

YEAR | LEVEL

**1** | **C**

Teacher's  
Manual

# Structure and Style<sup>®</sup>

FOR STUDENTS

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

Andrew Pudewa

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First Edition version 4, November 2019  
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ISBN 978-1-62341-514-3

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## Teacher's Manual

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

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

Introduction

### Introduction

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

### Assembling Your Binder

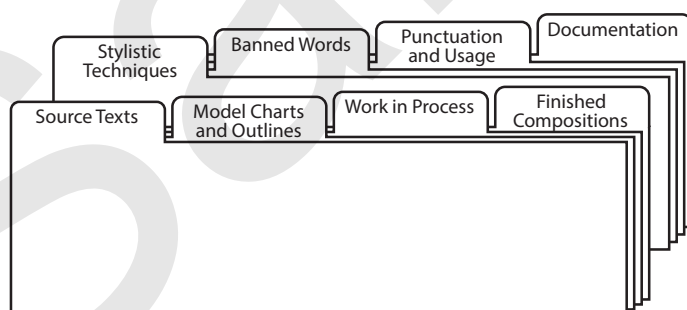
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take the first eight pages from this packet and place them at the front of your binder—before the Source Texts tab. Each week, you will add the weekly Overview pages to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

The remaining sheets from this student packet should be placed in the back of the binder behind the Documentation tab. You will be instructed each week by either your teacher or Mr. Pudewa where to put these additional pages.

### Supplies

Every *Structure and Style for Students* box comes with a Teacher's Manual, this student packet, videos containing twenty-four teaching episodes with Andrew Pudewa, and a Student Binder with eight tabs:



### Fix It! Grammar

To provide an effective and delightful method of applying grammar rules to writing, consider using *Fix It! Grammar* in addition to this course.

### Vocabulary

Vocabulary words are included in the lessons. Mr. Pudewa defines words on a weekly basis.

Beyond this, you only need a pen and several sheets of notebook paper for each week's assignments.

### Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 1</b> 1	Recovered Pirate Secrets Pirate or Hero?		<i>The Whydah: A Pirate Ship Feared, Wrecked, and Found</i> by Martin Sandler
<b>Unit 2</b> 2	A Beloved Daughter the title rule	-ly adverb <i>who/which</i> clause	
<b>Unit 3</b> 3	Caesar and the Pirates	strong verb banned words: <i>say/said, go/went, see/saw</i>	<i>A Man for All Seasons: a Play in Two Acts</i> by Robert Bolt
4	Lochinvar	<i>because</i> clause banned words: <i>think/thought, come/came, want/wanted</i>	
5	Tom Sawyer		<i>The Adventures of Tom Sawyer</i> by Mark Twain
<b>Unit 4</b> 6	Perfume Ingredients	quality adjective	
7	Father Damien and the Lepers or Person of Choice	<i>www.asia</i> clause banned words: <i>good, bad</i>	
<b>Unit 5</b> 8	Trash Bag Pirates	banned words: <i>nice, big</i>	<i>Julius Caesar</i> by Shakespeare
9	Ape Turkey	#2 prepositional opener	
<b>Unit 6</b> 10	Chimpanzees	#3 -ly adverb opener	<i>Around the World in Eighty Days</i> by Jules Verne
11	Robert Louis Stevenson	#6 vss opener	
12	A Historical Person of Choice additional sources required bibliography	#5 clausal opener <i>www.asia.b</i> clause	

## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 7</b> 13	Subject of Choice		
14	University Application Essays	#1 subject opener #4 -ing opener	<i>Twenty Thousand Leagues Under the Sea</i> by Jules Verne
15	Author Imitation		
<b>Unit 8</b> 16	Salvage		
17	Marine Archaeology		<i>Treasure Island</i> by Robert Louis Stevenson
18	Piracy, Part 1 super-essay, MLA additional materials required		
19	Piracy, Part 2		
<b>Unit 9</b> 20	The Ransom of Red Chief	alliteration 3sss quotation	
21	Treasure Island		<i>The Princess Bride</i> by William Goldman  Optionally, watch the 1987 movie directed by Rob Reiner.
<b>Response to Literature</b> 22	The Emperor's New Clothes	question dramatic open-close simile/metaphor	
23	The Devil and Daniel Webster		
24	Timed Essay		



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

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

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

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

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

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

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

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

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

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

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

## Week 3: Caesar and the Pirates



### Teacher Preparation

Watch TWSS2 Video 3 - Total Time 48:19

- Structural Unit 3: Retelling Narrative Stories
- Model for Unit 3: The Fox and the Crow

