

YEAR | LEVEL

1 | B

Student
Book

Structure and Style®

FOR STUDENTS

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

Andrew Pudewa

Also by Andrew Pudewa

Advanced Spelling & Vocabulary
Bible-Based Writing Lessons
However Imperfectly
Introduction to Public Speaking
Linguistic Development through Poetry Memorization
Phonetic Zoo Spelling, Levels A, B, C

Teaching Writing: Structure and Style
University-Ready Writing

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Contents

Introduction	5
Scope and Sequence	6
UNIT 1: NOTE MAKING AND OUTLINES	
Week 1 Weekly Overview.	9
“The Blue-Ringed Octopus”	11
“Carnivorous Plants”	13
Unit 1 Model Chart	15
UNIT 2: WRITING FROM NOTES	
Week 2 Weekly Overview.	17
“Disgusting or a Delicacy?”	19
Stylistic Techniques	21
Units 1 and 2 Model Chart	23
Unit 2 Composition Checklist	25
Week 3 Weekly Overview.	27
Letter to the Editor	29
“The Eagle and the Jackdaw”	31
“Komodo Dragon”	33
Unit 2 Composition Checklist	35
UNIT 3: RETELLING NARRATIVE STORIES	
Week 4 Weekly Overview.	37
Unit 3 Model Chart	39
“The Miller, His Son, and Their Donkey”	41
Unit 3 Composition Checklist	43
Week 5 Weekly Overview.	45
“Odysseus and the Cyclops”	47
Banned Words List – Verbs	49
Unit 3 Composition Checklist	51
Week 6 Weekly Overview.	53
“The Hart in the Ox-Stall”	55
Level B -ly Adverb Word List	57
Unit 3 Composition Checklist	59
UNIT 4: SUMMARIZING A REFERENCE	
Week 7 Weekly Overview.	61
Unit 4 Model Chart	63
“Hooded Pitohui”	65
“African Ostrich”	67
“Southern Cassowary”	69
-ly Adverb Word List.	71
Unit 4 Composition Checklist	73
Week 8 Weekly Overview.	75
“Mike the Headless Chicken”	77
Unit 4 Composition Checklist	79
Week 9 Weekly Overview.	81
“Captain Cook”	83
Unit 4 Composition Checklist	87
UNIT 5: WRITING FROM PICTURES	
Week 10 Weekly Overview.	89
Unit 5 Model Chart	91
Drone pictures.	93
Banned Words List – Adjectives	95
Unit 5 Composition Checklist	97
Week 11 Weekly Overview.	99
Bora Bora pictures.	101
Dog and Table pictures	103
Unit 5 Composition Checklist	105
Week 12 Weekly Overview.	107
Bike pictures	109
Ballerina pictures.	111
Unit 5 Composition Checklist	113

UNIT 6: SUMMARIZING

MULTIPLE REFERENCES

Week 13	Weekly Overview	115
	Unit 6 Model Chart	117
	“The Coconut Crab”	119
	“Coconut Crabs in Print and on the Web”	121
	“A Huge Crustacean”	123
	Unit 6 Composition Checklist	125
Week 14	Weekly Overview	127
	“Troglobites in Caves”	129
	“Cave Dwellers”	131
	“Efforts in Cave Dwelling”	133
	#2 Prepositional Opener	137
	Unit 6 Composition Checklist	139
Week 15	Weekly Overview	141
	“Amelia Earhart: A Sensation”	143
	“The Astounding Amelia”	145
	“Amelia Earhart: Her Impact on Aviation”	147
	“No Stone Left Unturned”	149
	Unit 6 Composition Checklist	151
Week 16	Weekly Overview	153
	Bibliography	155
	Unit 6 Composition Checklist	157

UNIT 7: INVENTIVE WRITING

Week 17	Weekly Overview	159
	Unit 7 Model Chart	161
	Unit 7 Composition Checklist	163
Week 18	Weekly Overview	165
	Sample: “Blessed by Beauty”	167
	KWO Conclusion	169
	KWO Introduction	170
	Unit 7 Composition Checklist	171
Week 19	Weekly Overview	173
	KWO Conclusion	175
	KWO Introduction	176
	Unit 7 Composition Checklist	177

