

YEAR | LEVEL

2 | C

Student
Book

Structure and Style®

FOR STUDENTS

YEAR **2** LEVEL **C**

Andrew Pudewa

Also by Andrew Pudewa

Advanced Spelling & Vocabulary
Bible-Based Writing Lessons
However Imperfectly
Introduction to Public Speaking
Linguistic Development through Poetry Memorization

Phonetic Zoo Spelling, Levels A, B, C
Teaching Writing: Structure and Style
University-Ready Writing

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Structure and Style for Students: Year 2 Level C Student Book Sample Lessons

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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

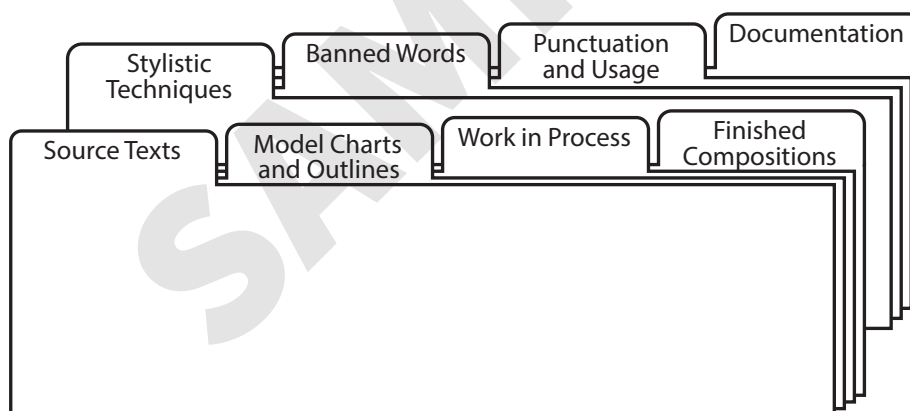
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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
Units 1 & 2 1	Communication the title rule	-ly adverb <i>who/which</i> clause	<i>The Agony and the Ecstasy</i> by Irving Stone (or watch the movie)
2	The Phoenician Alphabet and Roman Roads	strong verb <i>because</i> clause	
Unit 3 3	Hannah and the Baker	banned words: <i>say/said, see/saw,</i> <i>go/went,</i> <i>think/thought</i>	
4	The Elves and the Shoemaker	quality adjective banned words: <i>good, bad</i> <i>www.asia</i> clause	
Unit 4 5	Freedom of the Press		<i>Hamlet</i> by Shakespeare
6	Word Games	#2 prepositional opener #3 -ly adverb opener	
Unit 5 7	Phone Booth	#5 clausal opener #6 vss opener	<i>Little Dorrit</i> by Charles Dickens
8	Cassette Tape or Grievous Grammar	#1 subject opener #4 -ing opener	
9	Writer's Block or Original Pictures	dual verbs dual adjectives dual -ly adverbs	
Unit 6 10	P.T. Barnum	invisible <i>who/which</i> clause	
11	Samuel Morse bibliography		
12	Radio additional sources required	invisible #4 -ing opener	

Week	Subject and Structure	Style	Literature Suggestions
Unit 7 13	A Subject You Know	alliteration, question 3sss, quotation dramatic open-close simile/metaphor	<i>The Wednesday Wars</i> by Gary D. Schmidt
14	A Letter to an Object		
15	Future Technology You Imagine		
Unit 8 16	Computers additional sources required	[F] fragment [T] transition	<i>Lost Horizons</i> by James Hilton
17	Technology and Education additional sources required		
18	Current Issue, Part 1 super-essay additional sources required		<i>The Prophet</i> by Kahlil Gibran
19	Current Issue, Part 2		“Bartleby” by Herman Melville
Unit 9 20	Bartleby, the Scrivener: A Story of Wall-Street		
Response to Literature 21	A Retrieved Reformation		“A Retrieved Reformation” by O. Henry
22	Subject of Choice TRIAC model	triple extensions teeter-totters	“Miss Hinch” by Henry Sydnor Harrison
23	Miss Hinch		<i>Richest Man in Babylon</i> by George Samuel Clason
24	Timed Essay		

