

YEAR | LEVEL

3 | B

Student
Book

Structure and Style®

FOR STUDENTS

YEAR **3** LEVEL **B**

Andrew Pudewa

Also by Andrew Pudewa

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

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

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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

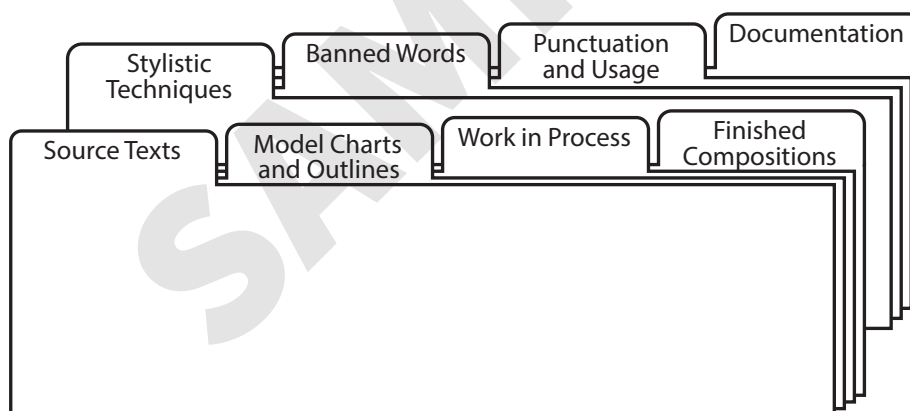
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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
Unit 1 1	Mermaids The Cottingley Fairies		<i>Princess Mary's Gift Book: A Spell for a Fairy</i> by Alfred Noyes
Unit 2 2	Cryptozoology Bigfoot	-ly adverb <i>who/which</i> clause	<i>The Incurable Children of Ashton Place: Book 1: The Mysterious Howling</i> by Maryrose Wood
Unit 3 3	The Thief and the Innkeeper	strong verb banned words: <i>say/said, go/went, think/thought</i>	
4	Flannan Isle	<i>because</i> clause banned words: <i>see/saw, want/wanted</i>	
Unit 4 5	Lake Monsters		<i>The Voyage of the Dawn Treader</i> by C. S. Lewis
6	Man-Made Mysteries	quality adjective banned words: <i>good, bad, big, small</i>	
Unit 5 7	Dinosaur or Stonehenge	<i>www.asia</i> clause	
8	Tent and Bigfoot or Boat and Sea Monster	#2 Prepositional Opener	<i>The Adventures of Sherlock Holmes</i> by Sir Arthur Conan Doyle
Unit 6 9	Alcatraz		
10	An Unsolved Mystery additional sources required	#3 -ly Adverb Opener #5 Clausal Opener	
Unit 7 11	A Small Object You Use		<i>The Indian in the Cupboard</i> by Lynne Reid Banks
12	Chimera	#1 Subject Opener #4 -ing Opener #6 vss Opener	

Week	Subject and Structure	Style	Literature Suggestions
13	Author Imitation		<i>The Children's Homer: The Adventures of Odysseus and the Tale of Troy</i> by Padraic Colum
Unit 8 14	Cryptids		
15	Homer, Part 1 Super-Essay		<i>Journey to the Center of the Earth</i> by Jules Verne
16	Homer, Part 2	decorations	
17	Homer, Part 3		
Unit 9 18	How Watson Learned the Trick		<i>The Merchant of Venice</i> by William Shakespeare or 1980 movie
Poetry 19	Haiku Cinquain		
20	Couplet, Tercet, Quatrain	alliteration/assonance simile/metaphor	
21	Sonnet	blank verse	
22	Trochaic, Dactylic, Anapestic	advanced meter	<i>A Book of Nonsense</i> by Edward Lear
Response to Literature 23	The Charge of the Light Brigade		
24	Timed Essay		

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

OVERVIEW

Week 1: Mermaids The Cottingley Fairies

Structure and Style for Students Video 1 **Part 1: 00:00–37:06** **Part 2: 37:07–44:28**

