

YEAR | LEVEL

**2 | B**

Student  
Book

# Structure and Style®

FOR STUDENTS

YEAR **2** LEVEL **B**

Andrew Pudewa

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## Introduction

Welcome to *Structure and Style® for Students*, taught by Andrew Pudewa. His humor and step-by-step clarity have yielded amazing results with thousands of formerly reluctant writers. We hope you will have an enjoyable year as you learn to write with *Structure and Style!*

## Assembling Your Binder

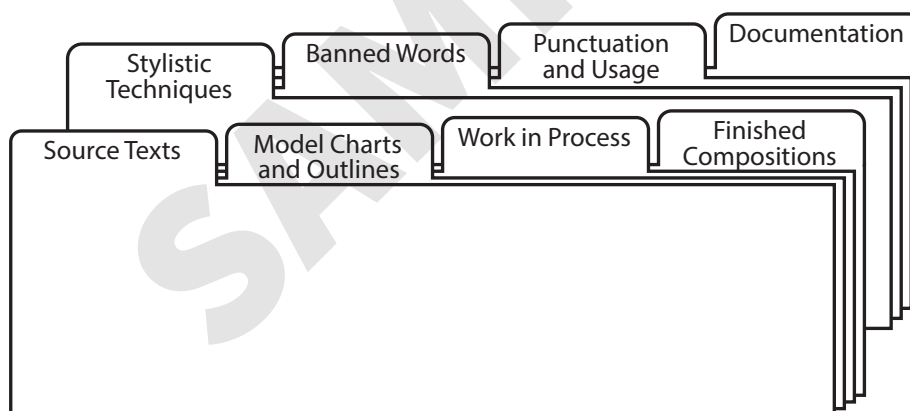
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take 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                                                      |
|---------------------|--------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Unit 1</b><br>1  | Maori<br>Cherokee<br>San People                              |                                                                       | <i>Follow the Drinking Gourd</i><br>by Jeanette Winter                      |
| <b>Unit 2</b><br>2  | Frederick Douglass<br>or Harriet Tubman                      | -ly adverb<br><i>who/which</i> clause                                 | <i>In the Year of the Boar<br/>and Jackie Robinson</i><br>by Bette Bao Lord |
| <b>Unit 3</b><br>3  | Māui and the Giant Fish                                      | strong verb<br>banned words:<br><i>say/said, see/saw,<br/>go/went</i> | <i>The Story of Doctor Dolittle</i><br>by Hugh Lofting                      |
| 4                   | The King and the Ant<br>or Genghis Khan and the Hawk         | because clause<br>banned words:<br><i>think/thought</i>               |                                                                             |
| <b>Unit 4</b><br>5  | Marie Curie                                                  |                                                                       |                                                                             |
| 6                   | Madam C. J. Walker<br>or Jackie Robinson                     | quality adjective<br>banned words:<br><i>good, bad</i>                |                                                                             |
| 7                   | Neil Armstrong<br>or Sally Ride                              | <i>www.asia</i> clause                                                |                                                                             |
| <b>Unit 5</b><br>8  | Plant and Phonograph<br>or Plant and Lamp                    | #2 prepositional<br>opener                                            | <i>The Watsons Go to Birmingham—1963</i><br>by Christopher Paul Curtis      |
| 9                   | Seagull<br>or Storm                                          | #3 -ly adverb<br>opener                                               |                                                                             |
| <b>Unit 6</b><br>10 | Johannes Gutenberg                                           |                                                                       |                                                                             |
| 11                  | Nikola Tesla                                                 | #6 vss opener                                                         |                                                                             |
| 12                  | A Historical Person of Choice<br>additional sources required | #5 clausal opener                                                     |                                                                             |

| Week                                        | Subject and Structure                                       | Style                                                 | Literature Suggestions                                                                     |
|---------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Unit 7</b><br>13                         | A Person You Know<br>introduction and conclusion            |                                                       | <i>Penrod</i><br>by Booth Tarkington                                                       |
| 14                                          | A Personal Adventure                                        | #1 subject opener<br>#4 -ing opener                   |                                                                                            |
| 15                                          | Author Imitation                                            |                                                       |                                                                                            |
| <b>Unit 8</b><br>16                         | Ernest Shackleton                                           |                                                       | <i>The Adventures of Pinocchio</i><br>by Carlo Collodi<br>or watch movie                   |
| 17                                          | An Occupation of Your Choice<br>additional sources required | alliteration<br>question<br>3sss                      |                                                                                            |
| 18                                          | The United States' Penny                                    |                                                       |                                                                                            |
| 19                                          | Westward Expansion, Part 1<br>super-essay                   |                                                       | <i>The Captain's Dog: My Journey<br/>with the Lewis and Clark Tribe</i><br>by Roland Smith |
| 20                                          | Westward Expansion, Part 2                                  |                                                       |                                                                                            |
| 21                                          | Westward Expansion, Part 3                                  | quotation<br>dramatic open - close<br>simile/metaphor |                                                                                            |
| <b>Unit 9</b><br>22                         | The Ugly Duckling                                           |                                                       |                                                                                            |
| <b>Response<br/>to<br/>Literature</b><br>23 | The Three Questions                                         |                                                       |                                                                                            |
| 24                                          | Timed Essay                                                 |                                                       |                                                                                            |
|                                             |                                                             |                                                       |                                                                                            |

