

YEAR | LEVEL

2 | A

Student
Book

Structure and Style®

FOR STUDENTS

YEAR **2** LEVEL **A**

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

Copyright Policy

Structure and Style for Students: Year 2 Level A Student Book Sample Lessons
First Edition, January 2021
PDF version 2
Copyright © 2021 Institute for Excellence in Writing

ISBN 978-1-62341-536-5

Our duplicating/copying policy for *Structure and Style for Students: Year 2 Level A Student Book*:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

Home use: The purchaser may copy this Student Book for use by multiple children within his or her immediate family. Each family must purchase its own Student Book.

Small group or co-op classes: Each participating student or family is required to purchase a Student Book. A teacher may not copy from this Student Book.

Classroom teachers: A Student Book must be purchased for each participating student. A teacher may not copy from this Student Book.

Additional copies of this Student Book may be purchased from IEW.com/SSS-2A-S

Institute for Excellence in Writing (IEW®)
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
IEW.com

IEW®, Structure and Style®, and Fix It!® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Contents

Introduction	5		
Scope and Sequence	6		
UNIT 1: NOTE MAKING AND OUTLINES		UNIT 4: SUMMARIZING A REFERENCE	
Week 1 Weekly Overview.	9	Week 7 Weekly Overview.	61
“Pizza”	11	“Eating Together”	63
“Chili”	13	Unit 4 Model Chart	65
“French Fries”	15	Unit 4 Composition Checklist	67
Unit 1 Model Chart	17		
UNIT 2: WRITING FROM NOTES		Week 8 Weekly Overview.	69
Week 2 Weekly Overview.	19	“Uses for Salt”	71
“Asian Table”	21	Banned Words List – Adjectives	73
Letter to the Editor	23	Unit 4 Composition Checklist	75
Units 1 & 2 Model Chart	25		
Stylistic Techniques	27	Week 9 Weekly Overview.	77
Unit 2 Composition Checklist	29	“Louis Pasteur”	79
		Unit 4 Composition Checklist	83
Week 3 Weekly Overview.	31	UNIT 5: WRITING FROM PICTURES	
“Chuckwagon Grub”	33	Week 10 Weekly Overview.	85
Unit 2 Composition Checklist	35	Dining Pictures	87
UNIT 3: RETELLING NARRATIVE STORIES		Unit 5 Model Chart	89
Week 4 Weekly Overview.	37	Unit 5 Composition Checklist	91
Unit 3 Model Chart	39		
“The Donkey and the Load of Salt”	41	Week 11 Weekly Overview.	93
Unit 3 Composition Checklist	43	Ice Cream Truck pictures.	95
		Food Fight pictures	97
Week 5 Weekly Overview.	45	Unit 5 Composition Checklist	99
“The Emperor and the Soup”	47		
Banned Words List – Verbs	49	Week 12 Weekly Overview.	101
Unit 3 Composition Checklist	51	Food on a Stick Pictures	103
		Family Dinner pictures	105
Week 6 Weekly Overview.	53	#2 Prepositional Opener	107
“The City Mouse and the Country Mouse”	55	Unit 5 Composition Checklist	109
Level A -ly Adverb Word List	57		
Unit 3 Composition Checklist	59		

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Week 13	Weekly Overview	111
	“Sugar”	113
	“How Much Sugar?”	115
	“Sugar Plastic?”	117
	Unit 6 Model Chart	119
	Unit 6 Composition Checklist	121
Week 14	Weekly Overview	123
	“Plants of the Garden”	125
	“The Wonderful World of Gardens”	127
	“My Garden”	129
	“Keisha’s Garden”	131
	Unit 6 Composition Checklist	133
Week 15	Weekly Overview	135
	Unit 6 Composition Checklist	137

UNIT 7: INVENTIVE WRITING

Week 16	Weekly Overview	139
	Unit 7 Model Chart	141
	KWO Conclusion, Introduction	143
	Unit 7 Composition Checklist	145
Week 17	Weekly Overview	147
	KWO Conclusion, Introduction	149
	Unit 7 Composition Checklist	151
Week 18	Weekly Overview	153
	KWO Conclusion, Introduction	155
	Unit 7 Composition Checklist	157