Goals

- to review the Unit 1 Note Making and Outlines structural model
- to write a key word outline (KWO)
- to retell the content of a source text using just your outline
- no new vocabulary words this week

Suggested Daily Breakdown

DAY 1	• Watch Part 1 and Part 2 of Video 1. • Review the key word outline (KWO) rules. • Read and discuss “Mermaids.” • Write a KWO for both paragraphs of “Mermaids” with the class. • Test your KWO by retelling it to a partner. Speak in complete sentences. <i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i>
DAY 2	• Read, discuss, and write a KWO for the first paragraph of “The Cottingley Fairies.” • Test your KWO by retelling it to a partner. Speak in complete sentences. <i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i>
DAY 3	• Write a KWO for the second paragraph of “The Cottingley Fairies.” • Test your KWO by retelling it to a partner. Speak in complete sentences. <i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i>
DAYS 4 AND 5	• Choose one paragraph from one KWO to retell to a relative or friend. As you retell your KWO, practice public speaking skills: Read. Think. Look Up. Speak. <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.**



Source Text**Mermaids**

Mermaids are mythological creatures that are part human, part fish. In some cultures they are portrayed as lovely heroines or beautiful enchantresses, and in others they are grotesque creatures with supernatural powers. Occasionally, people have thought mermaids to be real-life marine creatures. On January 9, 1493, explorer Christopher Columbus reported that he saw three mermaids. What he probably saw were large, slow-moving aquatic animals called manatees. In 1842 American showman P.T. Barnum presented the Feejee Mermaid to curious onlookers. Claiming that it was a real mermaid, Barnum displayed it in New York, Boston, and London. In reality, it was the torso of a monkey sewn onto the back half of a fish.

More recently in 2012 and 2013, the Animal Planet channel aired two documentary-style films that claimed that mermaids were real creatures. The programs, each viewed by more than three million viewers, suggested a government cover-up of mermaid evidence. However, near the end of the films just before the credits, a short disclaimer admitted that certain events in these films were fictional. In fact, the person identified in the film as National Oceanic and Atmospheric Administration (NOAA) scientist Dr. Paul Robertson was an actor named Dave Evans. Executive producer Charlie Foley said that they wanted people to think the film was real because they wanted the audience to suspend their disbelief and believe that the existence of mermaids were possible.

SAMPLE

Source Text**The Cottingley Fairies**

Elsie Wright (16) and Frances Griffiths (9) were cousins living in England near the Yorkshire village of Cottingley. In the summer of 1917, they often played by a stream and claimed to see fairies near the water. Using Elsie's father's camera, the two girls produced two photographs of fairies. The first picture showed Frances surrounded by four fairies, and the second photo showed Elsie with a dancing gnome. Elsie's father did not trust the photographs or the claims of the girls, believing that they were a prank. However, Elsie's mother assumed the photos were authentic, and in 1919 she shared them with a speaker from the Theosophical Society.

In 1920 Sir Arthur Conan Doyle heard about the girls' pictures from Felicia Statcher, editor of the publication *Light*. Doyle was fascinated by the idea of paranormal phenomena. He was excited to prove that the photos were genuine evidence of the existence of fairies, so he gave each girl a camera and asked them to take more photographs. He then used these photographs to illustrate an article on fairies that he wrote for the Christmas 1920 edition of *The Strand Magazine*. Public reaction was mixed regarding the photos. Some believed; some did not. In 1978 Fred Gettings pointed out that the fairies looked far too similar to illustrations in the 1915 children's book *Princess Mary's Gift Book*. In the 1980s the two women finally confessed that they had faked the photos with paper cutouts. Frances claimed that she never thought that they were perpetrating a fraud. In their minds the girls believed that they were just having some fun. It may be true that sometimes people choose to believe fanciful things because they simply want to believe them.



This sketch was used by Elsie and Frances to make their paper cutout fairies taken from the poem "A Spell for a Fairy" by Alfred Noyes. Illustration from Princess Mary's Gift Book. (London, 1914). Public domain.