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

UNIT 2: WRITING FROM NOTES

Week 1: Communication

Structure and Style for Students Video 1 **Part 1: 00:00–47:38** **Part 2: 47:39–1:19:55**

Goals

- to review the Unit 1 Note Making and Outlines structural model
- to review the Unit 2 Writing from Notes structural model
- 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: *enigmatic*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 1. • On a fresh sheet of paper, take twenty minutes to write about a significant life experience. • Hand in your paper to your teacher. • Read and discuss “Cave Art.” • Write a 2-paragraph key word outline (KWO) for “Cave Art.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i>
DAY 2	• Watch Part 2 of Video 1 starting at 47:39. • Read and discuss “Egyptian Hieroglyphics.” • Write a 3-paragraph KWO for “Egyptian Hieroglyphics.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Review the -ly adverb and <i>who/which</i> clause dress-ups. • Review how to format your paper and how to create a title. • Read and discuss “Drum Talk.” • Write a 3-paragraph KWO for “Drum Talk.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i>
DAY 3	• Using your KWO, write a summary for either “Egyptian Hieroglyphics” or “Drum Talk.” • Follow the directions on the checklist and check off each item as you complete it. <i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i>
DAYS 4 AND 5	• Include and mark (underline) one -ly adverb and one <i>who/which</i> clause in each paragraph. • Create a title following the title rule. • Hire an editor and ask him or her to check your rough draft. • 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 1.</i>

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.



**Source Text 1.1****Cave Art**

Cave art includes paintings and engravings from the Ice Age. These are found all over Europe, most often in France and Spain, but cave art has also been found in other parts of the world. European cave paintings are typically red or black in color because the pigments used to make them were iron-based for the reds; charcoal or manganese dioxide was used for the blacks. Cave engravings were often made with flint tools or if the walls were soft enough by bare fingers.

Cave art rarely depicts humans, but sometimes hand stencils or handprints can be observed. Instead, the cave artists drew animals. Now extinct, the dangerous creatures such as cave lions, mammoths, and woolly rhinoceroses can be seen but so can horses, bison, aurochs, deer, and ibex. Geometric signs are also common. The Lascaux Caves in southwestern France, nicknamed the “prehistoric Sistine Chapel,” show some of the best-known examples. While cave art is often thought of as symbolic or religious, the true meaning of these enigmatic representations remains unknown.



*Photograph of Lascaux painting. Prof saxx. Feb. 2006. Used under the Creative Commons Attribution-Share Alike 3.0 Unported license.*

SAMPLE

## Source Text 1.2

### Egyptian Hieroglyphics

Mysterious characters dominate the dusty enigmatic stone structures of ancient Egypt. Like a great and distant echo, these hieroglyphics are now the dry, parched words of a culture that thrived eons ago. The word *hieroglyphics* originally referred to an Egyptian system of writing that used picture letter-characters. These pictures were difficult to create, so they were usually reserved for stone monuments. While other cultures such as the Hittites, the Incas, Easter Islanders, and the Indus Valley River civilization used similar hieroglyphic writing systems, the Egyptian system is the best known and is usually what is meant when people speak of hieroglyphics today.

The most ancient Egyptian hieroglyphics have been found on pottery jars and ivory plaques left in tombs. These old etchings were apparently pictures of things that sounded similar to the word being written. That is, they were intended to be read out loud; they were not just pictorial representations. Later, hieroglyphics often referred to the actual sounds that formed words, making the system much more versatile and certainly easier to read. Sometimes symbols referred to the object they represented like the Egyptian symbol for *mouth*, sometimes meaning simply *mouth*. However, they usually stood for sounds. For instance, the symbol for *mouth* was usually read as the sound *r*.

Each symbol in the system is called a *hieroglyph*, and they may be read as pictures, symbols for other pictures, or as sounds similar



*Sarcophagus of Ankhnesneferibre. British Museum in London. Jon Sullivan of PDPPhoto.org. 4 May 2007. Public domain.*

to modern English. Individual hieroglyphs are placed in rows or columns. While higher symbols should always be read before lower symbols, the lines might be read from left to right or right to left. This could be a source of confusion, but the ancient Egyptians had the good sense to ensure that the human or animal figures in the hieroglyphics always faced the beginning of each line.