UNIT 8: FORMAL ESSAY MODELS

Week 19	Weekly Overview	159
	“Risky Food”	161
	“Poisonous Animals”	165
	“Don’t Eat That”	167
	KWO Conclusion, Introduction	171
	Unit 8 Model Chart	173
	Unit 8 Composition Checklist	175
Week 20	Weekly Overview	177
	“Should I Eat That?”	179
	“Potent Venom”	183
	“Venomous Beasts”	187
	KWO Conclusion, Introduction	191
	Unit 8 Composition Checklist	193

Week 21	Weekly Overview	195
	“Ye Olde Recipe Book”	197
	KWO Conclusion, Introduction	211
	Unit 8 Composition Checklists	213

UNIT 9: FORMAL CRITIQUE

Week 22	Weekly Overview	217
	“The Little Gingerbread Man”	219
	Unit 9 Model Chart	227
	KWO Conclusion, Introduction	229
	Unit 9 Composition Checklist	231
Week 23	Weekly Overview	233
	“The Tale of Mr. Jeremy Fisher”	235
	KWO Conclusion, Introduction	241
	Unit 9 Composition Checklist	243

Week 24	Weekly Overview	245
---------	-----------------	-----

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

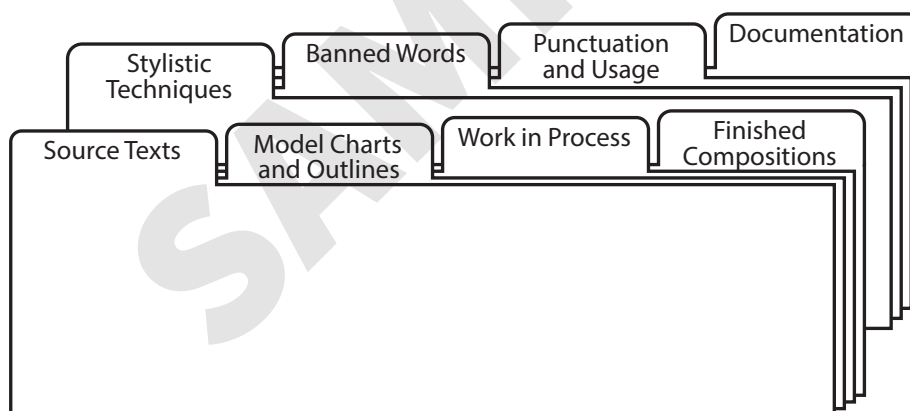
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take pages 1–8 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 pages 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. Directions encourage review 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	Pizza Chili French Fries		<i>Krista Kim-Bap</i> by Angela Ahn
Unit 2 2	Asian Table title rule	-ly adverb	
3	Chuckwagon Grub	who/which clause	
Unit 3 4	The Donkey and the Load of Salt		
5	The Emperor and the Soup	strong verb banned words: <i>say/said, see/saw, go/went</i>	<i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i> by Annette Bay Pimentel
6	The City Mouse and the Country Mouse	because clause banned words: <i>think/thought</i>	<i>The Chocolate Touch</i> by Patrick Skene Catling
Unit 4 7	Eating Together topic-clincher sentences		
8	Uses for Salt	quality adjective banned words: <i>good, bad</i>	
9	Louis Pasteur		<i>Homer Price</i> by Robert McCloskey
Unit 5 10	Dining	banned words: <i>eat/ate</i>	
11	Ice Cream Truck or Food Fight	www.asia clause	
12	Food on a Stick or Family Dinner	#2 prepositional opener	<i>Scrambled Egg Super!</i> by Dr. Seuss

Week	Subject and Structure	Style	Literature Suggestions
Unit 6 13	Sugar source and fused outlines		<i>The Trumpet of the Swan</i> by E.B. White
14	Gardening	#3 -ly adverb opener	
15	A Country of Choice additional sources required		
Unit 7 16	Eating Vegetables introduction and conclusion		
17	Explaining How	#6 vss opener	
18	The Moving Box	banned word: <i>big</i>	
Unit 8 19	Poisonous Animals		<i>The Right Word: Roget and His Thesaurus</i> by Jen Bryant
20	Venomous Beasts		<i>Island of the Blue Dolphins</i> by Scott O'Dell
21	Old Recipes		
Unit 9 22	The Little Gingerbread Man	#5 clausal opener <i>www.asia.b</i> clause	
23	The Tale of Mr. Jeremy Fisher		
24	Timed Essay		

