

YEAR | LEVEL

1 | C

Teacher's
Manual

Structure and Style®

FOR STUDENTS

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

Andrew Pudewa

Also by Andrew Pudewa

Advanced Spelling & Vocabulary
Bible-Based Writing Lessons
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Phonetic Zoo Spelling, Levels A, B, C
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Institute for Excellence in Writing (IEW®)
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
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SAMPLE

Teacher's Manual

Gray boxes such as this are in the Teacher's Manual and provide extra information for the teacher or teaching parent to help students in the course.

Depending on the age or aptitude of students, most participants plan to spend thirty to sixty minutes a day, four days a week, working through the course. Younger or special needs students will need closer to forty-five minutes or longer each day. Older or more adept students will find thirty minutes or less each day enough time to complete the assignments. Note that lessons earlier in the year are easier and therefore less time intensive. Trust the system. Don't skip the first assignment! The easier lessons are important for all students as they build confidence and lay an important foundation.

Introduction

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

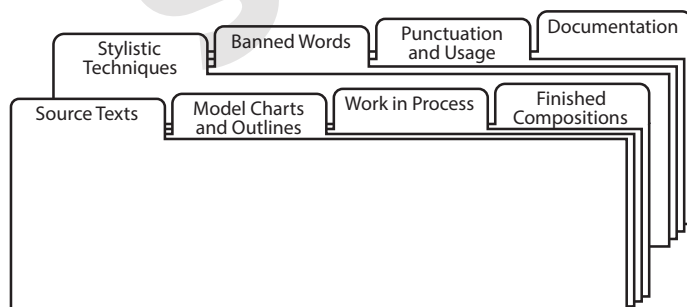
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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		<i>The Adventures of Tom Sawyer</i> by Mark Twain
Unit 4 6	Perfume Ingredients	quality adjective	
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	
Unit 6 10	Chimpanzees	#3 -ly adverb opener	<i>Around the World in Eighty Days</i> by Jules Verne
11	Robert Louis Stevenson	#6 vss opener	
12	A Historical Person of Choice additional sources required bibliography	#5 clausal opener <i>www.asia.b</i> clause	

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 7 13	Subject of Choice		<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		<i>Treasure Island</i> by Robert Louis Stevenson
18	Piracy, Part 1 super-essay, MLA additional materials required		
19	Piracy, Part 2		
Unit 9 20	The Ransom of Red Chief	alliteration 3sss quotation	
21	Treasure Island		<i>The Princess Bride</i> by William Goldman Optionally, watch the 1987 movie directed by Rob Reiner.
Response to Literature 22	The Emperor's New Clothes	question dramatic open-close simile/metaphor	
23	The Devil and Daniel Webster		
24	Timed Essay		

How to adapt the suggested daily breakdown for a homeschool program:

In a homeschool setting, students will watch the video and complete the homework assigned in the Suggested Daily Breakdown section on each lesson's Overview page. On Day 5, parents will collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Parents may also discuss grammar and/or literature during class time.

How to adapt the suggested daily breakdown for a one-day-a-week program:

In a one-day-a-week class setting, teachers can adapt the suggested daily breakdown one of these two ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Alternatively, parents can purchase the SSS program allowing students to watch the video at home and complete the assignment as directed for Days 1–4 in the Suggested Daily Breakdown section on each lesson's Overview page. Class will meet on Day 5, when the instructor can collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

How to adapt the suggested daily breakdown for a two- or three-day-a-week program:

In a two- or three-day-a-week class setting, teachers can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Students can watch Part 1 of the video in class and complete the assignment as directed. Any work not completed in class will be finished at home. The remaining class day(s) can be used to watch Part 2 of the video and complete the assignment as directed. Class time will also be used to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video.
- C. Alternatively, parents could purchase the SSS program, allowing students to watch the video and complete the assignment at home. Instructors would then use their two or three class days to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

How to adapt the suggested daily breakdown for a four- or five-day-a-week program:

Teachers who teach in full-time schools can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)
- B. Teachers show the videos as an instructional tool and facilitate the lessons by passing out the papers and writing on the whiteboard what Mr. Pudewa writes. The daily breakdown can remain the same.
- C. Teachers show the class selected clips from the videos, particularly those which introduce a new IEW Unit (Weeks 1, 2, 4, 7, 10, 13, 17, 20, and 22) and then teach the other weekly lessons themselves. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)

Week 1: Recovered Pirate Secrets
Pirate or Hero?