UNIT 8: FORMAL ESSAY MODELS

Week 20	Weekly Overview	179
	Unit 8 Model Chart	181
	“Faster Than We Can Understand”	183
	“The Problem with Plastic”	185
	“Plastics: Innovations and Dangers”	187
	KWO Conclusion	189
	KWO Introduction	190
	Unit 8 Composition Checklist	191
Week 21	Weekly Overview	193
	“Oceania”	195
	KWO Conclusion	199
	KWO Introduction	200
	Unit 8 Composition Checklist	201

UNIT 9: FORMAL CRITIQUE

Week 22	Weekly Overview	203
	Unit 9 Model Chart	205
	“Rikki-Tikki-Tavi”	207
	Facts about Kipling	213
	Critique Thesaurus	215
	KWO Conclusion	217
	KWO Introduction	218
	Unit 9 Composition Checklist	219
Week 23	Weekly Overview	221
	“Casey at the Bat”	223
	Facts about Thayer	225
	KWO Conclusion	227
	KWO Introduction	228
	Unit 9 Composition Checklist	229
Week 24	Weekly Overview	231
	Limericks	233
	Clerihews	234

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

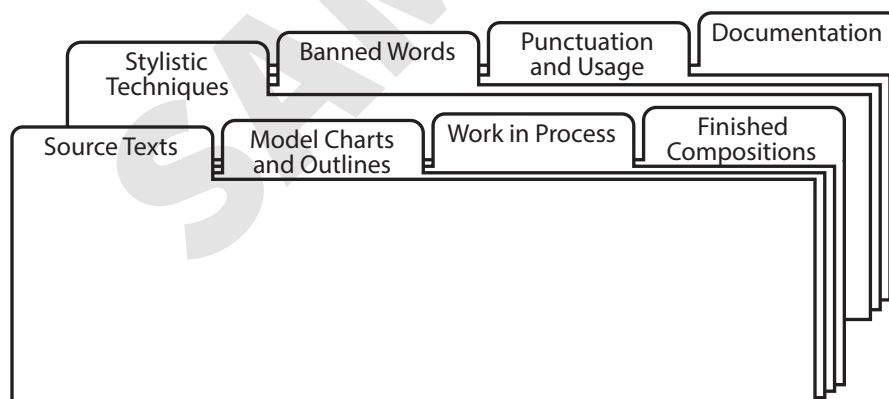
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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
Unit 1 1	The Blue-Ringed Octopus Carnivorous Plants		<i>The Twenty-One Balloons</i> by William Pène du Bois
Unit 2 2	Disgusting or a Delicacy? the title rule	-ly adverb	
3	The Eagle and the Jackdaw Komodo Dragon	who/which clause	
Unit 3 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>	
Unit 4 7	Dangerous Birds topic-clincher sentences	because 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
Unit 5 10	Drone	quality adjective banned words: <i>good, bad</i>	
11	Bora Bora or Dog and Table		
12	Bike or Ballerina	www.asia clause	

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

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

Week 1: The Blue-Ringed Octopus Carnivorous Plants

Structure and Style for Students Video 1 **Part 1: 00:00–41:08** **Part 2: 41:09–01:15:36**

Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to write a key word outline (KWO)
- to retell the content of a source text using just your outline
- to learn new vocabulary: *absorbable, camouflage, deficient, enzyme, mucilage, neurotoxic, nitrogen*

