

YEAR | LEVEL

1 | **C**

Student
Book

Structure and Style[®]

FOR STUDENTS

YEAR **1** LEVEL **C**

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

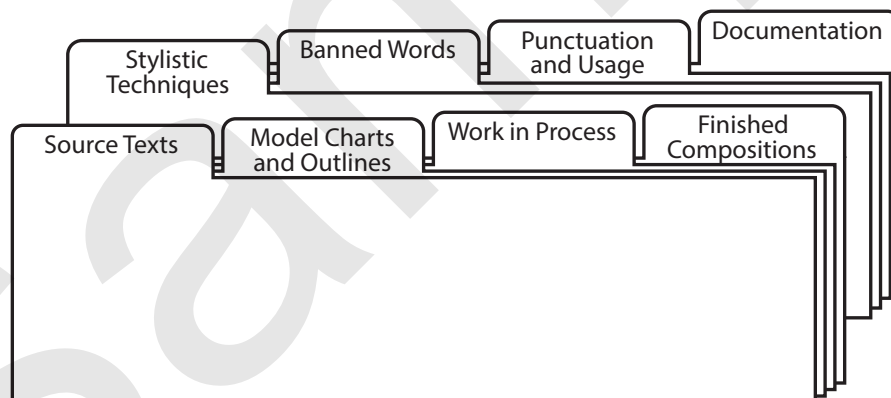
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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 assignments.

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 1 1	Recovered Pirate Secrets Pirate or Hero?		<i>The Whydah: A Pirate Ship Feared, Wrecked, and Found</i> by Martin Sandler
Unit 2 2	A Beloved Daughter the title rule	-ly adverb <i>who/which</i> clause	
Unit 3 3	Caesar and the Pirates	strong verb banned words: <i>say/said, go/went, see/saw</i>	<i>A Man for All Seasons: a Play in Two Acts</i> by Robert Bolt
4	Lochinvar	<i>because</i> clause banned words: <i>think/thought, come/came, want/wanted</i>	
5	Tom Sawyer		
Unit 4 6	Perfume Ingredients	quality adjective	<i>The Adventures of Tom Sawyer</i> by Mark Twain
7	Father Damien and the Lepers or Person of Choice	<i>www.asia</i> clause banned words: <i>good, bad</i>	
Unit 5 8	Trash Bag Pirates	banned words: <i>nice, big</i>	<i>Julius Caesar</i> by Shakespeare
9	Ape Turkey	#2 prepositional opener	<i>Around the World in 80 Days</i> by Jules Verne
Unit 6 10	Chimpanzees	#3 -ly adverb opener	
11	Robert Louis Stevenson	#6 vss opener	
12	A Historical Person of Choice additional sources required	#5 clausal opener <i>www.asia.b</i> clause	<i>Twenty Thousand Leagues Under the Sea</i> by Jules Verne

Week	Subject and Structure	Style	Literature Suggestions
Unit 7 13	Inventive Writing		<i>Twenty Thousand Leagues Under the Sea</i> by Jules Verne
14	University Application Essays	#1 subject opener #4 -ing opener	
15	Author Imitation		
Unit 8 16	Salvage		
17	Marine Archaeology	MLA	
18	Super-Essay, Week 1		<i>Treasure Island</i> by Robert Louis Stevenson
19	Super-Essay, Week 2		
Unit 9 20	The Ransom of Red Chief	alliteration 3sss quotation	
21	Treasure Island		
Response to Literature 22	The Emperor's New Clothes	question dramatic open-close simile/metaphor	<i>The Princess Bride</i> by William Goldman Optionally, watch the 1987 movie directed by Rob Reiner.
23	The Devil and Daniel Webster		
24	Timed Essay		