Teacher Preparation

Teaching Writing: Structure and Style
Watch the sections for Unit 1: Note Making and Outlines.
At IEW.com/twss-help reference the TWSS Viewing Guides.

Literature Suggestion

The Whydah: A Pirate Ship Feared, Wrecked, and Found by Martin Sandler

Students will refer to their papers about home in Week 24.

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

Week 1: Recovered Pirate Secrets
Pirate or Hero?

Structure and Style for Students Video 1 Part 1: 00:00–47:38 Part 2: 47:39–01:12:57

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: *circumnavigate, nor'easter, preemptive strike, privateer, tumultuous*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 1. • On a fresh sheet of paper, take twenty minutes to write anything about your home. • Hand in your paper to your teacher. • Read and discuss "Recovered Pirate Secrets." • Write a key word outline (KWO) for the first paragraph with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i>
DAY 2	• Watch Part 2 of Video 1 starting at 47:39. • Write a KWO for the second and third paragraphs of "Recovered Pirate Secrets" independently. • 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 1.</i>
DAY 3	• Write a KWO for "Pirate or Hero?" • 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 "Recovered Pirate Secrets" from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. • Retell "Pirate or Hero?" 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>

Board Notes

These notes represent what Mr. Pudewa wrote on the whiteboard.

Recovered Pirate Secrets

I. *Whydah*, sunk 1717, eastern Massachusetts

1. found, marine archaeologist, Barry Clifford
2. first, "golden age" ship
3. began, slave, captured, Bahamas
4. Captain "Black Sam" Bellamy
5. C. Prince, 3-day chase, surrendered
6. Ⓑ claimed, flagship, + sailors, slaves
7. goodwill, Ⓑ "Sultan" → Prince & crew

II. Ⓜ, plunder, E. coast, career, short-lived

1. 4/26/1717, caught, powerful, nor'easter
2. High winds + , crash, sandbar
3. break, tumultuous
4. wave, cannons, loose
5. guns, slid, ripped, ship
6. split, contents, scattered
7. of 146, 2 survived

III. Students will complete this KWO independently.

- 1.
- 2.
- 3.
- 4.

2–3 key words, occasionally a fourth word
Symbols, numbers, and abbreviations are free.

Put commas between words on KWO.

Structure

Unit 1: Note Making and Outlines

Introduction to Structure

- The purpose of the key word outline (KWO) is to help remember the main idea of the sentence.
- In Unit 1 key words are taken from each sentence. In other units this will change.
- Use a simple, one-level outline format. Students may use 2–3(4) key words per line. Symbols, numbers, and abbreviations are free. The Roman numeral indicates the paragraph.

Week 1: Recovered Pirate Secrets, Pirate or Hero?

Source Text

Recovered Pirate Secrets

The *Whydah* is a pirate ship that sunk in 1717 off the eastern coast of Massachusetts. It was found two and a half centuries later by marine archaeologist Barry Clifford. It was the world's first recovered Golden Age pirate ship. The vessel began its service as a slave ship but was captured by two pirate ships in February 1717 near the Bahamas. The pirate captain was Samuel "Black Sam" Bellamy, a former British sailor. After a three-day chase, Captain Prince surrendered the *Whydah* to the pirates' superior force. Bellamy claimed the vessel as his flagship, adding some of Prince's sailors and freed slaves to his crew. In a gesture of goodwill toward the captain who surrendered, Bellamy gave the *Sultan*, a smaller ship, to Prince and his remaining crew.

Soon, the *Whydah* was used to plunder other ships along the east coast, but its career was short-lived. On April 26, 1717, the *Whydah* was caught by a powerful nor'easter. High winds and waves battered the ship, causing it to crash stern first into a sandbar. The vessel began to break apart in the tumultuous seas. A large wave pushed the ship over and caused her cannons to come loose. The heavy guns ripped up parts of the ship as they slid. The *Whydah* split in half, her contents scattering across the ocean floor. Of her 146 crewmembers, only two survived.

