

YEAR | LEVEL

2 | A

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

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

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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Teacher's Manual

Gray boxes such as this are in the Teacher's Manual and include additional information about the course that will 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

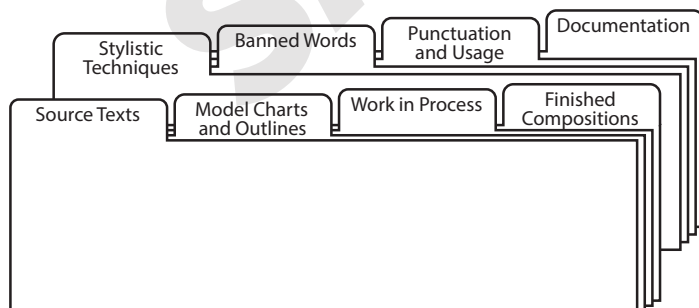
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take 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	<i>who/which</i> 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	<i>because</i> 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		
Unit 5 10	Dining	banned words: <i>eat/ate</i>	<i>Homer Price</i> by Robert McCloskey
11	Ice Cream Truck or Food Fight	<i>www.asia</i> clause	
12	Food on a Stick or Family Dinner	#2 prepositional opener	<i>Scrambled Egg Super!</i> by Dr. Seuss

Scope and Sequence

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>	<i>The Right Word: Roget and His Thesaurus</i> by Jen Bryant
Unit 8 19	Poisonous Animals		
20	Venomous Beasts		
21	Old Recipes		<i>Island of the Blue Dolphins</i> by Scott O'Dell
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		

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, 16, 19, 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: Pizza

Chili

French Fries

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

Krista Kim-Bap by Angela Ahn

Week 1: Pizza, Chili, French Fries

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>

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

Board Notes

Pizza

I. move, favorite, recipes

1. southern, Italy, "pie"
2. 1st, flatbread, tomatoes, cheese
3. popular, special, Princess Margherita, 1800s
4. immigrants, sell, Americans, ♥
5. *(Students finish KWO independently.)*

2–3 key words

Symbols, numbers, and abbreviations are free.

Put commas between words on KWO.

Chili

I. best-known, food, chili

1. America, made, Texas
2. TX, chili, ~~beans~~
3. meat, powder, tomatoes?
4. Midwesterners + beans, G + spaghetti
5. variations, verde, veggie
6. cooks, "Chilihead," compete
7. prizes, \$100,000

French Fries

I.

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

II.

- 1.
- 2.
- 3.

Structure Unit 1: Note Making and Outlines

- The purpose of the key word outline (KWO) is to help remember the main idea of the sentence.
- The Roman numeral indicates the first sentence of the paragraph.
- Students write 2–3 key words, symbols, numbers, and abbreviations on each line. These items should be separated with commas. Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words.
- In Unit 1 key words are taken from each sentence. In other units this will change.

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 at the audience. Speak loudly and clearly to the people, not the paper.

Week 1: Pizza, Chili, French Fries

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.
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Definition from Source Text

immigrant (n): a person who comes into a country to live there

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.**



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. They will not only be able to refer back to their pages when needed, 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 “Pizza,” “Chili,” and “French Fries” behind the Source Texts tab.
- Put Unit 1: Note Making and Outlines behind the Model Charts and Outlines tab.
- Put your key word outlines (KWOs) 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. Write your KWO for “French Fries.”
2. Practice telling your KWO to a partner.

Week 2: Asian Table

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

Krista Kim-Bap by Angela Ahn

Week 2: Asian Table

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>

Board Notes

Asian Table

I. learn, different, manners

1. Japan, ~~point~~, chopsticks

2. oddly, slurp, noodles

3. host, enjoying, meal

4. China, burping, chef, 😊

5. everything, plate, hungry

6. Korea, oldest, bite

7. pour, ~~own~~, drink

8. Thailand, chopsticks, eating, 

9. sticky, rice, fingers

10. fork, bite, spoon

11. guest, table, Asia

Name _____
Date _____

→ ○ ○ ○

5 ~ ~ ~ ~ ,

× ~ ~ ~ ~ ⊙ . T

× ~ ~ ~ ~ ~ ~ ~

× ~ ~ ~ ~ ~ ~ ~

× ~ ~ ~ ~ ~ ~ ~

× ~ ~ ~ ~ ~ ~ ~

× ~ ~ ~ ~ ~ ~ ~

1. dramatic words

2. last sentence

Dress-Ups

Indicator: underline

Minimum rule: each one in every ¶

-ly adverbs

quickly

happily

loudly

gracefully

joyfully

crazily

certainly

rudely

quietly

patiently

nicely

carefully

gently

thoughtfully

slyly

probably

Structure

Unit 2: Writing from Notes the title rule

- After students write the KWO, they should test it. Testing the KWO by retelling it to a partner is an important step in the writing process. After students can successfully form a sentence using each line of the KWO, they are ready to write the paper.
- 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.
- 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.

Week 2: Asian Table

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.



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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

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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

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.

SAMPLE

Style

-ly adverb

- 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 first dress-up is the -ly adverb. Do not allow students to use -ly impostors (adjectives) such as ugly.
- From now on, students should include and mark an -ly adverb in each paragraph that they write.

