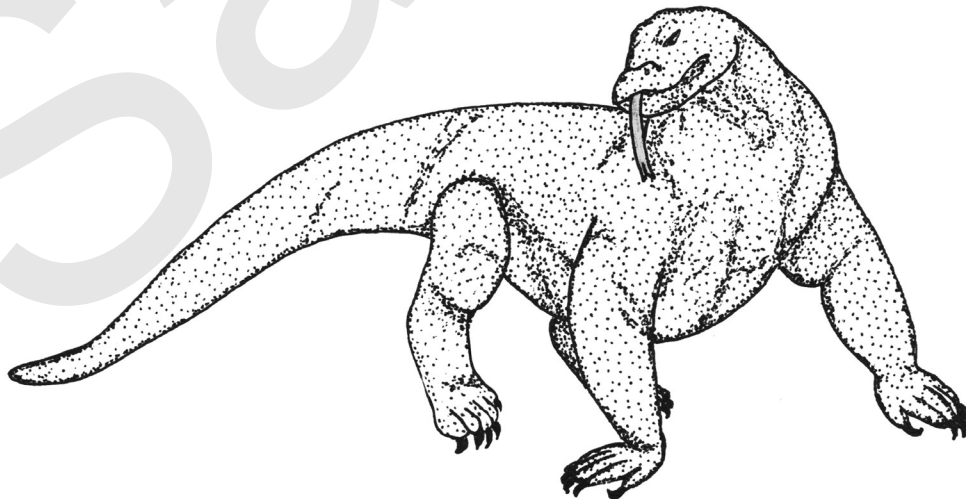
**Source Text****The Eagle and the Jackdaw****Attributed to Aesop**

A large eagle flew down from his lofty perch, seized upon a small lamb, and carried him aloft with powerful wings and talons. A jackdaw observed the eagle's prowess and was stirred with envy. He wanted to emulate the strength and skill of the eagle. Therefore, he flew around with a great whirl of his wings and settled upon a large ram, intending to carry him off. But his claws became entangled in the ram's fleece, and he was not able to release himself though he flapped his feathers as much as he could. The shepherd, seeing what had happened, ran up and caught him. He at once clipped the bird's wings and took him home that night as a gift for his children. They said to him, "Father, what kind of bird is it?" He replied, "I am certain he is a crow, but he would like you to think he is an eagle."



**Source Text****Komodo Dragon**

The largest lizard in the world is the Komodo dragon. It is named for Komodo, one of the islands it inhabits in Indonesia. Living thirty years, a Komodo dragon can grow to more than ten feet in length and weigh up to three hundred pounds. The fierce Komodo has sharp teeth and thick scales. It has a long forked tongue similar to most snakes. It feeds on almost anything—carrion, deer, wild pigs, smaller Komodos, and even water buffalo. Unlike most lizards, its bite is venomous, decreasing its victim's blood pressure and sending its prey into shock. If the Komodo bites an animal but doesn't kill it, the animal will die a few days later. The Komodo will then find and eat the dead carcass. It can consume eighty percent of its body weight in a single feeding. Then, it can vomit up its meal if it needs to get away quickly. These dangerous reptiles can run up to thirteen miles per hour. Over the past four decades, dozens of people have been attacked by a Komodo dragon, and at least five have died.



# Unit 2 Composition Checklist

## Week 3: The Eagle and the Jackdaw

Writing  
from  
Notes

Name: \_\_\_\_\_



Institute for  
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Writing  
Listen. Speak. Read. Write. Think!

### STRUCTURE

- name and date in upper left-hand corner \_\_\_\_\_
- composition double-spaced \_\_\_\_\_
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_

### STYLE

**11 Dress-Ups** (underline one of each)

- ly adverb \_\_\_\_\_
- who/which* clause \_\_\_\_\_

### MECHANICS

- capitalization \_\_\_\_\_
- end marks and punctuation \_\_\_\_\_
- complete sentences (Does it make sense?) \_\_\_\_\_
- correct spelling \_\_\_\_\_