The wreck remained buried under water and sand until Barry Clifford discovered the site in 1984 and shed light on some of the pirates' secrets. Artifacts found on board have provided an enhanced snapshot of the life and business of a pirate in the early 1700s. Recovered items include excessive jewelry and fashionable clothing, handmade grenades, and the ammunition they used in battle. According to testimony at the time, the *Whydah* was carrying five tons of gold, gold dust, silver, jewelry, and other treasures. Dives and excavations have continued for three decades, and thousands of recovered items are now on display at the *Whydah* Pirate Museum in West Yarmouth, Massachusetts.

Public Speaking

When the KWO is complete, students should test it by retelling it to another person. Require them to speak in complete sentences. Do not skip this step in later units.

To test the KWO, follow this pattern: Read. Think. Look up. Speak. Read a line of notes. Think of a sentence. Look up. Speak loudly and clearly to the people, not the paper.

Repeating the source text verbatim is not the goal. Students may and will use their own words, sentences, and ideas.

Definitions from Source Text

nor'easter (n): a strong wind that blows from the northeast

tumultuous (adj): involving a lot of violence, confusion, or disorder

SAMPLE

Source Text**Pirate or Hero?**

Francis Drake was born in the early 1540s, the eldest of twelve sons. At a young age he was apprenticed to a merchant ship and learned navigation quickly. By the 1560s he had earned command of his own ship and with his cousin John Hawkins worked illegally as a slave trader. Selling captives to settlers, he broke Spanish law and was subsequently caught by Spanish forces. Although he and his cousin both escaped, they lost scores of their men. This incident instilled in him a deep hatred of the Spanish crown.

In 1572 Queen Elizabeth I gave Drake a privateer's commission—a license to attack and confiscate any property belonging to King Phillip II of Spain. After successful raids on several Spanish settlements, he returned to England in 1573, gaining wealth and notoriety. The queen then sent Drake out to circumnavigate the globe. He rounded the Strait of Magellan and explored the Pacific coast of the American continents. Some believe that he may have sailed as far north as Oregon or even British Columbia. He then crossed the Pacific, sailed through the Indian Ocean, rounded the Cape of Good Hope, and returned to Plymouth, England, in 1580. Not only was he the first captain to sail all the way around the world, the treasure he had plundered made him very wealthy. He was knighted in 1581.

As tensions between England and Spain grew, Elizabeth sent Drake on a series of raids against Spanish cities and settlements. Philip II built a huge fleet of warships, but Drake made a preemptive strike at Cádiz, destroying over thirty ships. Elizabeth appointed Drake vice admiral of the English Navy. When the Spanish Armada attacked England in 1588, a combination of factors—ships, tactics, and weather—resulted in a decisive victory for England. Drake continued to harass and plunder the Spanish until his death from dysentery and fever off the coast of Panama in 1596. To the English he died a hero, but to the Spanish he was a ruthless pirate.

Definitions from Source Text

privateer (n): a private individual licensed to use an armed ship to attack enemy ships

circumnavigate (v): to sail completely around

preemptive strike (n): a surprise attack launched against possible opposition

SAMPLE

This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab in the Student Binder. It will serve as a reminder for the students. Students will place future key word outlines (KWO) behind respective model charts.

UNIT

1 Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

3
words
max!

Read.
Think.
Look up.
Speak.



Paper Management

Every week, students are instructed to put away their papers in their binders. The tabs of the three-ring Student Binder are listed on page 5.

Direct students to place the graded KWO behind the Model Charts and Outlines tab and the finished composition behind the Finished Composition tab. The checklist and rough draft may be discarded.

This skill of “paper management” is important, not only for this class but for life! Be sure your students are deliberate about organizing their binders as instructed. Not only will they be able to refer back to their pages when needed, but they will also be proud of their accomplishments as the weeks and months progress.

For your convenience, the instructions on the video at the end of each class appear here.