Stylistic Techniques

I. Dress-Ups

- _____
- _____
- _____
- _____
- _____
- _____

Indicator: _____

Minimum Rule: _____

II. Sentence Openers

- _____
- _____
- _____
- _____
- _____
- _____

Indicator: _____

Minimum Rule: _____

III. Decorations

- _____
- _____
- _____
- _____
- _____
- _____

Indicator: _____

Minimum Rule: _____

Dress-Ups

Indicator: underline
Minimum Rule: each one in every paragraph

Week 2

- ly adverb

Week 3

- who/which clause

Week 5

- strong verb

Week 6

- because clause

Week 8

- quality adjective

Week 11

- www.asia clause

Sentence Openers

Indicator: number
Minimum Rule: each one in every paragraph

Week 12

- prepositional

Week 14

- ly adverb

Week 17

- vss (2–5 words)

Week 22

- clausal - www.asia.b

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.

Note that students can include more than one -ly adverb. However, they should only mark (underline) one.

Week 2: Asian Table

Unit 2 Composition Checklist

Week 2: Asian Table

Writing
from
Notes

Name: _____



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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

¶1 Dress-Up (underline one)

- ☐ -ly adverb _____

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.

Organize Your Binder

- Put “Asian Table” behind the Source Texts tab.
- Put Unit 2: Note Making and Outlines and your 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 page behind the Stylistic Techniques tab.
- Put the Letter to the Editor in the front pocket and plan to give it to your editor.

Homework

1. Practice telling your KWO to a partner.
2. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
3. Include and mark (underline) one -ly adverb in your paragraph.
4. Have your editor check your rough draft.
5. Make necessary corrections.
6. Follow the directions on the checklist.

Week 3: Chuckwagon Grub

Literature Suggestion

Krista Kim-Bap by Angela Ahn

Week 3: Chuckwagon Grub

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	• Watch Part 1 of Video 3. • Read and discuss “Chuckwagon Grub.” • Write a KWO for paragraph I with the class. <i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i>
DAY 2	• Watch Part 2 of Video 3 starting at 22:46. • Write a KWO for paragraph II about “Chuckwagon Grub.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Write a list of -ly adverbs to use for your summary. • Review the <i>who/which</i> clause dress-up. • Using your KWO, not the source text, write your first paragraph about “Chuckwagon Grub.” <i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i>
DAY 3	• Using your KWO, not the source text, write your second paragraph about “Chuckwagon Grub.” • 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. • Follow the directions on the checklist and check off each item as you complete it. • Turn in your rough draft to your editor with the completed checklist attached. <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. • Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in. <i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i>

Board Notes

Chuckwagon Grub

I. cowboys, West, tough

1. driving, herds, trail
2. own, words, things
3. cows, called, critters
4. "waddy" = cowboy
5. food = "chuck," chuckwagon
6. beans, beef, sourdough
7. > dried fruit, vegetables
8. hard, life, survived
9. few, fat, cowboys

-ly adverbs

roughly
mostly
commonly
happily
occasionally
brightly
incredibly
terribly
quickly
gratefully
disgustingly
usually
slowly
(snarkily)
approximately
carefully
outrageously
heavily

Students complete KWO for Paragraph II independently.

II. dishes, "son-of-a-gun stew"

1. variations, agree, Dutch O.
2. contain, following, ingredients
3. beef, heart, brains
4. flavored, salt, onion, 
5. results, simmer, 2-3 hrs
6. trail, ~~waste~~
7. edible, animal, grub

Dress-Ups

-ly adverb

who/which clause



who

Cowboys often lived on the trail. (incorrect)



A special treat was "son-of-a-gun stew", which ...

Style

who/which clause

- A *who/which* clause is a dependent clause that must be added to a sentence that is already complete.
- The *who/which* clause begins with *who* or *which* and contains a verb. 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.
Cowboys who lived in the Old West ate every part of an animal.
Not all cowboys ate every part of an animal. 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.

Week 3: Chuckwagon Grub

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.¹ It could contain one or more of the following ingredients: beef, calf heart, calf liver, sweetbreads, calf brains, bone marrow. It was usually

Definitions from Source Text

Dutch oven (n): a heavy black cast iron pot with a lid

sweetbread (n): the pancreas of a calf or lamb that is used for food



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

UNIT 2: WRITING FROM NOTES

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.

¹a heavy black cast iron pot with a lid

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 3: Chuckwagon Grub

Unit 2 Composition Checklist

Week 3: Chuckwagon Grub

Writing
from
Notes

Name: _____



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STRUCTURE

- | | | | |
|---|-------|----|-----|
| ☐ name and date in upper left-hand corner | _____ | 10 | pts |
| ☐ composition double-spaced | _____ | 10 | pts |
| ☐ title centered and repeats 1–3 key words from final sentence | _____ | 10 | pts |
| ☐ checklist on top, final draft, rough draft, key word outline | _____ | 10 | pts |

STYLE

- | | | | |
|--|-------|--------------------|-----|
| ¶1 ¶2 Dress-Ups (underline one of each) | | 15 pts each | |
| ☐ ☐ -ly adverb | _____ | 30 | pts |
| ☐ ☐ who/which clause | _____ | 30 | pts |

MECHANICS (-1 pt per error)

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

Total:	_____	100	pts
Custom Total:	_____		pts

Organize Your Binder

- Put “Chuckwagon Grub” behind the Source Texts tab.
- Put your KWO and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put your -ly adverb list behind the Stylistic Techniques tab.

Homework

1. Write two paragraphs using your KWO and the Unit 2 Composition Checklist.
2. Include and mark one *who/which* clause in each paragraph.
3. Remember to use an editor. Make corrections.
4. Follow the directions on the checklist.