# Fix It! Gramar

Robin Hood

STUDENT BOOK LEVEL 3

Pamela White

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#### **Instructions**

The list below shows the components to each *Fix It! Grammar* weekly exercise.

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

#### Learn It!

On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

#### Read It!

Read the day's passage.

Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.

The vocabulary definitions are printed in the Teacher's Manual.

#### Mark It!

Mark the passage using the guide at the top of the daily practice page.

#### Fix It!

Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar

concepts and punctuation in each daily passage.

#### Rewrite It!

After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- · Copy the corrected punctuation.

#### **Editing Marks**

¶ indent

√ delete

<u>t</u> capitalize

7 lowercase

√ Ireverse order

# add a space

close the space

#### **Helpful Hints**

Use different colors for **Mark It** and **Fix It**.

**Appendix I Complete Story** Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

**Appendix II Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Lists** Refer to the lists found in Appendix III to quickly identify pronouns, prepositions, verbs, and conjunctions.

**Appendix IV Grammar Glossary** Reference the Grammar Glossary found in Appendix IV of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

# Fix It! Grammar Cards are an optional product that will enhance the Fix It! Grammar learning experience.

#### Fix It! Grammar Cards

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

#### IEW.com/FIX-GC



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

WEEK	Fix It! Grammar Cards for Robin Hood Level 3
1	Editing Marks, Capitalization, Title, Noun, Pronoun, Preposition
2	Subject-Verb Pair, Verb, Linking Verb, Helping Verb, Conjunction, Coordinating Conjunction, Apostrophes
3	Adjective, Dependent Clause
5	Adverb
6	Sentence Openers, Prepositional Phrase
7	#3 -ly Adverb Opener, Number Words and Numerals
8	www Word
9	Indefinite Pronoun
10	Clause
11	Run-On
14	Interjection
15	Indentation, Quotation
25	Commas with Adjectives before a Noun
Not Used	#4 -ing Opener, Comparative and Superlative Adjectives and Adverbs

## **Scope and Sequence**

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

#### **Parts of Speech**

Noun	1			4					11														
subject noun		2																					
noun of direct address					5																		
plural noun														19									
Pronoun	1																						
personal pronoun	1																						
subject pronoun		2									14												
indefinite pronoun								9															
demonstrative pronoun								9															
reflexive pronoun																2	22						
Preposition	1														20								
prepositional phrase	1												17		20								
Verb																							
action verb		2		4			7		11													29	
linking verb		2					7															29	
helping verb		2					7															29	
Coordinating Conjunction		2										16			4	21							
Adjective			3	4					11														
article adj	1																						
possessive adj			3											19									
adj after linking verb			3																				
coordinate adjectives																		2	25				
cumulative adjectives																				26			
Adverb					5	6	7																
Interjection											14												

# Capitalization

First Word of Sentence	1													
Proper Noun	1													
Personal Pronoun I	1													
Interjection							14							
Quotation Marks							1	.5						
Proper Adjective		3												

#### **Punctuation**

End Marks																								
period	1																							
question mark	1																							
exclamation mark	1											14												
w/quotation marks													15											
Commas																								
a and b		2												16				21						
a, b, and c		2												16				21						
MC, cc MC														16				21						
who/which clause			3																					
that clause				4																				
noun of direct address					5																			
#2 prepositional opener						6																		
#3 -ly adverb opener							7																	
adverb clause								8							4									
#5 clausal opener										12														
comma splice											13													
interjection												14												
quotations													15											
coordinate adjectives																				25				
cumulative adjectives					K																26			
Quotation Marks													15									2	28	
Apostrophes																								
contraction		2																						
possessive adj																19	)							

#### Clauses

Who/Which Clause	3			10 11		23	
That Clause		4		10			
Adverb Clause			8	10 12	20	0	
Dependent Clause				10	17		
Main Clause				10	17		

# Homophones/Usage

To/Two/Too		4												
Its/It's			5											
Your/You're			5											
There/Their/They're					9									
Whose/Who's							14							
Then/Than									18					