Suggested Daily Breakdown

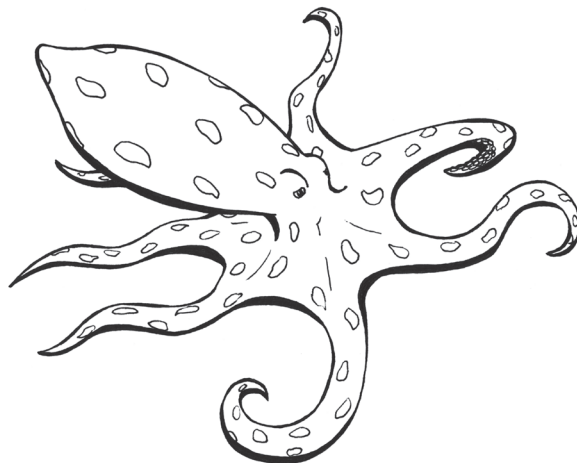
DAY 1	• Watch Part 1 of Video 1. • On a fresh sheet of paper, take fifteen minutes to write anything about your home. • Hand in your paper to your teacher. You will refer to this essay again in Week 24. • Read and discuss “The Blue-Ringed Octopus.” • Write a key word outline (KWO) for the first paragraph with the class. <i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i>
DAY 2	• Watch Part 2 of Video 1 starting at 41:09. • Write a KWO for the second paragraph of “The Blue-Ringed Octopus” with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Write a KWO for the first paragraph of “Carnivorous Plants” with the class. <i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i>
DAY 3	• Finish your KWO for “Carnivorous Plants.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i>
DAYS 4 AND 5	• Retell “The Blue-Ringed Octopus” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. • Retell “Carnivorous Plants” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. <i>Optional: Complete Day 4 in Fix It! Grammar Week 1.</i>

SAMPLE

Source Text**The Blue-Ringed Octopus**

Like others of its order, the blue-ringed octopus has eight arms, two eyes, and a beak-like mouth that can cut through a wetsuit. It feeds on shrimp, crabs, and small fish. It is comparable in size to a golf ball, and each arm measures about two inches from tip to body. The blue-ringed octopus can be found on the sandy ocean bottoms and in the coral reefs of Australia, New Guinea, Indonesia, the Philippines, and Japan. It is hard to spot as it uses camouflage for self-defense. To say “stay away,” it changes color from brown to bright yellow with blue rings. Its beautiful, unusual coloring makes it a “must-find” creature for many underwater photographers.

While all octopuses are venomous, only the blue-ringed octopus is deadly to humans. At first, a bite might seem painless. But the powerful neurotoxic venom quickly causes numbness of the lips and tongue. This is followed by difficulty in breathing caused by paralysis and then a shutdown of the senses. Death can occur in minutes, and there is no known antidote. One small blue-ringed octopus carries enough venom to kill twenty-six adult humans in minutes.



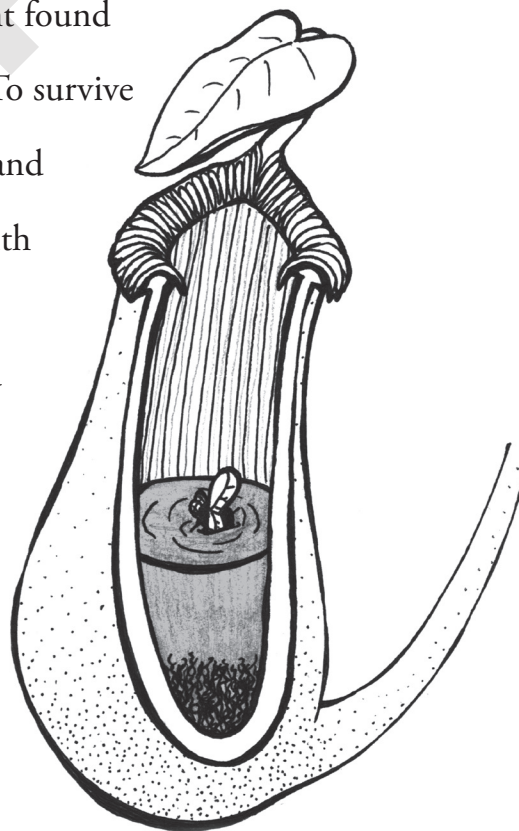
SAMPLE

Source Text**Carnivorous Plants**

Although most Americans are familiar with the Venus flytrap, there are about 583 species of carnivorous plants that attract, trap, and kill prey. They tend to grow in nitrogen-deficient environments and must get their nutrients from decaying animal life. There are five common types of traps used by these plants. Flypaper traps use a sticky mucilage, while snap traps use rapid leaf movements. Bladder traps create a vacuum to suck in their prey. Lobster traps have small inward-pointing hairs that force prey toward a digestive organ. Lastly, pitfall traps, used by pitcher plants, trap prey in a rolled leaf.

