

YEAR | LEVEL

1 | **A**

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

YEAR **1** LEVEL **A**

LESSONS 1–3

Andrew Pudewa

Also by Andrew Pudewa

Advanced Communication Series
Advanced Spelling & Vocabulary
Bible-Based Writing Lessons
Freedomship and Entrepreneurial Education
High School Essay Intensive
However Imperfectly
Linguistic Development through Poetry Memorization
On Listening, Speaking, Reading, and Writing

Phonetic Zoo Spelling, Levels A, B, C
Teaching Writing: Structure and Style
The Profound Effects of Music on Life
Speech Boot Camp
Structure and Style Overview
Teaching Boys and Other Children Who Would Rather
Make Forts All Day

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Structure and Style for Students: Year 1 Level A Teacher's Manual Sampler
First Edition, November 2019
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Teacher's Manual

Gray boxes such as this are in the teacher's manual and include additional information about the course that will provide extra information for the teacher or teaching parent to help students in the course.

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

Introduction

Introduction

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

Assembling Your Binder

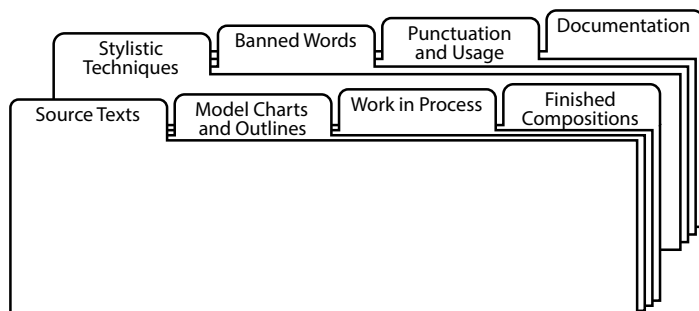
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take pages 1–8 from this packet and place them at the front of your binder—before the Source Texts tab. Each week, you will add the weekly Overview pages to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

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

Supplies

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



Fix It! Grammar

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

Vocabulary

Vocabulary words are included in the lessons. Directions encourage review on a weekly basis.

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

Pages 6–7 intentionally not included with this packet.

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 where 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, 6, 9, 13, 17, and 20) and then teach the other weekly lessons themselves. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)

Week 1: The Dog and the Shadow Giant Saguaro



Teacher Preparation

Watch *Teaching Writing: Structure and Style (TWSS) Video 1* - Total Time 1:25:53

- About the Course: History and Rationale
- Overview of the Nine Structural Units
- Structural Unit 1: Note Making and Outlines

Literature Suggestion

The Three Little Javelinas by Susan Lowell

Week 1: The Dog and the Shadow, Giant Saguaro

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

Week 1: The Dog and the Shadow Giant Saguaro

Structure and Style for Students Video 1 **Part 1: 00:00–29:17** **Part 2: 29:18–end**

Goals

- to learn 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 correctly use new vocabulary: *reflection, cacti*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 1. • Read and discuss “The Dog and the Shadow.” • Write a key word outline (KWO) with the class. • Test your KWO for “The Dog and the Shadow” by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 1 starting at 29:18. • Read and discuss “Giant Saguaro.” • Write a key word outline (KWO) with the class, completing the second half of the outline independently. • Test your KWO for “Giant Saguaro” by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i></p>
DAY 3	<ul style="list-style-type: none"> • Retell “The Dog and the Shadow” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Retell “Giant Saguaro” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 1.</i></p>

Board Notes

These notes represent what Mr. Pudewa wrote on the white board.

The Dog and the Shadow

1. bone, home, enjoy
2. bridge, calm, stream
3. reflection, water, beneath
4. another Ⓣ, bone, wanted
5. Grrr ... snapped, opened, fell
6. (stream, gone, forever)

2–3 key words

Symbols, numbers, and abbreviations are free.

Put commas between words on KWO.

Giant Saguaro

1. grow > 60' tall
2. Sonoran D., Mexico, AZ
3. branches, arms, spines
4. rains, winter, blooms
5. birds, nests
6. (bats, nectar, fruit)
7. (army, Saguaro National Park)
8. (grow, slow, 150–200 yrs)
9. (symbol, American West)

Note that the key words in parentheses are not those that Mr. Pudewa wrote on the board. They are representative samples of what your student may have chosen. Answers will vary.

' = feet

Structure Unit 1: Note Making and Outlines Introduction to Structure

- The purpose of the key word outline (KWO) is to help remember the main idea of the sentence.
- In Unit 1 key words are taken from each sentence. In other units this will change.
- Mr. Pudewa takes his time writing the KWO, occasionally chatting with the students. He intentionally stalls so that those who need extra time can copy from the board.
- Encourage students who are slower writers to build stamina by doing fifteen minutes of copywork every day. *Fix It! Grammar* includes copywork in the curriculum.