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 2: Cryptozoology or Bigfoot

Structure and Style for Students Video 2 **Part 1: 00:00–34:47** **Part 2: 34:48–1:02:51**

Goals

- to review the Unit 2 Writing from Notes structural model
- to practice the Units 1 and 2 structural models
- to write a key word outline (KWO)
- to write a summary from your KWO
- to create a title
- to add dress-ups: -ly adverb, *who/which* clause
- to learn new vocabulary: *cryptozoology, primates*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 2. • Read and discuss “Cryptozoology.” • Write a KWO for the first paragraph of “Cryptozoology” with the class. • Test your KWO by retelling it to a partner. As you retell your KWO, practice public speaking skills: Read. Think. Look Up. Speak. • Read and discuss “Bigfoot and Other Mysterious Primates.” • Review how to format your paper. • Review how to create a title. <i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i>
DAY 2	• Watch Part 2 of Video 2 starting at 34:48. • Review the -ly adverb and <i>who/which</i> clause dress-ups. • Review how to use the checklist. • Write a KWO for the second paragraph of “Cryptozoology.” • Write a KWO for “Bigfoot and Other Mysterious Primates.” Test your KWO by retelling it to a partner. <i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i>
DAY 3	• Choose either your Cryptozoology KWO or your Bigfoot KWO to write a 2-paragraph summary. • Using your KWO, begin writing your summary. <i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i>
DAYS 4 AND 5	• Using your KWO, finish writing your 2-paragraph summary. • Include and mark (underline) one -ly adverb and one <i>who/which</i> clause in each paragraph. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Give the Letter to the Editor to your editor and 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 2.</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.

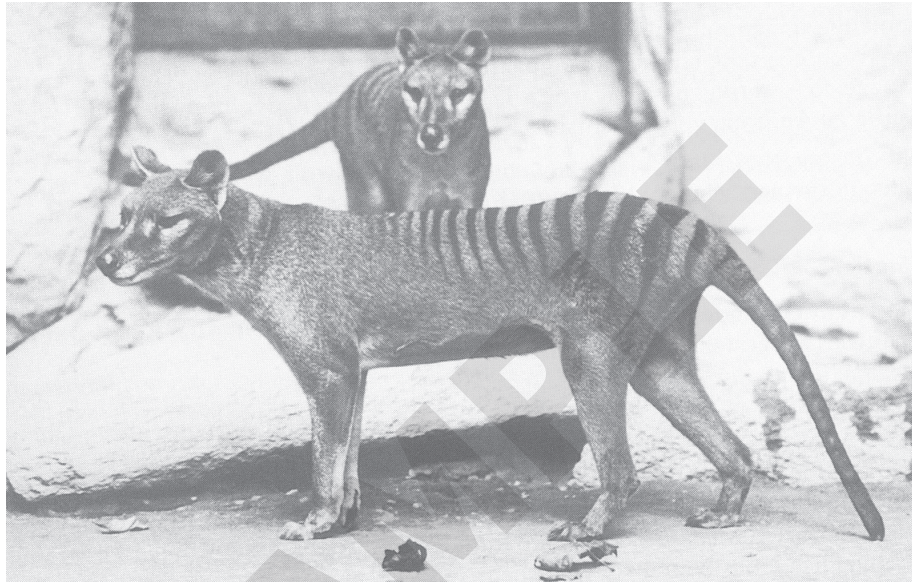


**Source Text****Cryptozoology**

Cryptozoology is the search for animals not recognized by the scientific community. Cryptids are animals such as Bigfoot and the Loch Ness Monster, whose existences are disputed. Footprints, sightings, and animal hair, real or imagined, may be all that exists of these mysterious creatures. However, in some cases, scientists have proved that some animals formerly considered cryptids are real. For example, the Komodo dragon, once thought to be only a myth, is a huge lizard that can grow up to ten feet long (3 m) and can weigh more than three hundred pounds (70 kg). The giant squid was not actually photographed in its natural habitat until 2004, more than 130 years after Jules Verne wrote about it in *Twenty Thousand Leagues Under the Sea*. The platypus, a part beaver, part duck, egg-laying mammal from Australia, puzzled early scientists. When examining a preserved platypus body in 1799, English zoologist George Shaw concluded that it was a forgery made of several animals sewn together.