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

**Week 1: Maori  
Cherokee  
San People**

**Structure and Style for Students Video 1 Part 1: 00:00–27:48 Part 2: 27:49–1:15:47**

**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: *indigenous, influx*

**Suggested Daily Breakdown**

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 1.</li> <li>• On a fresh sheet of paper, take twenty minutes to write anything about a person who has significantly impacted your life.</li> <li>• Hand in your paper to your teacher.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i></p>                                                                                                                                                                                                                                                    |
| DAY 2        | <ul style="list-style-type: none"> <li>• Watch Part 2 of Video 1 starting at 0:27:49.</li> <li>• Read and discuss “Maori.”</li> <li>• Write a key word outline (KWO) for “Maori” with the class.</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> <li>• Read, discuss, and write a KWO for “Cherokee.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> <li>• Read “San People” with Mr. Pudewa.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i></p> |
| DAY 3        | <ul style="list-style-type: none"> <li>• Read, discuss, and write a KWO for “San People.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i></p>                                                                                                                                                                                                                                                                                                                |
| DAYS 4 AND 5 | <ul style="list-style-type: none"> <li>• Retell one of your KWOs to a relative or friend for additional practice. As you retell your KWO, practice public speaking skills: Read. Think. Look Up. Speak.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 1.</i></p>                                                                                                                                                                                                                                                                                                  |

**SAMPLE**

UNIT

**1**

# Note Making and Outlines

Name \_\_\_\_\_

Date \_\_\_\_\_

I. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**3  
words  
max!**

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





## Source Text

### Maori

The Maori are the indigenous people of New Zealand. According to legend they originated from their mythical homeland of Hawaiki, which might be Tahiti. In the 1800s a large influx of British colonists created conflict with the Maori about land. The Maori and the British fought several wars over land, and issues surrounding traditional Maori lands today are still difficult to resolve.

Maori culture has several elements that might not be familiar to people of other countries. For example, the Maori traditionally press noses with others as a greeting. They build carved houses in their villages for meeting and holding ceremonies. Maori still practice the *haka*,



*The carved house Tānenuiarangi at the University of Auckland, New Zealand. Public domain.*

a traditional Maori dance, a vigorous display of pride, strength, and unity. The *haka* involves a great deal of foot stamping, protruding tongues, rhythmic body slapping, and loud chanting describing ancestors or events in a tribe's past. Perhaps most prominent of the Maori cultural elements are the Maori *moko*, traditional tattoos, which can reflect their ancestry and personal history. Long ago, the *moko* also could indicate other things such as social status or eligibility to marry. Maori men usually put *moko* on their faces, backsides, and thighs, while Maori women generally wear them on their lips and chins.

SAMPLE

**Source Text****Cherokee**

Members of the Cherokee Nation are a group of indigenous people that originally lived in the Appalachian Mountains of the American Southeast. The Cherokee were organized in red or white towns. Red towns were war towns whose chiefs were under the authority of a supreme Cherokee war chief. War ceremonies were conducted in red towns. White towns were peace towns. Leaders of white towns were under the authority of the supreme peace chief of the Cherokee, and they were sanctuaries for wrongdoers.

The Cherokee were allies with the British colonists until the British began destroying native towns and the Cherokee were sometimes the victims. Several other incidents followed that led to violent clashes between the Cherokee and the British colonists. After the American Revolution the Cherokee adopted colonial methods of farming, weaving, and homebuilding. A Cherokee named Sequoyah developed a Cherokee writing system in 1821 based on syllables. It was so successful that almost the entire tribe learned to read within a few years. They had a written constitution, and they published religious literature, including translations from the Christian Bible.