Organize Your Binder

- Put “Recovered Pirate Secrets” and “Pirate or Hero?” behind the Source Texts tab.
- Put Unit 1: Note Making and Outlines behind the Model Charts and Outlines tab.
- Put your key word outline (KWO) behind the Work in Process tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Finish your KWO on “Recovered Pirate Secrets.”
2. Write your KWO on “Pirate or Hero?”
3. Practice retelling your KWOs to a partner.

Week 2: A Beloved Daughter

Teacher Preparation

Teaching Writing: Structure and Style

Watch the sections for Unit 2: Writing from Notes.

At IEW.com/twss-help reference the TWSS Viewing Guides.

Literature Suggestion

The Whydah: A Pirate Ship Feared, Wrecked, and Found by Martin Sandler

Week 2: A Beloved Daughter

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 2: A Beloved Daughter

Structure and Style for Students Video 2 **Part 1: 00:00–34:10** **Part 2: 34:11–58:10**

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 dress-ups: -ly adverb, *who/which* clause
- to be introduced to the composition checklist
- to learn new vocabulary: *alliteration, covertly, editor, tautology*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 2. • Read and discuss “A Beloved Daughter.” • Write a KWO for the first paragraph with the class. • Write a KWO for the second and third paragraphs independently. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i>
DAY 2	• Watch Part 2 of Video 2 starting at 34:11. • Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. • Learn the <i>who/which</i> clause dress-up and practice a few that you can use for your summary. • Learn how to use the checklist. • Learn how to format your paper. • Learn how to create a title. • Using your KWO, not the source text, write the first paragraph of your summary about “A Beloved Daughter.” • Follow the directions on the checklist and check off each item as you complete it. <i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i>
DAY 3	• Using your KWO, not the source text, write the second paragraph of your summary about “A Beloved Daughter.” • Follow the directions on the checklist and check off each item as you complete it. <i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i>
DAYS 4 AND 5	• Using your KWO, not the source text, write the third paragraph of your summary about “A Beloved Daughter.” • Include and mark (underline) one -ly adverb and one <i>who/which</i> clause in each 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. • Hire an editor and ask him or her to 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. <i>Optional: Complete Day 4 in Fix It! Grammar Week 2.</i>

SAMPLE

Structure

Unit 2: Writing from Notes

the title rule

- Students set aside the source text and use the KWO to write a summary paragraph. Stress the importance of writing in their own words.
- To form a catchy title that grabs the reader's attention, students use the title rule: title repeats one to three key words from final sentence.
- Capitalize the first word, the last word, and all other words except articles (a, an, the), coordinating conjunctions (for, and, nor, but, or, yet, so), and prepositions.

UNIT

1

Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

3
words
max!

Read.
Think.
Look up.
Speak.



This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab.