Encouraged by these and other findings, cryptozoologists continue to study cryptids with the hope of discovering evidence that proves these animals are real. Individuals interested in becoming cryptozoologists might consider degrees in biology or zoology. They study legends, interview locals, and investigate areas where sightings have occurred. Many submit their findings to museums such as the International Cryptozoology Museum in Portland, Maine. This family-friendly museum is filled with oddities and art such as sculptures of Bigfoot and P.T. Barnum's Feejee Mermaid. Visitors to this museum can also find models of animals previously classified as

cryptids, including the now-extinct thylacine, a nocturnal carnivorous marsupial native to Australia. The last confirmed living thylacine was captured in 1933 and lived in captivity until 1936.



*Male and female thylacines in the National Zoo in Washington, D.C.  
Photograph by E.J. Keller. 1902. Public domain.*

**Source Text****Bigfoot and Other Mysterious Primates**

Perhaps the most famous of all cryptids is the ape-like primate Bigfoot, also known as Sasquatch in North America. Modern interest in the animal can be traced back to a Humboldt, California, newspaper story from 1958 that shared how alarmed loggers found oversized humanoid footprints near their bulldozer. Then, in 1967 Roger Patterson and Robert Gimlin shared their now-famous Northern California video that shows Bigfoot lumbering through a forest. Bigfoot is said to have brown fur, stand seven to ten feet tall, weigh up to eight hundred pounds, and walk upright. In 1976 Peter Byrne of the Bigfoot Information Center and Exhibition in The Dalles, Oregon, appealed to the FBI to determine if a sample of fifteen hairs attached to some skin could be physical evidence of the creature's existence. They concluded that the hairs were of deer-family origin. Although the 1958 footprints turned out to be a prank by Ray Wallace, the lumberworkers' boss, many still believe that Bigfoot is real.

Other stories of these ape-like creatures occur on every continent except Antarctica. The Yeti, or Abominable Snowman, supposedly lives in the Himalayas in Asia. It is approximately six feet tall and a dark gray or reddish brown. In fact, Alexander the Great demanded to see the Yeti, but he was told the monster could not survive in the lowlands. The Skunk Ape, named so because it is reported to smell like a wet dog, rotten eggs, or a skunk, has been spotted in Florida. However, Bob DeGross, a public affairs officer in the Everglades, has stated that the National Park Service wildlife staff have never verified a sighting of the Skunk Ape. Nevertheless, not all fanciful primate stories are unsubstantiated. A book written in 1625 told of a monster

that slept in a tree and ate fruit. It was larger and more powerful than a human. For years people had questioned whether or not such a creature existed. Centuries later, Reverend Thomas Savage acquired a skull of an animal that proved its existence, and his findings were presented in 1847 at the Boston Society of Natural History. This large animal is now classified as the western lowland gorilla.



*Frame 352 from the Patterson-Gimlin Bigfoot video footage.  
Film by Roger Patterson. 20 October 1967. Public domain.*

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



## Level B -ly Adverb Word List

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



## Letter to the Editor

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

Dear Editor,

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

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

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

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

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

Warmly,

Writing Teacher

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SAMPLE

# Unit 2 Composition Checklist

## Week 2: Cryptozoology or Bigfoot

Writing  
from  
Notes

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



Institute for  
Excellence in  
Writing  
Learn. Grow. Lead. Write. Thrive.