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

**Week 1: Pizza
Chili
French Fries**

Structure and Style for Students Video 1 **Part 1: 00:00–40:44** **Part 2: 40:45–59:35**

Goals

- to review 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: *immigrant*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 1. • On a fresh sheet of paper, take fifteen minutes to write anything about an animal. • Read and discuss “Pizza.” • Write a key word outline (KWO) with the class and finish line 5 independently. • Test your KWO for “Pizza” 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 40:45. • Read and discuss “Chili.” • Write a key word outline (KWO) with the class. • Test your KWO for “Chili” by retelling it to a partner. Remember to speak in complete sentences. • Read “French Fries” along with Mr. Pudewa. <i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i>
DAY 3	• Reread and discuss “French Fries.” • Write a KWO for both paragraphs of “French Fries.” • Test your KWO for “French Fries” 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 one of your KWOs 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

Pizza

When people move to a new place, they bring their favorite recipes with them. One of our most popular foods comes from southern Italy: pizza, which simply means *pie* in Italian. At first, pizza was simple flatbread with tomatoes and cheese. It became very popular in Italy after a cook made a special pizza for Princess Margherita in the late 1800s. Later, Italian immigrants in America made pizza to sell to other Italians, and Americans loved it. Today, pizza is sold almost everywhere, and the list of pizza toppings is almost endless.



*Pepperoni pizza, Quito. David Adam Kess. April 30, 2016.
Licensed under CC by-SA 4.0.*

SAMPLE

Source Text

Chili

One of the best-known foods in the United States is a Mexican dish called chili. The first chili in America was probably made in what is now the state of Texas. Originally, Texas chili had no beans. It was made from meat, chili powder, onion, tomato, a little water, and masa (corn) flour. Midwesterners added beans to make it more filling while Greeks sometimes served theirs over spaghetti. Today there are many variations of chili, including homestyle, chili verde, and veggie. Enthusiastic chili cooks, sometimes called *chiliheads*, travel and compete in contests to see whose chili is the best. Competition is serious: the combined total of first-place prizes in the World Championship Chili Cook-Off® is \$100,000!



Bowl of chili. Carstor. September 25, 2005. Licensed under CC A-SA 2.5.

SAMPLE

Source Text

French Fries

No one knows how the term *French fries* came to be the name of this common menu item. Some say that the Belgians invented fried potato strips as early as 1680. They used sliced potatoes as a substitute for fish when real fish were unavailable. Later, the Belgians served this quick and tasty food to their allies during World War I. Because the French soldiers took a particular liking to them, they were nicknamed *French fries*.

Another theory is that the Old English word for *french* means to cut lengthwise, and the recipe has nothing to do with the country of France. It is certain that President Thomas Jefferson had potatoes served in the French manner at the White House in 1802. However, we cannot know if those potatoes were deep fried in the way we usually enjoy them today. This food is now so common we only need say *fries*; no *French* is necessary.



*French fries @ Bistro Burger @ Montparnasse @ Paris.
Guilhem Vellut. March 3, 2017. Licensed under CC A 2.0.*

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: Asian Table

Structure and Style for Students Video 2 **Part 1: 00:00–28:52** **Part 2: 28:52–1:01:04**

Goals

- to review the Unit 2 Writing from Notes structural model
- to practice the Units 1 and 2 structural model
- to write a key word outline (KWO)
- to write a summary paragraph from your KWO
- to create a title
- to add a dress-up: -ly adverb
- no new vocabulary words this week

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 2. • Read and discuss “Asian Table.” • Write a KWO with the class. <i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i>
DAY 2	• Watch Part 2 of Video 2 starting at 28:52. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Review how to format your paper and how to create a title. • Review the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. <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 “Asian Table.” • Include and mark (underline) one -ly adverb in your paragraph. • 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 2.</i>
DAYS 4 AND 5	• Write your final draft making any changes that your editor suggested. • Paperclip 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**Asian Table**

If you go to an Asian country, you might want to learn some different table manners. For example, in Japan you must never point your chopsticks at others. Oddly, it is okay to slurp your noodles. That way the host will know you are enjoying the meal. In China burping tells the chef that he did a good job. However, if you eat everything on your plate, it might show that you didn't get enough and are still hungry. In South Korea the oldest person at the table must take a bite before anyone else can eat. Also, do not pour your own drink in Korea; wait or ask others to do it. In Thailand you should use chopsticks only when you are eating noodles. When eating sticky rice, it is customary to use your fingers. For most other dishes use a fork to push your bite onto a spoon and then eat from the spoon, not the fork. If you know some local dining customs, you will be a better guest at a table in Asia.