*Cherokee mother and her child.  
Public domain.*

**SAMPLE**

**Source Text****San People**

In the arid Southern African countries of Botswana, Namibia, South Africa, and Angola live a fascinating group of people called the San. Having several dialects, they are best known for the clicks that they make when speaking. The San used to be called *Bushmen*, which came from the Dutch word *bossiesman*, meaning *bandit* or *outlaw*. The San have no official leaders. Instead, they make decisions as a whole group. When white colonists in Southern Africa tried to make treaties with the San, they found this quite confusing.

Always on the move in small groups, the San do not tame animals; they do not plant crops. However, they have categorized thousands of plants along with their many uses. Being great hunters, San follow the tracks of their prey over almost any terrain. They can distinguish wounded animals from unwounded just by looking at the marks left by the animal's feet in the ground. They shoot their prey with poison-slathered arrows. The deadly poison comes from various plants and animals, including a reddish yellow caterpillar called *ka* or *ngaw*. Since water is scarce, they collect it by scraping and squeezing roots or digging in the sand. The San often carry their precious water inside an ostrich egg like a canteen.



*Daughters of a San community in Namibia.*  
Nicholas Perrault, Jul. 2009. Licensed under CC0.

**SAMPLE**

UNIT 2: WRITING FROM NOTES

OVERVIEW

# Week 2: Frederick Douglass or Harriet Tubman

**Structure and Style for Students Video 2**      **Part 1: 00:00–41:15**      **Part 2: 41:16–1:10:41**

## Goals

- to review 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 learn new vocabulary: *abolitionist, chattel, underground*

## Suggested Daily Breakdown

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 2.</li> <li>• Read and discuss “Frederick Douglass.”</li> <li>• Write a KWO with the class.</li> <li>• Test your KWO by retelling it to a partner. As you retell your KWO, practice public speaking skills: Read. Think. Look Up. Speak.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i></p>                                                                                                                                                                                                                                                                                                                                            |
| DAY 2        | <ul style="list-style-type: none"> <li>• Watch Part 2 of Video 2 starting at 0:41:16.</li> <li>• Review how to format your paper.</li> <li>• Review the -ly adverb and <i>who/which</i> clause dress-ups.</li> <li>• Review how to create a title.</li> <li>• Review how to use the checklist.</li> <li>• Read and discuss “Harriett Tubman.”</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i></p>                                                                                                                                                                                                                                                                                                      |
| DAY 3        | <ul style="list-style-type: none"> <li>• Read “Harriett Tubman” again and write a KWO.</li> <li>• Test your KWO by retelling it to a partner.</li> <li>• Choose either your Frederick Douglass KWO or your Harriett Tubman KWO to prepare for public speaking.</li> <li>• Choose either your Frederick Douglass KWO or your Harriett Tubman KWO to write a 3-paragraph summary.</li> <li>• Using your KWO, begin writing your summary.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i></p>                                                                                                                                                                                                             |
| DAYS 4 AND 5 | <ul style="list-style-type: none"> <li>• Using your KWO, finish writing your 3-paragraph summary.</li> <li>• Include and mark (underline) one -ly adverb and one <i>who/which</i> clause 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 ask him or her to check your rough draft.</li> <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 2.</i></p> |

**SAMPLE**

**Source Text****Frederick Douglass**

Frederick Augustus Washington Bailey (1818–1895) was born a slave in Maryland in 1818. He was separated from his mother at a very early age. When he was twelve, the wife of a slave owner began teaching him to read, but her husband stopped her. He feared that slaves who learned to read would want to escape. However, Frederick did not give up. He taught himself to read by observing other children, and in turn he taught other slaves to read. He also memorized much of *The Columbian Orator*, a collection of poems and speeches. This book informed his views on human rights and fueled his resolve to be free.

At the age of twenty, Frederick disguised himself as a sailor and escaped to New York. He changed his last name to Douglass. In Massachusetts he began to speak at meetings about his rough experiences as a slave. His friends feared that he would be recaptured by his slave owner, so from 1845 to 1847 he lived in Ireland and Great Britain. In a letter to a friend, he wrote, “I breathe, and lo! the chattel becomes a man. ... I employ a cab—I am seated beside white people ... I enter the same door ... I dine at the same table—and no one is offended.”

Douglass returned to the United States and continued to speak against slavery. On July 5, 1852, he delivered a speech that eventually became known as “What to the Slave Is the Fourth of July?” According to Douglass’ biographer, it has been called “the greatest antislavery oration ever given.” He was photographed and often looked directly at the camera to confront the viewer with his stern look. After the slaves were freed, he continued to speak out against separatist movements. He died at the age of seventy-seven and is remembered as one of the greatest men of his time.