SAMPLE

**Source Text 1.3****Drum Talk**

It is uncertain when the drum was first used for communication, but explorers and missionaries documented that the talking drum probably originated in Sub-Saharan Africa, where it is still played to this day. Drums are used in forest villages for communicating with the hunters or gatherers, who travel a fair distance each day in search of food or forage. Although drums do communicate messages, drum talk is not considered a language of its own. The drummers mimic natural language patterns, which include pitch, rhythm, and beat. Phrases and pauses also help make communication clear.

Some kinds of talking drums are made from hollow logs with long, narrow openings that resonate when struck: the larger the log, the louder the sound. Messages can be sent considerable distances. During the heat of the day, the noise from the drums travels four to five miles. However, during the cool of the morning or evening, the sound travels six to seven miles. Ideally, individuals send messages in the morning or evening because the range is greater.

Slaves brought talking drums to the United States and the Caribbean on slave ships. They used the drums as a form of entertainment as well as a means of practical communication. Eventually plantation owners discovered that the unique beats of the drums held meaning. To prevent this type of long-distance communication, the plantation owners forbade drum talk.

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



## **-ly Adverb Word List**

When writing reports and essays, use these -ly adverbs to show

### **importance**

absolutely  
distinctly  
essentially  
fundamentally  
notably  
positively  
primarily  
relatively  
seriously  
significantly  
substantially  
typically  
utterly

### **how often**

abruptly  
constantly  
continuously  
directly  
frequently  
generally  
gradually  
hastily  
immediately  
in/frequently  
increasingly  
normally  
occasionally  
regularly  
repeatedly  
slowly  
steadily  
suddenly  
usually

### **commonly used**

dramatically  
easily  
foolishly  
marvelously  
naturally  
silently  
simply  
suddenly  
virtually

### **sequence**

*instead of using*  
firstly  
secondly  
thirdly

### *use*

consequently  
formerly  
presently  
previously  
progressively  
sequentially  
concurrently  
currently  
effectively  
eventually  
finally  
immediately  
initially  
originally  
recently  
simultaneously  
subsequently  
ultimately

### **how likely**

assuredly  
clearly  
evidently  
normally  
obviously  
possibly  
predictably  
presumably  
probably  
strictly  
surely  
tentatively  
undeniably  
willingly

### **emotion**

carefully  
confidently  
eagerly  
hopefully  
in/conveniently  
mournfully  
proudly  
sadly  
stubbornly  
tragically  
un/fortunately  
un/happily  
willfully  
wistfully



# Formatting a Document

## MLA and Citation

Many English teachers ask their students to use MLA format. MLA stands for Modern Language Association, which is an organization that makes all the rules for MLA formatting.

The first rule to learn for MLA formatting is how to organize your typed document. You will need to learn how your word processing program, such as Word or Pages, works to manage the formatting. It is worth learning how to use your word processing program correctly as it will save you time in the long run.

1. Set the margins and font. MLA formatting calls for the following settings:

- Margins: 1" all around—top, sides, and bottom
- Font: 12 point, legible font, such as Times New Roman
- Spacing: double-space
- Header: If your document is longer than one page, set a header at the top right of the page with your last name and page number using the “insert page number” feature. If you put this in the “header” area of the document, it will automatically appear on each page.

If you don't know how to set these, go to the help menu.

2. Prepare the heading. This should be at the upper left-hand corner of the first page of your document. (Tip: Don't put your heading in the header, or it will appear on every page.)

According to MLA, the heading should include the information below, but your teacher might modify it. Always format exactly the way your teacher wants!

- Your Name (First Last)
- Instructor (Your teacher might leave this off.)
- Course (Your teacher might ask for the Lesson # here.)
- Date in this format: 23 August 2016 (no punctuation)

3. Center the title. Use the center text option.

4. Indent each paragraph one-half inch from the left margin. Use the tab key instead of spacing.

The diagram illustrates the MLA document formatting layout. It shows a page with 1-inch margins on all sides. The header, consisting of the student's last name and page number (e.g., 'Student 1'), is positioned in the top right corner. The heading, which includes the student's name, instructor, course, and date, is located in the upper left-hand corner. The title of the essay is centered. The first paragraph is indented one-half inch from the left margin. The text within the paragraph is double-spaced with one space between sentences. The right margin is not justified.