Watch TWSS2 Video 9 - Total Time 12:00

- Marking and Grading

### Literature Suggestion

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

Week 3: Caesar and the Pirates

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

## Week 3: Caesar and the Pirates

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

### Goals

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

### Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Learn about the Story Sequence Chart and copy the chart with the class.</li> <li>• Read and discuss “Caesar and the Pirates.”</li> <li>• Write a KWO with the class.</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 3 starting at 42:12.</li> <li>• Write a list of -ly adverbs to use for your story.</li> <li>• Practice ideas for <i>who/which</i> clauses that you can use in your story.</li> <li>• Learn a new dress-up: strong verb.</li> <li>• Practice replacing the banned verbs <i>say/said, go/went, and see/saw</i> with stronger verbs.</li> <li>• Review how to correctly write a title.</li> <li>• Using your KWO, write the first paragraph of your story about “Caesar and the Pirates.”</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Using your KWO, write the second paragraph of your story about “Caesar and the Pirates.”</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Write the third paragraph of your story about “Caesar and the Pirates.”</li> <li>• Add dress-ups, including one strong verb in each paragraph.</li> <li>• Create a title following the title rule.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Give the Letter to the Editor to your editor and have him or her check your rough draft.</li> <li>• Write your final draft making any changes that your editor suggested.</li> <li>• Staple the checklist, final draft, rough draft, and KWO together. Hand them in.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

**Board Notes**

Story Sequence Chart

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

say/said

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

go/went

- sail
- travel
- race
- depart
- journey
- return
- flee
- left
- arrived
- sneak
- search

see/saw

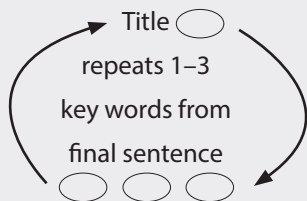
- gazed
- viewed
- glanced
- surveyed
- noticed
- observed
- spotted
- inspected
- examined
- beheld
- witnessed

Dress-Ups

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

-ly adverbs

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



**Letter to the Editor**

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

Dear Editor,

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

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

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

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

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

Warmly,

Writing Teacher

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***The Editing Process***

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

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

**Source Text****Caesar and the Pirates**

Adapted from *Caesar and the Pirates* by Charles Morris  
along with *The Life of Julius Caesar* by Plutarch

The Mediterranean had long been ravaged by pirate fleets, which made the inlets of Asia Minor and the isles of the archipelago their places of shelter, from whence they dashed out on rapid raids and within which they vanished when attacked. So great became their audacity that they carried off important personages from the coast of Italy, ravaged all unguarded shores, and are said to have captured hundreds of important towns. The merchant fleets of Rome made their journeys under constant danger.

In the year 76 B.C., Julius Caesar, then a young man of twenty-four, was on his way to the island of Rhodes, where he wished to perfect himself in oratory in the famous school of Apollonius Molo, in which Cicero, a few years before, had gained instruction in the art. Cicero had taught Rome the full power of oratory, and Caesar, recognizing the usefulness of the art, naturally sought instruction from Cicero's teacher.

Caesar was traveling as a gentleman of rank, but on his way he was captured and taken prisoner by pirates, who, deeming him a person of great distinction, held him for a ransom of twenty talents of silver. Caesar, however, scoffed at them for not knowing who he was and demanded that they ask for fifty talents. He then dispatched his servants to fetch the sum.

**Definitions from Source Text**

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

archipelago (n): a group of islands

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

**Other Defined Word**

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

## UNIT 3: RETELLING NARRATIVE STORIES

For six weeks Caesar remained in their hands, waiting until his ransom should be paid. He was in no respect downcast by his misfortune but took part freely in the games and pastimes of the pirates. He treated them with such disdain that whenever their noise disturbed his sleep he sent orders for them to keep silence.

He also wrote poems and sundry speeches, which he read aloud to them, and those who did not admire these he would call to their faces illiterate barbarians. The pirates were delighted at this and attributed his boldness of speech to a certain simplicity and boyish mirth. In his familiar conversations with the chiefs, he plainly told them that he would one day crucify them all. They laughed heartily at this pleasantry, assuming it a jest.

Caesar was released at last, the ransom being paid. He lost not a moment in carrying out his threat. Obtaining a fleet of Milesian vessels, he sailed immediately to the island where he had been held captive and descended upon the pirates so suddenly that he took them prisoners while they were engaged in dividing their plunder.

Transporting them to Pergamus, he handed them over to the civil authorities, by whom his promise of crucifying them all was duly carried out. Then he went to Rhodes and spent two years in the study of elocution. He had proved himself an awkward kind of prey for pirates.

## Style

strong verb

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

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

### Banned Words List – Verbs


blue

## Structure

### Unit 3: Retelling Narrative Stories

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

UNIT

# 3

## Retelling Narrative Stories

### Story Sequence Chart

**I. CHARACTERS/SETTING**

*Who is in the story?*

*What are they like?*

*When does it happen?*

*Where do they live or go?*



**II. CONFLICT/PROBLEM**

*What do they need or want?*

*What do they think?*

*What do they say and do?*



**III. CLIMAX/RESOLUTION**

*How is the need resolved?*

*What happens after?*

*What is the message/lesson?*

*Title repeats one to three key words from final sentence.*



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

yellow

Structure and Style for Students: Year 1 Level C

35

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Teachers and parents should remember IEW's EZ+1 Rule. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out.

Week 3: Caesar and the Pirates

## Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

### Week 3: Caesar and the Pirates

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



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Writing  
Leading Quality Writing Instruction

#### STRUCTURE

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

#### STYLE

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

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

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

#### MECHANICS

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

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

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

### Organize Your Binder

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

### Homework

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