SAMPLE

## Stylistic Techniques

### I. Dress-Ups

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

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

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

### II. Sentence Openers

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

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

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

### III. Decorations

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

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

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



## 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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SAMPLE

## Source Text

### Harriet Tubman

Harriet Tubman was a daring black woman who led slaves to freedom. Harriet's father taught her skills for survival in the woods, skills that eventually saved other people. She became strong by doing work like driving oxen and hauling logs. That strength also proved vital for her missions. She was nicknamed Moses after the biblical figure who led the Hebrews out of slavery. She became the most famous conductor on the Underground Railroad, the system that helped slaves flee to Canada or free states in the US. Tubman was so successful that a huge bounty of \$40,000 was once placed on her head.

In 1849 a conductor helped Tubman move from house to house (station to station) on the Underground Railroad. Once she reached Pennsylvania, she vowed she'd help other slaves escape. Tubman made her first trip back into Maryland in 1850, soon after Congress passed the Fugitive Slave Act. That law made it a crime to help a runaway slave. She could be hanged! But Tubman was brave and smart. On one mission she and the fugitives boarded a southbound train. Trackers did not arrest them. During another mission Tubman had just purchased some chickens. Seeing her former master, she let the birds go and got down low, chasing them to avoid his attention.

Tubman was never caught and never lost a passenger. She led nineteen missions and conducted some three hundred people to freedom via the railway. Runaways reported that the lady did pack a gun and threatened to kill anyone who tried to turn back. During the American Civil War (1861–65), Tubman nursed the wounded, spied for the Union, and led a military campaign that helped free over 750 slaves.

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.



# Unit 2 Composition Checklist

## Week 2: Frederick Douglass or Harriet Tubman

Writing  
from  
Notes

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



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Excellence in  
Writing  
Listen. Speak. Read. Write. Think!

### STRUCTURE

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

### STYLE

**11 12 13 Dress-Ups** (underline one of each)

- ☐ ☐ ☐ -ly adverb \_\_\_\_\_
- ☐ ☐ ☐ who/which clause \_\_\_\_\_

### MECHANICS

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

**SAMPLE**

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

# Week 3: Māui and the Giant Fish

**Structure and Style for Students Video 3**    **Part 1: 00:00–39:13**    **Part 2: 39:14–1:13:48**

## Goals

- to review 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, see/saw, go/went*
- to learn new vocabulary: *oral tradition, totem pole*

## Suggested Daily Breakdown

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Review and build the Story Sequence Chart with the class.</li> <li>• Read and discuss “Māui and the Giant Fish.”</li> <li>• Write a 3-paragraph KWO for “Māui and the Giant Fish.”</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 0:39:14.</li> <li>• Write a list of -ly adverbs to use for your story.</li> <li>• Review the strong verb dress-up.</li> <li>• Practice finding substitutes for the banned verbs <i>say/said, see/saw, and go/went</i>.</li> <li>• Using your KWO, not the source text, write the first paragraph of your story.</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 the second paragraph of your story.</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>• Using your KWO, not the source text, write the third paragraph of your story.</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>• Turn in your rough draft to your editor with the completed checklist attached.</li> <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**

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.





**Source Text****Māui and the Giant Fish**

Māui wished he could go fishing with his brothers. Every time they came home from the sea, Māui begged to fish with them. But Māui's brothers refused. "No, you're too young to fish with us." Māui must prove he could fish! Secretly, he wove a fishing line. While he worked, he recited a *karakia* (prayer): "May this line catch a great fish." Then Māui took a jawbone that his grandmother, Muri-ranga-whenua, had given him for a hook, and he tied it to the fishing line. Early next morning Māui hid in his brothers' waka. They paddled quietly, and when they were far out from the land, Māui showed himself.

"What are you doing here?" the brothers scolded Māui. But Māui stood firm, "Muri-ranga-whenua told me I would become a great fisherman, so I have come to fish. Cast your lines out. I will say my *karakia*." And no sooner did the brothers cast their lines than the fish were biting. They caught so many fish that the waka was almost sinking. "Now it is my turn to fish," said Māui. "Give me bait for my hook." But his brothers only laughed. Māui clenched his fist then, and he punched himself in the nose. His nose bled, and Māui wiped his hook with his own blood. Māui stood in the waka and cast his line out.