## **Other Concepts**

Indentation	1									15						
Numbers					7											
Subject-Verb Pairs		2														
Fused Sentence							11	13								
Comma Splice								13								
Imperative Sentence									14							

# **Stylistic Techniques**

Strong Verb	2														24		
Quality Adjective		3													24		
Who/Which Clause		3						11						23			
-ly Adverb			5							13					24		
Adverb Clause						8											
#1 Subject Opener				6								1					
#2 Prepositional Opener				6												27	
#3 -ly Adverb Opener					7												
#5 Clausal Opener									12							27	
#6 Vss Opener										13							

# Vocabulary

1 reigned legendary rambled experienced	wrath challenged readily strolled	3 entertaining carefree sociably confronted	4 taunt champion exceptional retorted	offense composedly seethed capital	6 impulsively furious toppled tortured
7 accounts	8 sheltered	9 greedy	10 declared	11 corrupt	12 romped
slain	displaced	devastated	plundered	courageous	restless
vowed	famished	fled	aid	peril	directed
lavish	narrowly	peasants	earnestly	gurgling	signal
13 roamed	14 rudely	15 bellowed	16 countered	17 towered	18 goaded
spanned	confident	lethal	gazed	rival	victor
stout	riled	crimson	sturdy	crafted	adept
quickened	asserted	sparring	fashioned	risk	nimbly
19 adversary	20 budged	21 delivered	22 ridiculous	23 rustled	24 struggled
parried	battled	recovered	strutted	steadfast	blameless
leveled	fatigue	inflamed	wield	rugged	introduced
deftly	privately	counterattacked	echoed	pounced	appoint
25 thrashing	26 instructed paced quiver attentively	27 released	28 magnificent	29 howled	30 retraced
motley		impressive	urged	jubilant	festivity
devoted		notched	extended	quipped	warmly
bout		flawlessly	snickered	guffaw	trustworthy



# **Weekly Lessons**

Week 11	Week 16 91
Week 27	Week 17 97
Week 3 13	Week 18103
Week 4 19	Week 19109
Week 525	Week 20115
Week 6 31	Week 21121
Week 7 37	Week 22127
Week 8 43	Week 23133
Week 949	Week 24139
Week 10 55	Week 25145
Week 11 61	Week 26151
Week 12 67	Week 27157
Week 13 73	Week 28163
Week 14 79	Week 29169
Week 15 85	Week 30175
Appendices	
Appendix I: Complete Story	
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Appendix II: Collection Pages	
-ly Adverb	
Strong Verb	
Quality Adjective	
Appendix III: Lists	
Pronoun	
Preposition, Verb, Conjunction	198



#### Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

#### **Parts** of Speech

#### Noun

A **noun** names a person, place, thing, or idea.

A compound noun is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as King Richard.

# **Article Adjective**

The **article adjectives** are *a*, *an*, *the*. A noun follows an article adjective.

#### **Pronoun**

A pronoun replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. **Personal pronouns** take the place of common and proper nouns. Review the personal pronouns in Appendix III.

## **Preposition**

A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence. A prepositional phrase always begins with a preposition and ends with a noun or pronoun. Review the prepositions in Appendix III.

Memorize It! preposition + noun (no verb)

Mark It! Write n above each noun. Use a single n for a compound noun. Write *ar* above each article and *pr* above each pronoun. Underline each prepositional phrase.

Robin Hood and his men lived in the forest.

#### Noun

Definition: A noun names a person, place, thing, or idea.

Tests:	
the	
two	

#### **Pronoun**

Definition: A pronoun replaces a noun in order to avoid repetition.

List: Appendix III

#### **Preposition**

Definition:

A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence.

Pattern: preposition + noun (no verb)

List: Appendix III

# **Capitalization**

Capitalize the first word of a sentence.

Capitalize proper nouns.

Capitalize the personal pronoun *I*.

Fix It! Place three short lines below letters that should be capitalized.

robin lived in sherwood forest. he told his men, "i will hunt with you."

#### **End Mark**

Use a period at the end of a statement.

Use a question mark at the end of a question.

Use an exclamation mark at the end of a sentence that expresses strong emotion.