Public Speaking

- When the KWO is complete, students should test it by retelling it to another person. Require them to speak in complete sentences. Do not skip this step in later units.
- To test the KWO, follow this pattern: Read. Think. Look up. Speak. Read a line of notes. Think of a sentence. Look at a clock or people. Speak loudly and clearly to the people, not the paper.

Week 1: The Dog and the Shadow, Giant Saguaro

Source Text

The Dog and the Shadow Attributed to Aesop

A lucky dog had found a big fresh bone and was carrying it home to enjoy. On his way he had to cross a low bridge over a calm stream. As he crossed, he looked down and saw his own reflection in the water beneath. Thinking it was another dog with another bone, he wanted to have that also. So he growled and snapped at the other dog in the water, but as he opened his mouth, the bone fell out. It dropped into the stream and was gone forever.



Definitions from Source Text

reflection (n): an image that is seen in a mirror or on a shiny surface

Source Text**Giant Saguaro**

The giant saguaro (suh-WARR-oh) cactus can grow over sixty feet tall. It is found in the Sonoran Desert in Mexico and Arizona.

Its branches are called arms and are covered with spines. When it rains in winter, the saguaro blooms. Birds build nests in saguaros. Bats eat saguaro flower nectar and fruit. You can see an army of saguaro cacti in Saguaro National Park. Saguaros grow very slowly, taking 150–200 years to reach full height. This giant cactus is a symbol of the American West.



Giant saguaro cacti on the Pima Indian Reservation, Arizona, ca. 1900
Photograph by Charles C. Pierce, distributed under a [CC-BY 3.0 license](#).

Definitions from Source Text

cacti (plural n): plants that live in the desert and have many sharp points

This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab in the Student Binder. It will serve as a reminder for the students. Students will place future key word outlines (KWO) behind respective model charts.

UNIT

1

Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

**3
words
max!**

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



yellow

Paper Management

Every week, students are instructed to put away their papers in their binders. The tabs of the three-ring Student Binder are listed on page 5.

This skill of “paper management” is important, not only for this class but for life! Be sure your students are deliberate about organizing their binders as instructed. They will not only be able to refer back to their pages when needed, they will also be proud of their accomplishments as the weeks and months progress.

For your convenience, the instructions on the video at the end of each class appear here.

Organize Your Binder

- Put “The Dog and the Shadow” and “Giant Saguaro” behind the Source Texts tab.
- Put Unit 1: Note Making and Outlines behind the Model Charts and Outlines tab.
- Put your key word outlines (KWOs) behind the Work in Process tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Test your KWO for “The Dog and the Shadow” by retelling it to a partner. Remember to speak in complete sentences.
2. Test your KWO for “Giant Saguaro” by retelling it to a partner. Remember to speak in complete sentences.

Week 2: Scorpions



Teacher Preparation

Watch TWSS Video 1 - Total Time 49:30

- Public Speaking
- Structural Unit 2: Writing from Notes
- Q&A for Units 1–2

Literature Suggestion

The Three Little Javelinas by Susan Lowell

Week 2: Scorpions

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 2: Scorpions

Structure and Style for Students Video 2 **Part 1: 00:00–37:13** **Part 2: 37:14–end**

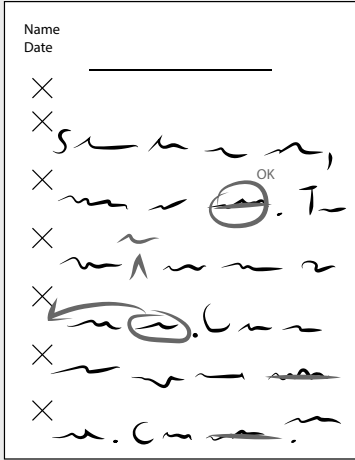
Goals

- to learn the Unit 2 Writing from Notes structural model
- to practice the Units 1 and 2 structural model
- to write a key word outline (KWO) about scorpions
- to write a summary about scorpions from your KWO
- to correctly use new vocabulary: *arachnophobia*, *arachnid*, *venomous*, *paralyze*, *delicacy*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 2. • Practice retelling “The Dog and the Shadow” using your KWO from last week. Follow the instructions for public speaking: Read a line of notes, think of a sentence, look at people, and then speak. • Read and discuss “Scorpions.” • Write a KWO with the class. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 2 starting at 37:14. • Test your KWO for “Scorpions” by retelling it to a partner. Remember to speak in complete sentences. • Begin writing your summary about scorpions from your KWO. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i></p>
DAY 3	<ul style="list-style-type: none"> • Finish your summary about scorpions. • Be sure you understand and follow instructions for formatting your composition. Ask for help if you need it. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Have someone look over your work. • Do not write the title yet! • Staple the final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 2.</i></p>

Board Notes



Title (leave blank to start)

Skip lines or double space. No erasing allowed. Use a pen!