UNIT

2

Writing from Notes

Name _____

Date _____

Title

INDENT

~~~~ ~~~~ ~~~~~ ~~~~

~~~~ ~~~~ ~~~~~ ~~~~

~~ ~~~~ ~~~~~ ~~~~

~~~~~ ~~~~ ~~~~~ ~~~~~

~~~~ ~~~~~ ~~~~~ ~~~~

~ ~~~~~ ~~~~~ ~~~~~ ~

~~~~ ~~~~~ ~~~ ~~~~

Double  
space!

Title repeats one  
to three key words  
from final sentence.

## Board Notes

A Beloved Daughter

- I. MMR, b. 1505, London, 1st o' 5, children, TM
  1. TM, Lord High Chancellor, councillor, H VIII
  2. TM, believed, education, everyone!!
  3. taught, languages, logic, math  $\phi$
  4. MMR studies, zeal, father's, favorite
  5. 1521, 16 yrs. Married Wm. Roper
  6. skilled, writer, translator, survived
  7. 1st non-royal, ♀, publish E. translation

Dress-Ups

1. -ly adverb
2. *who/which* clause

-ly adverbs

fervently  
passionately  
strongly  
proudly  
lovingly  
carefully  
graciously  
shockingly  
strangely  
historically  
wisely  
cleverly  
expertly  
desperately  
covertly  
possibly  
bravely  
audaciously  
courageously  
defiantly

*Students will complete KWO for paragraphs II and III independently.*

Name \_\_\_\_\_  
Date \_\_\_\_\_

×

×

×

×

×

×

×

Title (leave blank to start)

Skip lines or double-space. No erasing allowed. Use a pen!

If you wrote a word you wish you had not written, simply draw a line through it and write the word you want above it.

If you want to add a word, insert a caret (^) and above the caret put the word.

If you want to move something, circle what you want to move and draw an arrow to where it should go.

If you line out something and wish you had not, circle and write "OK."

Messy papers indicate you worked very hard to get words into sentences.

**Source Text****A Beloved Daughter**

Margaret More Roper, born in 1505 in London, England, was the eldest of Sir Thomas More's five children. He became the Lord High Chancellor and councillor to Henry VIII. More believed strongly in education for everyone, even women. Thus, he began teaching Margaret Latin, Greek, logic, philosophy, theology, mathematics, and astronomy. She pursued her studies with zeal and became her father's favorite. In 1521 at the age of sixteen, Margaret was married to William Roper, a son of one of Thomas's teachers. She was a prolific writer and skilled translator though much of her work did not survive. Her vivid and readable translation of Erasmus's *Precatio Dominica* was published in 1524, making her the first non-royal woman to publish a book translated into English.

In 1534 after years of refusal to accept the Act of Supremacy and swear allegiance to Henry as the head of the English Church, Thomas More was arrested and imprisoned. Margaret had always been very close to her father, and she visited him often in the Tower of London, becoming his channel of communication with the outside world. Eventually, her privilege was revoked, and Thomas More was sentenced to death. She was allowed one last visit to him on May 4, 1535. He was decapitated on July 6.

According to Thomas Stapleton, an early biographer of Thomas More, "[The head] by order of the king, was placed upon a stake on London Bridge, where it remained for nearly a month, until it had to be taken down to make room for other heads ... [it] would have been thrown into the river had not Margaret Roper, who had been watching carefully and waiting for the opportunity, bribed the executioner, whose office it was to remove the heads, and obtained possession of the sacred relic." Possibly, she preserved his head with pickling spices until her own death in 1544 at the age of thirty-nine. Early scholars believed that the head was interred with her at her request, although more recent scholars believe it was buried with her when her body was moved to St. Dunstan's Church in Canterbury.

**Defined Words**

alliteration (n): three or more words close together that begin with the same sound

covertly (adv): secretly

tautology (n): needless repetition of an idea, statement, or word

editor (n): a person who revises written work and corrects errors

SAMPLE

## Style

### Introduction to Style

-ly adverb, *who/which* clause

- The IEW dress-ups are descriptive words, phrases, or clauses added to a sentence. To indicate that a dress-up has been added to a sentence, students underline it.
- The -ly adverb is an adverb that ends with the suffix -ly. Do not allow students to use -ly impostors (adjectives) such as *ugly*.
- The *who/which* clause is a dependent clause added to a complete sentence. Use *who* for people and *which* for things.
- *Who/which* clauses are set off with commas if they are nonessential but take no commas if they are essential.

*Students who play volleyball may leave class early.*

Not all students may leave early. The *who* clause is essential to the sentence.

- From now on, students should include and mark an -ly adverb and a *who/which* clause in each paragraph that they write.

### Stylistic Techniques

#### I. Dress-Ups

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Indicator: \_\_\_\_\_

Minimum Rule: \_\_\_\_\_

#### II. Sentence Openers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Indicator: \_\_\_\_\_

Minimum Rule: \_\_\_\_\_

#### III. Decorations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Indicator: \_\_\_\_\_

Minimum Rule: \_\_\_\_\_