↑  
1 inch  
↓

Header → Student 1 ← 1 inch →

← 1 inch → Joe Student ← Heading

Mr. Teacher

Course Name

23 August 2016

Title of Essay ← Title in same font and size as the rest

Indent ¶ ½ in. → Begin by indenting your first paragraph half an inch. The first line of every paragraph should also be indented half an inch. There should be one space between sentences. Double-space all lines, including block quotes. Do not justify the right margin.

**SAMPLE**

# Unit 2 Composition Checklist

## Week 1: Egyptian Hieroglyphics or Drum Talk

Writing  
from  
Notes

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



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

### STRUCTURE

- ☐ MLA format \_\_\_\_\_
- ☐ title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- ☐ checklist on top, final draft, rough draft, key word outline \_\_\_\_\_

### STYLE

**¶1 ¶2 ¶3 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**

## Week 2: The Phoenician Alphabet and Roman Roads

### Structure and Style for Students Video 2

Part 1: 00:00–40:02

Part 2: 40:03–56:45

### Goals

- to practice the Units 1 and 2 structural models
- to write a KWO
- to write a summary from your KWO
- to add dress-ups: strong verb, *because* clause
- to learn new vocabulary: *consonant*, *derivation*

### Suggested Daily Breakdown

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 2.</li> <li>• Read and discuss “The Phoenician Alphabet.”</li> <li>• Write a 2-paragraph KWO for “The Phoenician Alphabet.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> <li>• Read and discuss “Roman Roads.”</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 40:03.</li> <li>• Review the strong verb and <i>because</i> clause dress-ups.</li> <li>• Write a 3-paragraph KWO for “Roman Roads.”</li> <li>• Test your KWO by retelling it to a partner.</li> <li>• Using your KWO, not the source text, begin writing your 3-paragraph summary about “Roman Roads.”</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i></p>                                                                                        |
| DAY 3        | <ul style="list-style-type: none"> <li>• Using your KWO, not the source text, finish writing your summary about “Roman Roads.”</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 2.</i></p>                                                                                                                                                                                                                                                                                                                                             |
| DAYS 4 AND 5 | <ul style="list-style-type: none"> <li>• Add dress-ups, including one strong verb and one <i>because</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 have him or her 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 2.1****The Phoenician Alphabet**

Paleographers date and decipher ancient writings. Philologists study written and oral historical sources. Both have studied the Phoenician alphabet in great detail. This remarkable writing system contains letters that represent consonants. When the twenty-two letters of the Phoenician alphabet are combined into words, the text is written horizontally. It is read from right to left. The oldest texts that evidence the alphabet were found in Byblos, Phoenicia (now Lebanon). They date from the eleventh century BC. The Phoenicians' writing system derives from the Egyptians' hieroglyphics, which are pictographs, each standing for a sound, not an idea.

Certainly, the most important derivation of the Phoenician alphabet is the Greek alphabet. From that, the Latin alphabet developed, upon which most written languages of Western civilization are based. The Greek historian Herodotus tells us that around 800 BC, the Phoenician merchants and mariners introduced their alphabet to the Greeks who traded with the Phoenicians. In order to trade well, the Phoenicians developed their writing system to keep accounts straight and to communicate effectively. The Greeks perceived the writing system as useful and also began keeping written records. They found the Phoenician alphabet so understandable and profitable that they adopted most of it intact. Eventually, the Greeks added symbols representing vowel sounds and began standardizing a system of written grammar. Because of this, invaluable works such as the philosophy of Socrates and the literature of Homer were passed on to us. The Phoenician alphabet was a vital contribution to civilization.