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

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

### MECHANICS (-1 pt per error)

- ☐ capitalization \_\_\_\_\_
- ☐ end marks and punctuation \_\_\_\_\_
- ☐ complete sentences \_\_\_\_\_
- ☐ correct spelling \_\_\_\_\_

SAMPLE

## UNIT 3: RETELLING NARRATIVE STORIES

## OVERVIEW

**Week 3: The Thief and the Innkeeper****Structure and Style for Students Video 3    Part 1: 00:00–52:30    Part 2: 52:31–1:23:09****Goals**

- to review the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to write a 3-paragraph story
- to add a dress-up: strong verb
- to ban weak verbs: *say/said, go/went, think/thought*
- to learn new vocabulary: *denouement*

**Suggested Daily Breakdown**

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DAY 1        | <ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Review and build the Story Sequence Chart with the class.</li> <li>• Read and discuss “The Thief and the Innkeeper.”</li> <li>• Write a KWO for “The Thief and the Innkeeper.” Test your KWO by retelling it to a partner.</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 52:31.</li> <li>• Write a list of -ly adverbs to use for your story.</li> <li>• Review the strong verb dress-up.</li> <li>• Practice finding substitutes for the banned verbs <i>say/said, go/went, and think/thought</i>.</li> <li>• Using your KWO, not the source text, write the first paragraph of your story.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>                                                                                                                            |
| DAY 3        | <ul style="list-style-type: none"> <li>• Using your KWO, not the source text, write the second paragraph of your story.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| DAYS 4 AND 5 | <ul style="list-style-type: none"> <li>• Using your KWO, not the source text, write the third paragraph of your story.</li> <li>• Add dress-ups, including one strong verb in each paragraph.</li> <li>• Create a title following the title rule.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Turn in your rough draft to your editor with the completed checklist attached.</li> <li>• Write your final draft, making any changes that your editor suggested.</li> <li>• Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p> |

**SAMPLE**

UNIT

3

# Retelling Narrative Stories

## Story Sequence Chart

### I. CHARACTERS/SETTING

**Who** is in the story?

**What** are they like?

**When** does it happen?

**Where** do they live or go?



### II. CONFLICT/PROBLEM

**What** do they need or want?

**What** do they think?

**What** do they say and do?



### III. CLIMAX/RESOLUTION

**How** is the need resolved?

**What** happens after?

**What** is the message/lesson?

Title repeats one to three key words from final sentence.





**Source Text****The Thief and the Innkeeper****Attributed to Aesop**

A thief rented a room in a tavern and stayed a while in the hope of stealing something which would enable him to pay his reckoning. When he had waited some days in vain, he saw the innkeeper dressed in a new and handsome coat and sitting outside the door of the inn. The thief sat down to talk with him.

As the conversation began to lag, the thief yawned terribly and at the same time howled like a wolf. The innkeeper said, “Why do you howl so fearfully?”

“I will tell you,” said the thief, “but first let me ask you to hold my clothes, or I shall tear them to pieces. I know not, sir, when I got this habit of yawning nor whether these attacks of howling were inflicted on me as a punishment for my misdeeds or for any other cause. However, this I do know—when I yawn for the third time, I turn into a wolf and attack men.” With this speech he commenced a second fit of yawning and again howled like a wolf as he had at first.

The innkeeper, hearing his tale and believing what he said, became greatly alarmed and, rising from his seat, attempted to run away.

The thief laid hold of his coat and entreated him to stop, saying, “Pray wait, sir, and hold my clothes, or I shall tear them to pieces in my fury when I turn into a wolf.”

At the same moment the thief yawned the third time and set up a terrible howl. The innkeeper, frightened lest he should be attacked, slipped out of his coat, leaving it in the thief’s hands, and ran as fast as he could into the inn for safety. The thief made off with the coat and never returned again to the inn.

SAMPLE

## Banned Words List – Verbs

[illegible]



# Unit 3 Composition Checklist

## Week 3: The Thief and the Innkeeper

Retelling  
Narrative  
Stories

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



Institute for  
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### STRUCTURE

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

### STYLE

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

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

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

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

- ☐ capitalization \_\_\_\_\_
- ☐ end marks and punctuation \_\_\_\_\_
- ☐ complete sentences \_\_\_\_\_
- ☐ correct spelling \_\_\_\_\_

SAMPLE