*CC0 Public domain.*

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 job 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

IEW® and Structure and Style® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

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

Name _____

Date _____

Title _____

INDENT

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

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

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

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

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

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

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

Double  
space!

Title repeats one  
to three key words  
from final sentence.



## 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 2 Composition Checklist

## Week 2: Asian Table

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 Dress-Up** (underline one)

- ☐ -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: Chuckwagon Grub

## Structure and Style for Students Video 3

Part 1: 00:00–22:43

Part 2: 22:44–50:55

## Goals

- to practice the Units 1 and 2 structural model
- to write a KWO
- to write a 2-paragraph summary from your KWO
- to add a dress-up: *who/which* clause
- to learn new vocabulary: *Dutch oven, sweetbread*

## Suggested Daily Breakdown

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Read and discuss “Chuckwagon Grub.”</li> <li>• Write a KWO for paragraph I with the class.</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 22:46.</li> <li>• Write a KWO for paragraph II about “Chuckwagon Grub.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> <li>• Write a list of -ly adverbs to use for your summary.</li> <li>• Review the <i>who/which</i> clause dress-up.</li> <li>• Using your KWO, not the source text, write your first paragraph about “Chuckwagon Grub.”</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 second paragraph about “Chuckwagon Grub.”</li> <li>• Include 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.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Turn in your rough draft to your editor with the completed checklist attached.</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>• Paperclip 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>                                                                                                                                                                                                                                                                      |

SAMPLE

## Source Text

## Chuckwagon Grub

Cowboys in the Old West were tough. Driving their herds long distances, they often lived on the trail. Cowboys had their own words for things. Cows were called *critters*. A *waddy* was another name for a cowboy. Food was called *chuck*, and it was carried in the chuckwagon. Cowboys ate mostly beans, beef, and sourdough bread. Sometimes they had a little dried fruit and a few vegetables. It was a hard life, but they survived. There were few fat cowboys!

One of the special dishes that cowboys might enjoy was called *son-of-a-gun stew*. There are many variations on this recipe, but all agree it must be cooked in a Dutch oven.<sup>1</sup> It could contain one or more of the following ingredients: beef, calf heart, calf liver, sweetbreads, calf brains, bone marrow. It was usually



Camp wagon on a Texas roundup, William Henry Jackson 1900. Detroit Publishing Co. no. 013756.

flavored with salt and pepper, perhaps a bit of onion, and hot sauce. For best results it should simmer for two to three hours. On the trail there was no waste. Every part of an edible animal might become grub for the cowboys.

SAMPLE

---

<sup>1</sup>a heavy black cast iron pot with a lid

# Unit 2 Composition Checklist

## Week 3: Chuckwagon Grub

Writing  
from  
Notes

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



**Institute for  
Excellence in  
Writing**  
Listen. Speak. Read. Write. Think!

### STRUCTURE

|                                                                                       |       |    |     |
|---------------------------------------------------------------------------------------|-------|----|-----|
| <input type="checkbox"/> name and date in upper left-hand corner                      | _____ | 10 | pts |
| <input type="checkbox"/> composition double-spaced                                    | _____ | 10 | pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 10 | pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 10 | pts |

### STYLE

**11 12 Dress-Ups** (underline one of each)

**15 pts each**

|                                                                           |       |    |     |
|---------------------------------------------------------------------------|-------|----|-----|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb              | _____ | 30 | pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause | _____ | 30 | pts |

### MECHANICS (-1 pt per error)

|                                                                   |       |     |
|-------------------------------------------------------------------|-------|-----|
| <input type="checkbox"/> capitalization                           | _____ | pts |
| <input type="checkbox"/> end marks and punctuation                | _____ | pts |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | pts |
| <input type="checkbox"/> correct spelling                         | _____ | pts |

Total: \_\_\_\_\_ 100 pts  
Custom Total: \_\_\_\_\_ pts

**SAMPLE**