## Dress-Ups

Indicator: underline

Minimum Rule: each one in every paragraph

### Week 2

1. -ly adverb
2. *who/which* clause

### Week 3

3. strong verb

### Week 4

4. *because* clause

### Week 6

5. quality adjective

### Week 7

6. *www.asia* clause

## Sentence Openers

Indicator: number

Minimum Rule: each one in every paragraph

### Week 9

2. prepositional

### Week 10

3. -ly adverb

### Week 11

6. vss (2–5 words)

### Week 12

5. clausal - *www.asia.b*

### Week 14

1. subject
4. -ing

## Decorations

Indicator: “dec” in margin or italicize

Minimum Rule: one different decoration per paragraph

### Week 20

1. alliteration
2. 3 short staccato sentences
3. quotation

### Week 22

4. question
5. dramatic open-close
6. simile/metaphor

SAMPLE

Students should look at the checklist before writing to know what is expected. While writing, they should check off items on the checklist as they complete them. Before submitting an assignment, they should review the checklist to ensure their paper is complete.

If students complete the checklist, they can expect to receive an *A* for *accepted*. If students fail to complete the checklist, they are not yet finished and should receive an *I* for *incomplete*.

Week 2: A Beloved Daughter

## Unit 2 Composition Checklist

### Week 2: A Beloved Daughter

Writing  
from  
Notes

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



Institute for  
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

**11 12 13 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 \_\_\_\_\_

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist link.

Note that students can include more than one -ly adverb or *who/which* clause in a paragraph. However, they should only mark (underline) one in each paragraph.

### Organize Your Binder

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- Put “A Beloved Daughter” behind the Source Texts tab.
- Put Unit 2: Writing from Notes behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put the Stylistic Techniques and your -ly adverb list behind the Stylistic Techniques tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

### Homework

---

1. Write three paragraphs using your KWO and the Unit 2 Composition Checklist.
2. Include and mark (underline) one -ly adverb and one *who/which* clause in each paragraph.
3. Have your editor check your rough draft.
4. Make necessary corrections.
5. Follow the directions on the checklist.

## Week 3: Caesar and the Pirates

### Teacher Preparation

*Teaching Writing: Structure and Style*

Watch the sections for Unit 3: Retelling Narrative Stories.

At [IEW.com/twss-help](http://IEW.com/twss-help) reference the TWSS Viewing Guides.

### Literature Suggestion

*A Man for All Seasons: A Play in Two Acts* by Robert Bolt

Week 3: Caesar and the Pirates

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

### Week 3: Caesar and the Pirates

**Structure and Style for Students Video 3**    **Part 1: 00:00–42:11**    **Part 2: 42:12–01:13:51**

#### Goals

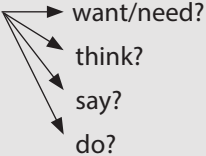
- to learn the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to write a 3-paragraph story
- to add a dress-up: strong verb
- to ban weak verbs: *say/said, go/went, see/saw*
- to learn new vocabulary: *archipelago, Asia Minor,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

#### Suggested Daily Breakdown

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Learn about the Story Sequence Chart and copy the chart with the class.</li> <li>• Read and discuss “Caesar and the Pirates.”</li> <li>• Write a KWO with the class.</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</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 42:12.</li> <li>• Write a list of -ly adverbs to use for your story.</li> <li>• Practice ideas for <i>who/which</i> clauses that you can use in your story.</li> <li>• Learn a new dress-up: strong verb.</li> <li>• Practice replacing the banned verbs <i>say/said, go/went, and see/saw</i> with stronger verbs.</li> <li>• Review how to correctly write a title.</li> <li>• Using your KWO, write the first paragraph of your story about “Caesar and the Pirates.”</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</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, write the second paragraph of your story about “Caesar and the Pirates.”</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</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 the third paragraph of your story about “Caesar and the Pirates.”</li> <li>• Add dress-ups, including one strong verb in each paragraph.</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> <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>                           |

## Board Notes

## Story Sequence Chart

|                                                                                                                          |                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Characters/Setting</u></b><br>who - like, personality<br>where<br>when } image/mood                                | I. Pirates, islands, Greece<br>1. kidnap, raids, plunder, wealthy<br>2. Julius C., student, 24 yrs.<br>3. Rhodes, oratory, best, teacher<br>4. captured, pirates, ransom                                                                                    |