### Phoenician Alphabet

|                                                                                            |                                                                                           |                                                                                             |                                                                                             |                                                                                           |                                                                                             |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <br>aleph | <br>beth | <br>gimme  | <br>daleth | <br>he   | <br>waw    |
| <br>zayin | <br>heth | <br>teth   | <br>yodh   | <br>kaph | <br>lamedh |
| <br>mem   | <br>nun  | <br>samekh | <br>ayin   | <br>pe   | <br>tsade  |
| <br>qoph  | <br>resh | <br>shin   | <br>taw    |                                                                                           |                                                                                             |

### Greek Alphabet

|                                                                                            |                                                                                              |                                                                                                |                                                                                              |                                                                                                |                                                                                              |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <br>alpha | <br>beta    | <br>gamma   | <br>delta | <br>epsilon | <br>zeta  |
| <br>eta   | <br>theta   | <br>iota    | <br>kappa | <br>lambda  | <br>mu    |
| <br>nu    | <br>xi      | <br>omicron | <br>pi    | <br>rho     | <br>sigma |
| <br>tau   | <br>upsilon | <br>phi     | <br>chi   | <br>psi     | <br>omega |

**Source Text 2.2****Roman Roads**

The Empire of Rome spanned vast distances. It wielded power over numerous people groups. Governing far-flung lands full of millions of people was a great challenge that required efficient travel and prompt communication. In answer to this reality, the Romans built sturdy roads and an empire-wide mail system to travel upon them.

The first major Roman road was the Appian Way, constructed as a supply route for a military struggle against Rome's enemies. As the Roman war machine lurched across Europe and elsewhere, more roads were built to newly conquered cities. These roads were astonishingly straight and were so well made that many are still in use today. Traveling the ancient road system were the agents of the *Cursus Publicus*, the imperial postal service. Couriers on the route sometimes traveled by horse, and some urgent messages may have traveled as far as five hundred miles in only three days, using a relay of horses. Special posts along the routes provided fresh animals and relief for tired riders, who unfortunately were occasionally the target of bandits and Rome's enemies.

Because of the reliable roads and a well-organized postal system, news could move quickly across the Roman world in a time before modern communication.

Troops could be summoned promptly and could march up to twenty miles a day. These skillfully engineered roads made it possible for the Roman armies to consistently conquer their adversaries. Thus, an empire was built upon the rugged roads constructed by visionary Roman leaders.



Road built by Rome in the ancient city of Leptis Magna, Libya. Dirk.heldmaier. Used under Creative Commons Attribution-Share Alike 3.0 Unported license.

SAMPLE

## Letter to the Editor

Writer's Name: \_\_\_\_\_

Dear Editor,

Congratulations on being selected to edit the rough draft of the writing assignment for the writer listed above. Every good writer has an encouraging editor. This student is enrolled in my writing course using the IEW® Structure and Style® writing program.

Because this is a school paper, it is easy to be confused about the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program's editor has an important distinction.

The editor's job is to simply correct grammar and spelling mistakes. This course requires students to write quickly—hence the possibility of poor handwriting. Additionally, the course requires students to insert specific stylistic techniques which may at times render a sentence more awkward than is desirable. Upon practice, students will become more eloquent in their writing. For our purposes, it is better to undercorrect than overcorrect.

If you choose to accept this task, I encourage you to relax, enjoy reading what this student has written, and simply mark any obvious errors.

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

Warmly,

Writing Teacher

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SAMPLE

# Unit 2 Composition Checklist

## Week 2: Roman Roads

Writing  
from  
Notes

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



Institute for  
Excellence in  
Writing  
Listen, Speak, Read, Write, Think!

### STRUCTURE

- ☐ MLA format \_\_\_\_\_
- ☐ 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 \_\_\_\_\_
- ☐ ☐ ☐ strong verb \_\_\_\_\_
- ☐ ☐ ☐ *because* clause \_\_\_\_\_

### MECHANICS

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

SAMPLE

## UNIT 3: RETELLING NARRATIVE STORIES

## OVERVIEW

**Week 3: Hannah and the Baker****Structure and Style for Students Video 3    Part 1: 00:00–33:09    Part 2: 33:10–1:07:05****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 ban weak verbs: *say/said, see/saw, go/went, think/thought*
- to learn new vocabulary: *wend*