Instantly Māui's line tightened. The brothers quit laughing and clutched the sides of the waka. They began to course across the waves. "Cut the line! We'll drown!" a brother cried out. But Māui held on and slowly

pulled a great fish to the surface. The brothers trembled with fear, for the giant fish towered over their tiny waka. “This is the fish that Muri-ranga-whenua said would be granted to us,” Māui declared. “Guard it, and I’ll soon return with our people.” The brothers agreed to guard the huge fish while Māui traveled to Hawaiki. However, they began to chop up the fish, claiming parts of it for themselves. When Māui returned, his people were amazed. “Māui is the greatest fisherman ever!” they proclaimed.

The brothers still chopped the fish and argued. They had cut large valleys and mountains from the fish’s flesh. Over many thousands of years, these valleys and mountains became part of *Aotearoa*, New Zealand as we know it today. The people of Hawaiki moved onto the great fish of Māui. And in time Māui’s giant fish was called the North Island of Aotearoa, and Māui’s waka the South Island.



*The Fishing of Māui. By permission of the National Library of New Zealand.*



*Map of New Zealand. Enchanted Learning. 1996. EnchantedLearning.com.*

## Level B -ly Adverb Word List

|                |              |                  |                 |               |
|----------------|--------------|------------------|-----------------|---------------|
| absentmindedly | fairly       | longingly        | sedately        | Add your own: |
| actually       | famously     | loudly           | seemingly       | _____         |
| affectionately | ferociously  | madly            | separately      | _____         |
| anxiously      | fervently    | meaningfully     | sharply         | _____         |
| arrogantly     | foolishly    | mechanically     | sheepishly      | _____         |
| bashfully      | frankly      | miserably        | softly          | _____         |
| beautifully    | frantically  | mockingly        | solidly         | _____         |
| bravely        | freely       | mostly           | strictly        | _____         |
| brightly       | frenetically | naturally        | successfully    | _____         |
| briskly        | frightfully  | nearly           | surprisingly    | _____         |
| broadly        | fully        | neatly           | suspiciously    | _____         |
| calmly         | furiously    | nicely           | sympathetically | _____         |
| certainly      | generally    | openly           | tenderly        | _____         |
| clearly        | generously   | partially        | terribly        | _____         |
| cleverly       | gently       | patiently        | thankfully      | _____         |
| closely        | gleefully    | playfully        | thoroughly      | _____         |
| coaxingly      | gratefully   | positively       | thoughtfully    | _____         |
| commonly       | greatly      | potentially      | tightly         | _____         |
| continually    | greedily     | powerfully       | tremendously    | _____         |
| coolly         | happily      | properly         | triumphantly    | _____         |
| correctly      | helpfully    | quickly          | truly           | _____         |
| crossly        | helplessly   | quietly          | unfortunately   | _____         |
| curiously      | highly       | quintessentially | usually         | _____         |
| dearly         | hopelessly   | ravenously       | utterly         | _____         |
| deceivingly    | immediately  | readily          | vastly          | _____         |
| delightfully   | incredibly   | reassuringly     | viciously       | _____         |
| desperately    | innocently   | reluctantly      | violently       | _____         |
| diligently     | instantly    | reproachfully    | warmly          | _____         |
| dreamily       | intently     | restfully        | wholly          | _____         |
| enormously     | intensely    | righteously      | wildly          | _____         |
| especially     | inwardly     | rightfully       | willfully       | _____         |
| evenly         | kindly       | rigidly          | wisely          | _____         |
| exactly        | knowingly    | safely           | wonderfully     | _____         |
| excitedly      | lightly      | scarcely         |                 | _____         |
| extremely      | likely       | searchingly      |                 | _____         |

## Imposters

|          |         |          |         |         |         |
|----------|---------|----------|---------|---------|---------|
| chilly   | ghostly | knightly | orderly | surly   | wrinkly |
| friendly | holy    | lonely   | prickly | ugly    |         |
| ghastly  | kingly  | lovely   | queenly | worldly |         |



## Banned Words List – Verbs

[illegible]



# Unit 3 Composition Checklist

## Week 3: Māui and the Giant Fish

Retelling  
Narrative  
Stories

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



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Excellence in  
Writing  
Listen. Speak. Read. Write. Think!

### STRUCTURE

- ☐ name and date in upper left-hand corner \_\_\_\_\_
- ☐ composition double-spaced \_\_\_\_\_
- ☐ title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- ☐ story follows Story Sequence Chart \_\_\_\_\_
- ☐ each paragraph contains at least four sentences \_\_\_\_\_
- ☐ 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, see/saw, go/went \_\_\_\_\_

**MECHANICS** (-1 pt per error)

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

SAMPLE