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

Week 3: Caesar and the Pirates

Structure and Style for Students Video 3 Part 1: 00:00–43:06 Part 2: 43:07–end

Goals

- to learn the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to write a 3-paragraph story
- to add a dress-up: strong verb
- to ban weak verbs: *say/said, go/went, see/saw*
- to use new vocabulary: *archipelago, Asia Minor, legend, talent*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Learn about the Story Sequence Chart and copy the chart with the class. • Read and discuss “Caesar and the Pirates.” • Write a KWO with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 3 starting at 43:07. • Write a list of -ly adverbs to use for your story. • Practice ideas for <i>who/which</i> clauses that you can use in your story. • Learn a new dress-up: the strong verb. • Practice replacing the banned verbs <i>say/said, go/went, and see/saw</i> with stronger verbs. • Review how to correctly write a title. • Using your KWO, write the first paragraph of your story about “Caesar and the Pirates.” • Follow the directions on the checklist and check off each item as you complete it. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> • Using your KWO, write the second paragraph of your story about “Caesar and the Pirates.” • Follow the directions on the checklist and check off each item as you complete it. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Write the third paragraph of your story about “Caesar and the Pirates.” • Add dress-ups, including one strong verb in each paragraph. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Give the Letter to the Editor to your editor and have him or her check your rough draft. • Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <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**Caesar and the Pirates**

Adapted from *Caesar and the Pirates* by Charles Morris

along with *The Life of Julius Caesar* by Plutarch

The Mediterranean had long been ravaged by pirate fleets, which made the inlets of Asia Minor and the isles of the archipelago their places of shelter, from whence they dashed out on rapid raids and within which they vanished when attacked. So great became their audacity that they carried off important personages from the coast of Italy, ravaged all unguarded shores, and are said to have captured hundreds of important towns. The merchant fleets of Rome made their journeys under constant danger.

In the year 76 B.C., Julius Caesar, then a young man of twenty-four, was on his way to the island of Rhodes, where he wished to perfect himself in oratory in the famous school of Apollonius Molo, in which Cicero, a few years before, had gained instruction in the art. Cicero had taught Rome the full power of oratory, and Caesar, recognizing the usefulness of the art, naturally sought instruction from Cicero's teacher.

Caesar was traveling as a gentleman of rank, but on his way he was captured and taken prisoner by pirates, who, deeming him a person of great distinction, held him for a ransom of twenty talents of silver. Caesar, however, scoffed at them for not knowing who he was and demanded that they ask for fifty talents. He then dispatched his servants to fetch the sum.

For six weeks Caesar remained in their hands, waiting until his ransom should be paid. He was in no respect downcast by his misfortune but took part freely in the games and pastimes of the pirates. He treated them with such disdain that whenever their noise disturbed his sleep he sent orders for them to keep silence.

He also wrote poems and sundry speeches, which he read aloud to them, and those who did not admire these he would call to their faces illiterate barbarians. The pirates were delighted at this and attributed his boldness of speech to a certain simplicity and boyish mirth. In his familiar conversations with the chiefs, he plainly told them that he would one day crucify them all. They laughed heartily at this pleasantry, assuming it a jest.

Caesar was released at last, the ransom being paid. He lost not a moment in carrying out his threat. Obtaining a fleet of Milesian vessels, he sailed immediately to the island where he had been held captive and descended upon the pirates so suddenly that he took them prisoners while they were engaged in dividing their plunder.

Transporting them to Pergamus, he handed them over to the civil authorities, by whom his promise of crucifying them all was duly carried out. Then he went to Rhodes and spent two years in the study of elocution. He had proved himself an awkward kind of prey for pirates.

Banned Words List – Verbs

blue

Retelling Narrative Stories

Story Sequence Chart

I. CHARACTERS/SETTING

Who is in the story?

What are they like?

When does it happen?

Where do they live or go?

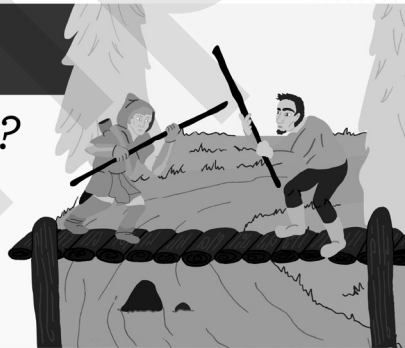


II. CONFLICT/PROBLEM

What do they need or want?

What do they think?

What do they say and do?



III. CLIMAX/RESOLUTION

How is the need resolved?

What happens after?

What is the message/lesson?

Title repeats one to three key words from final sentence.



Unit 3 Composition Checklist

Week 3: Caesar and the Pirates

Retelling
Narrative
Stories

Name: _____



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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 _____
- story follows Story Sequence Chart _____
- checklist on top, final draft, rough draft, key word outline _____

STYLE

¶1 ¶2 ¶3 Dress-Ups (underline one of each)

- ly adverb _____
- who/which* clause _____
- strong verb _____

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, go/went, see/saw _____

MECHANICS

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