The various species of tropical pitcher plant found in New Guinea are some of the world's largest. To survive in poor soil, these peculiar plants entice insects and other small animals into their gaping mouths with sweet-smelling nectar and eye-catching colors.

A series of sticky, downward ribs makes it nearly impossible for trapped prey to escape. Once trapped, acid-like digestive enzymes break down the still-living creature into absorbable nutrients. While most pitcher plants catch mainly insects, the larger ones, such as *Nepenthes rajah*, can also trap and feed on frogs, lizards, mice, and even birds.



SAMPLE

UNIT

1

Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

**3
words
max!**

**Read.
Think.
Look up.
Speak.**



UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 2: Disgusting or a Delicacy?

Structure and Style for Students Video 2 **Part 1: 00:00–42:30** **Part 2: 42:31–01:09:31**

Goals

- to learn the Unit 2 Writing from Notes structural model
- to practice the Units 1 and 2 structural models
- to write a key word outline (KWO)
- to write a summary from your KWO
- to create a title
- to add a dress-up: -ly adverb
- to be introduced to the composition checklist
- to learn new vocabulary: *compensate, editor, larva, style*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 2. • Read and discuss “Disgusting or a Delicacy?” • Write a key word outline (KWO) with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. • Notice -ly adverbs in books that you read and write a few on a separate sheet of paper. <i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i>
DAY 2	• Watch Part 2 of Video 2 starting at 42:31. • Learn how to use the checklist. • Learn how to format your paper. • Learn how to create a title. <i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i>
DAY 3	• Using your KWO, not the source text, write your summary about “Disgusting or a Delicacy?” • Include and mark (underline) one -ly adverb in your paragraph. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Hire an editor and ask him or her to check your rough draft. <i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i>
DAYS 4 AND 5	• Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <i>Optional: Complete Day 4 in Fix It! Grammar Week 2.</i>

SAMPLE

Source Text**Disgusting or a Delicacy?**

Most of us stick to common foods like chicken or beef, cheese, vegetables, and fruits. Raw fish, Japanese style, is now available in malls and airports of North America. In some countries, however, you may find even more unusual items prepared as food. A Cambodian specialty is tarantula fried in garlic oil. A food seller in China may offer grilled black scorpion on a stick. A South Korean delicacy is raw octopus—so fresh that its arms are still squirming on the plate. *Escamoles* are fried ant larvae, a rare Mexican dish with a nutty flavor. You can even buy chocolate-covered silkworms from Thailand! So don't complain next time you are served eggplant or even sashimi—it's nothing compared to fried dung beetle or grilled seahorse.

SAMPLE

Stylistic Techniques

I. Dress-Ups

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Indicator: _____

Minimum Rule: _____

II. Sentence Openers

- | | |
|----------|----------|
| ①. _____ | ④. _____ |
| ②. _____ | ⑤. _____ |
| ③. _____ | ⑥. _____ |

Indicator: _____

Minimum Rule: _____

III. Decorations

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Indicator: _____

Minimum Rule: _____

UNIT

1

Note Making and Outlines

Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

3
words
max!

Read.
Think.
Look up.
Speak.