If you wrote a word you wish you had not written, simply draw a line through it and write the word you want.

If you want to add a word, insert a caret (^) and above the caret put the word.

If you want to move something, circle what you want to move and draw an arrow to where it should go.

If you line out something and wish you had not, circle and write "OK."

Messy papers indicate you worked very hard to get words into sentences.

Scorpions

1. ~~insects~~
2. arachnids, 8 legs, 2 pincers, barbed tail
3. > 2,000, species
4. found, continent, ~~Antarctica~~
5. venomous, ~ 30, kill, fight
6. sting, paralyze, prey
7. little, air, food
8. survive, freezer, overnight
9. babies, climb, back
10. (China, delicacy)

Week 2 Sample: Students' compositions will vary.

Name _____
 Date _____

Scorpions are not insects. They are
 X
 arachnids. They have eight legs, two
 X
 pincers, and a barbed tail. There are
 X
 about two thousand species of scorpions.
 X
 They are found in all the continents
 X
 except for Antarctica.

Note that the key words in parentheses are suggestions. Answers will vary.

Structure Unit 2: Writing from Notes

- Students set aside the source text and use the KWO to write a summary paragraph. Stress the importance of writing in their own words.
- No erasing allowed! Use a pen.
- Rough drafts are usually messy. Encourage students to write the rough draft with pen and paper, skipping lines to allow room for changes.
- Parents and teachers may act as scribes for students who struggle to write.

Public Speaking

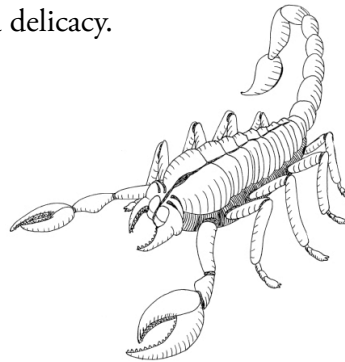
- Testing the KWO by retelling it to a partner is an important step in the writing process. Encourage students to form a complete sentence for each line of notes.
- Read. Think. Look up. Speak. Teach the pattern. Read a line of notes. Think of a sentence. Look at a clock or people. Speak loudly and clearly to the people, not the paper.

Week 2: Scorpions

Source Text

Scorpions

Scorpions are not insects. They are arachnids and have eight legs like spiders with two pincers and a barbed tail. There are over two thousand scorpion species. Scorpions are found on every continent except Antarctica. All species are venomous, but only about thirty have venom that can kill a human. Mainly, they use their sting to paralyze their prey. Scorpions need very little air or food. Remarkably tough, they can often survive being kept in a freezer overnight! After they hatch, dozens of scorpion babies will climb up and ride around on their mother’s back. In China giant scorpions—grilled or fried—are sold in food shops and eaten as a delicacy.



Definitions from Source Text

- arachnid (n): a kind of animal that has eight legs and a body formed of two parts
- venomous (adj): capable of putting poison or venom into another animal’s body usually by biting or stinging it
- paralyze (v): to make a person or animal unable to move or feel body parts
- delicacy (n): something pleasing to eat that is considered rare or luxurious

Other Defined Words

- arachnophobia (n): an unusually intense fear of spiders
- As your students read along with Mr. Pudewa, be sure they understand all the words in this source text.

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

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.**

Organize Your Binder

- Put “Scorpions” behind the Source Texts tab.
- Put Unit 2: Writing from Notes behind the Model Charts and Outlines tab.
- Put your KWO and summary behind the Work in Process tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Finish your “Scorpions” summary.
2. Have someone look over your work.
3. Do not write the title yet!

Week 3: The Bald Man and the Fly



Teacher Preparation

Watch TWSS Video 2 - Total Time 47:20

- Stylistic Techniques: How to Teach
- Stylistic Techniques: Dress-Ups

Literature Suggestion

Little House on the Prairie by Laura Ingalls Wilder

Week 3: The Bald Man and the Fly

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 3: The Bald Man and the Fly

Structure and Style for Students Video 3 **Part 1: 00:00–31:27** **Part 2: 31:28–end**