**Suggested Daily Breakdown**

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Review the Story Sequence Chart and copy the chart with the class.</li> <li>• Read and discuss “Hannah and the Baker.”</li> <li>• Write a KWO for “Hannah and the Baker.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>                                                                                                                                                           |
| DAY 2        | <ul style="list-style-type: none"> <li>• Watch Part 2 of Video 3 starting at 33:10.</li> <li>• Practice replacing the banned verbs <i>say/said, see/saw, go/went, and think/thought</i> with stronger verbs.</li> <li>• Using your KWO, begin writing your 3-paragraph “Hannah and the Baker” story. You may elaborate by adding details while keeping the same basic 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 2 in Fix It! Grammar Week 3.</i></p>                                       |
| DAY 3        | <ul style="list-style-type: none"> <li>• Using your KWO, finish writing your “Hannah and the Baker” 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>• Add one of each dress-up 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

**Source Text****Hannah and the Baker**

Many centuries ago when Solomon was king, a poor young woman named Hannah lived with her family and earned money by making brooms. Each evening she would gather long stiff strands of straw, tie them into bundles, and affix the bundles to a straight branch. The next day she would carry her brooms to the marketplace, hoping to sell them and earn a few coins.

One afternoon, having sold her brooms and holding her precious coins in a small pouch, she passed by a bakery, where delicious aromas were wafting on the air. “Perhaps I could spend just one coin on a tasty treat for myself,” she thought, taking one from her pouch. “No, my family needs the money, and I must not be selfish,” she resolved. However, she did stand near the doorway to relish the smell of the fresh bread, buns, and biscuits.

The baker, suspicious, asked her what she was doing, so she explained that she was very much enjoying the smell of his wonderful baked goods. However, he stated that if she wasn’t going to buy anything, she must pay for the privilege, and he tried to grab the coin in her hand.

“But I didn’t eat anything! Stop! Stop!” she shouted.

“You smell my bread, you pay!” the baker argued back.

Many nearby in the market came to find out what the ruckus was about. While Hannah and the baker continued to argue, the onlookers were divided. Some agreed that the baker should be compensated, while others thought it obvious that the girl owed nothing. Finally someone shouted, “Let Solomon decide!”

“Yes,” they all agreed, “let the king decide.” So they all went over to the palace where King Solomon sat giving judgements.

The baker stated his case. “I worked all morning making my breads and cakes, and that girl stood at my door and smelled it all. She even confessed that smelling was almost as good as eating! She should pay for enjoying the fruits of my labor.”

Hannah spoke. “I should not have to pay anything. I only breathed, and the smell of bread was in the air. Must I pay for air?”

The baker then argued, “The law says that one must pay if he takes what someone else makes. I made the smells of the food, so she must pay!”

Solomon agreed. “That is the law. This woman must pay for what she took.” Many in the crowd expressed surprise. Solomon continued, “Take out your money.”

She did.

“Now shake the coins in your hands three times.

She did.

“Baker, did you hear that?” The baker said that he had. “Then you are paid. Go home happy.”

“What? That’s not right!” retorted the baker.

“It is just,” said Solomon. “She has paid for the aromas of your bread with the sound of her money.”

Hannah shook her coins again, and everyone except the baker laughed.

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.





## Level C -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      |                 | _____         |

## Impostors

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



[illegible]



# Unit 3 Composition Checklist

## Week 3: Hannah and the Baker

Retelling  
Narrative  
Stories

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



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

### STRUCTURE

- ☐ MLA format \_\_\_\_\_
- ☐ 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

**¶1 ¶2 ¶3 Dress-Ups** (underline one of each)

- ☐ ☐ ☐ -ly adverb \_\_\_\_\_
- ☐ ☐ ☐ *who/which* clause \_\_\_\_\_
- ☐ ☐ ☐ strong verb \_\_\_\_\_
- ☐ ☐ ☐ *because* clause \_\_\_\_\_

**CHECK FOR BANNED WORDS** (-1 pt for each use): say/said, see/saw, go/went, think/thought \_\_\_\_\_

### MECHANICS

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

SAMPLE