| <b><u>Conflict/Problem</u></b><br>What  | II. (P) 20 talents, (C) important, 50!<br>1. games, sports<br>2. forced, poetry, speeches<br>3. sleep, "Quiet!"; (P) amused<br>4. (C) "crucify, you, all"                                                                                                   |
| <b><u>Climax/Resolution</u></b><br>How solved?<br>( Message )<br>( Epilog )<br>(Epilog can also be spelled<br>epilogue.) | III. ransom, arrived, (C) released<br>1. fleet, Milesian,  , return<br>2. captured, (P) counting, treasure<br>3. took, Pergamus, → crucified<br>4. Rhodes, study, 2 yrs. |

say/said

inquired  
stated  
shouted  
exclaimed  
threatened  
boasted  
laughed  
swore  
announced  
complained  
demanded  
insulted  
screeched

go/went

sail  
travel  
race  
depart  
journey  
return  
flee  
left  
arrived  
sneak  
search

see/saw

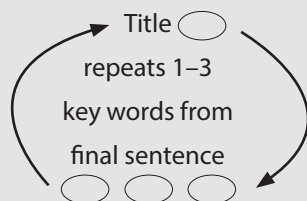
gazed  
viewed  
glanced  
surveyed  
noticed  
observed  
spotted  
inspected  
examined  
beheld  
witnessed

Dress-Ups

- ly adverb
- who/which clause
- strong verb I \_\_\_\_\_.  
 It \_\_\_\_\_.  
 image  
 feeling

-ly adverbs

brazenly  
brutally  
violently  
passionately  
naturally  
shockingly  
unexpectedly  
surprisingly  
audaciously  
willingly  
cruelly  
rudely  
sternly  
seriously  
gravely



## 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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### *The Editing Process*

Students should be expected to read their rough drafts out loud and fix errors before giving to an editor.

Through the editing process students should receive useful feedback about correct spelling, punctuation, and proper grammar usage.

SAMPLE

## Structure

### Unit 3: Retelling Narrative Stories

- Unit 3 teaches students to extract key ideas from a story and then organize that information into a 3-paragraph summary.
- No longer are key words taken from each sentence; rather, key words are formed by answering questions related to the Story Sequence Chart.
- Each paragraph has a distinct purpose. The first focuses on characters and setting, the second on conflict or problem, and the third on climax and resolution.

UNIT

3

## 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.*



This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab.

SAMPLE

**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.

**Definitions from Source Text**

Asia Minor (n): a peninsula in Western Asia between the Black Sea and the Mediterranean Sea, including most of Turkey

archipelago (n): a group of islands

talent (n): an ancient unit of weight of high value used for currency

**Other Defined Word**

legend (n): a story from the past that may contain some truth but is mostly embellished

## UNIT 3: RETELLING NARRATIVE STORIES

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.

## Style

strong verb

banned words: *say/said, go/went, see/saw*

- A verb is something somebody is or does. It gives a complete thought. I \_\_\_\_\_. It \_\_\_\_\_.
- A strong verb gives a strong image or feeling. Find a weak verb and replace it with a stronger verb, e.g., *came* vs *stalked* or *stormed*. Encourage students to use a thesaurus.
- When a word is banned, all forms of the word are banned. Banning *said* means that *say* and *saying* are also banned.
- From now on, students should include and mark a strong verb in each paragraph that they write. Because words with an -ing suffix often function as adjectives or nouns, in this class a word with an -ing suffix should not be marked as a strong verb.

**Banned Words List – Verbs**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

SAMPLE

Teachers and parents should remember IEW's EZ+1 Rule. 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.

Week 3: Caesar and the Pirates

## Unit 3 Composition Checklist

### Week 3: Caesar and the Pirates

Retelling  
Narrative  
Stories

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



Institute for  
Excellence in  
Writing  
Learn. 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

**11 12 13 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** (-1 pt per error)

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

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist with Points link.

Students should underline nine words in the finished paper: three dress-ups per paragraph.

### Organize Your Binder

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- Put “Caesar and the Pirates” behind the Source Texts tab.
- Put Unit 3: Retelling Narrative Stories behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 3 Composition Checklist behind the Work in Process tab.
- Put the Banned Words List – Verbs behind the Banned Words tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

### Homework

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1. Memorize the Story Sequence Chart.
2. Write three paragraphs using your KWO and the Unit 3 Composition Checklist.
3. Include and mark one strong verb in each paragraph.
4. Do not use the banned verbs *say/said, go/went, see/saw* in your paper.
5. Give the Letter to the Editor to your editor and have him or her check your rough draft.
6. Make necessary corrections.
7. Follow the directions on the checklist.