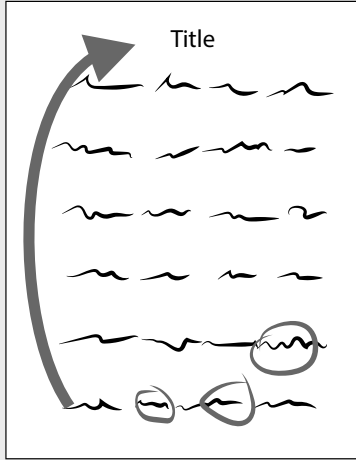
Goals

- to practice the Units 1 and 2 structural model
- to write a KWO about “The Bald Man and the Fly”
- to write a summary about “The Bald Man and the Fly” from your KWO
- to correctly create a title
- to correctly add a dress-up: -ly adverb
- to be introduced to the composition checklist
- to correctly use new vocabulary: *mumble*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Create a title for your summary about scorpions following the title rule. • Read and discuss “The Bald Man and the Fly.” • Write a KWO with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 3 starting at 31:28. • Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. • Learn how to use the checklist. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> • Using your KWO, not the source text, write your summary about “The Bald Man and the Fly.” • Include and mark (underline) one -ly adverb in your paragraph. • Follow the directions on the checklist and check off each item as you complete it. • Hire an editor and ask him or her to check your rough draft. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

Board Notes




- ① Dramatic Words
- ② Last Sentence

Title Rule: Title repeats one to three key words from final sentence.

Repeat 1-3 words

The Bald Man and the Fly

1. summer, traveler, sat
2. sweaty, landing, time
3. "Away, fly," mumbled
4. tried,  instead, head
5. (slapped, stung, again)
6. (failed, frustrated, angry)
7. (finally, understood, mistake)
8. (hurt, ourselves, angry)

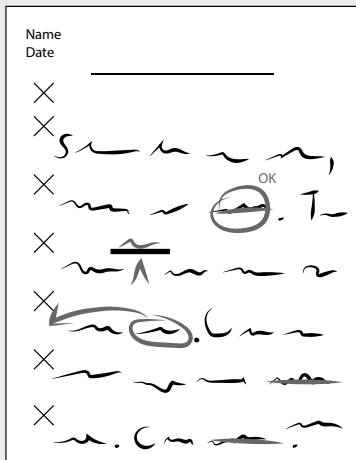
Note that the key words in parentheses are suggestions. Answers will vary.

Dress-Up

1. -ly adverb

-ly adverbs

- suddenly
- happily
- sleepily
- (un)comfortably
- busily
- annoyingly
- constantly
- repeatedly
- violently
- vigorously
- meanly
- angrily
- discouragingly
- repeatedly
- finally



Additional Assignment

Hire an editor

Structure Unit 2: Writing from Notes
the title rule

- To form a catchy title that grabs the reader's attention, students use the title rule: title repeats one to three key words from final sentence.
- Students should look at the checklist before writing to know what is expected. While writing, they should check off items on the checklist as they complete them. Before submitting an assignment, they should review the checklist to ensure their paper is complete.
- If students complete the checklist, they can expect to receive an *A* for *accepted*. If students fail to complete the checklist, they are not yet finished and should receive an *I* for *incomplete*.

Style Introduction to Style
-ly adverb

- The IEW dress-ups are descriptive words, phrases, or clauses added to a sentence. To indicate that a dress-up has been added to a sentence, students underline it.
- The first dress-up is the -ly adverb. Do not allow students to use -ly impostors (adjectives) such as ugly.
- From now on, students should include and mark an -ly adverb in each paragraph that they write.

Week 3: The Bald Man and the Fly

Source Text

The Bald Man and the Fly
Attributed to Aesop

On a hot summer day, a tired traveler sat down to rest and took off his hat. A fly began buzzing about his bald head and sweaty face, landing on his skin from time to time. "Get away, fly!" he mumbled. He tried to smack the fly, but instead he hit only his own head. When he slapped his skin, it stung, but he slapped again and again, trying to get that pesky insect. But he failed and thus became frustrated and angry. Finally, the man understood his mistake. He thought, "We are likely to hurt only ourselves when we get so angry."



Definitions from Source Text

mumble (v): to speak in a way that is not clear enough to be understood

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: _____

yellow

Dress-Ups

Indicator: underline

Minimum Rule: each one in every paragraph

Week 3

- ly adverb

Week 5

- who/which clause

Week 7

- strong verb

Week 9

- because clause

Week 13

- quality adjective

Week 15

- www.asia clause

Sentence Openers

Indicator: number

Minimum Rule: each one in every paragraph

Week 20

- prepositional

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

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

Week 3: The Bald Man and the Fly

Unit 2 Composition Checklist

Writing
from
Notes

Week 3: The Bald Man and the Fly

Name: _____

Source Text: _____



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

STRUCTURE

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

STYLE

¶1 Dress-Ups (underline one of each)

- ly adverb _____

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.

Organize Your Binder

- Put “The Bald Man and the Fly” behind the Source Texts tab.
- Put your KWO, your bald man summary, and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put the Stylistic Techniques and your -ly adverb list behind the Stylistic Techniques tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
2. Include and mark (underline) one -ly adverb in your paragraph.
3. Follow the directions on the checklist.