UNIT

2

Writing from Notes

Name	
Date	
	Title
INDENT	~~~~ ~~~~ ~~~~~ ~~~~
	~~~~ ~~~~ ~~~~~ ~~~~~
	~~ ~~~~ ~~~~~ ~~~ ~~~~
	~~~~~ ~~~~ ~~~ ~~~~~~
	~~~~ ~~~~~ ~~~~~ ~~~~
	~ ~~~~~ ~~~~~ ~~~~~~
	~~~~ ~~~~~ ~~~ ~~~ ~~~~

Double
space!

Title repeats one
to three key words
from final sentence.

Unit 2 Composition Checklist

Week 2: Disgusting or a Delicacy?

Writing
from
Notes

Name: _____



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Excellence in
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

¶¶ Dress-Ups (underline one of each)

- ☐ -ly adverb _____

MECHANICS (-1 pt per error)

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

SAMPLE

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 3: The Eagle and the Jackdaw Komodo Dragon

Structure and Style for Students Video 3 **Part 1: 00:00–31:42** **Part 2: 31:43–01:00:00**

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 learn new vocabulary: *emulate, entangled, envy, jackdaw, lofty, prowess, ram, stir, talon*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 3. • Read and discuss “The Eagle and the Jackdaw.” • Begin writing a KWO with the class and complete it independently. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Read and discuss “Komodo Dragon.” <i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i>
DAY 2	• Watch Part 2 of Video 3 starting at 31:43. • Review your list of -ly adverbs from Week 2 and add more to fit with “The Eagle and the Jackdaw.” • Learn a new dress-up, the <i>who/which</i> clause. • Practice ideas for <i>who/which</i> clauses that you can use in your summary. • Write a KWO for “Komodo Dragon.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i>
DAY 3	• Using your KWO, not the source text, write your summary about “The Eagle and the Jackdaw.” • 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. • 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. <i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i>
DAYS 4 AND 5	• Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i>

SAMPLE

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 about the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program's editor has an important distinction.

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.

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.

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

Warmly,

Writing Teacher

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SAMPLE

Source Text

The Eagle and the Jackdaw

Attributed to Aesop

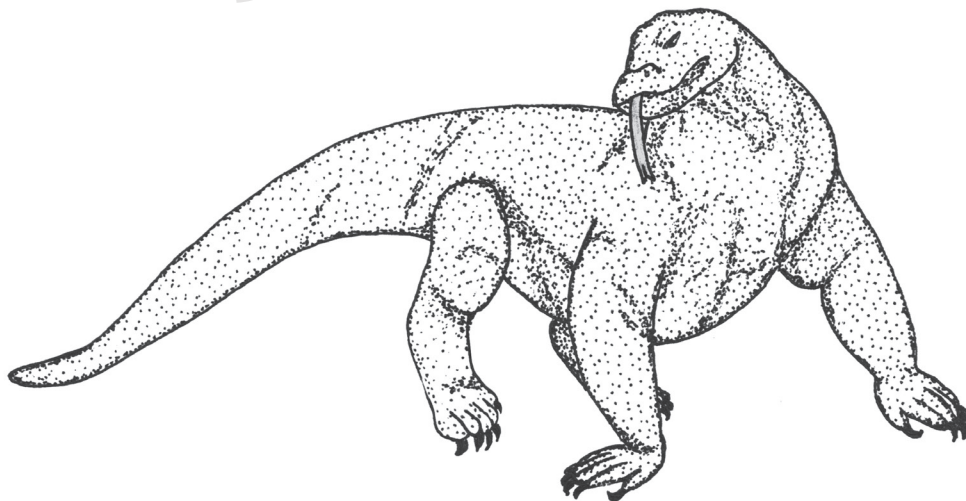
A large eagle flew down from his lofty perch, seized upon a small lamb, and carried him aloft with powerful wings and talons. A jackdaw observed the eagle's prowess and was stirred with envy. He wanted to emulate the strength and skill of the eagle. Therefore, he flew around with a great whirl of his 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."



SAMPLE

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.



SAMPLE

Unit 2 Composition Checklist

Week 3: The Eagle and the Jackdaw

Writing
from
Notes

Name: _____



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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 (-1 pt per error)

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

SAMPLE