Fix It! Place the correct end mark at the end of each sentence.

Did Robin give up? He would never quit! He was used to challenges.

#### Indentation

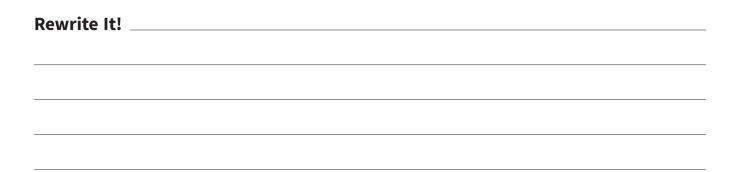
Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

Read It!	Mark It!	Fix It!	Day 1
1 vocabulary	2 articles (ar)	4 capitals	
	4 nouns (n)	1 end mark	
	3 prepositional phrases		

# in the olden days of england, king richard

# reigned over the land



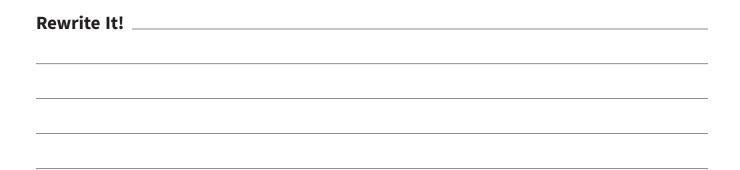
# a legendary outlaw lived in sherwood forest

in central england. his name was robin hood

Rewrite It!		

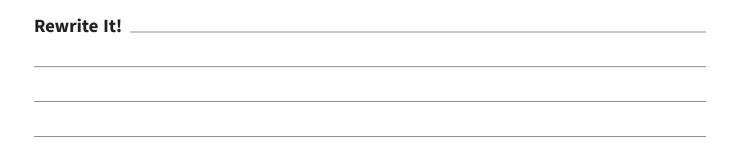
Read It!	Mark It!	Fix It!	Day 3
1 vocabulary	3 articles (ar)	2 capitals	
	4 nouns (n)	1 end mark	
	2 pronouns (pr)		
	3 prepositional phrases		

robin and the loyal men with him rambled through the countryside. they hunted in the deep forests



Read It!	Mark It!	Fix It!	Day 4
1 vocabulary	2 articles (ar)	3 capitals	
	5 nouns (n)	1 end mark	
	1 pronoun (pr)		
	3 <u>prepositional phrases</u>		

robin was skilled with the bow. in truth, he was the most **experienced** archer in england



#### Learn It!

#### **Verb**

A **verb** shows action, links the subject to another word, or helps another verb. To determine if a word is a verb, use the verb test.

An **action verb** shows action or ownership.

A linking verb links the subject to a noun or adjective. The words below are linking verbs.

Memorize It!

am, is, are, was, were, be, being, been seem, become, appear, grow, remain taste, sound, smell, feel, look

A helping verb helps an action verb or a linking verb. The helping verb is always followed by another verb. The words below are helping verbs.

Memorize It!

am, is, are, was, were, be, being, been have, has, had, do, does, did, may, might, must can, will, shall, could, would, should

Every verb has a subject. The subject and verb (s v) belong together.

# **Subject**

A **subject** is a noun or pronoun that performs a verb action. It tells who or what the clause is about.

Find It! Read the sentence and look for the verb. Ask, "Who or what \_\_\_\_ (verb)?"

Mark It! Write v above each verb and s above each subject.

Robin had practiced archery for many years.

His skills were incredible.

# **Strong Verb**

A strong verb dresses up writing because it creates a strong image or feeling. A strong verb is an action verb, never a linking or helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

**Parts** Speech

#### Verb

Definition: A verb shows action, links the subject to another word, or helps another verb.

Verb Test:

Verb Lists: Appendix III



#### Coordinating Conjunction

Definition: A coordinating conjunction connects the same type of words, phrases, or clauses.

Acronym: **FANBOYS** 

# Conjunction

A conjunction connects words, phrases, or clauses.

A coordinating conjunction connects the same type of words, phrases, or clauses.

Memorize It! S for but or SO

# Robin strolled through the forest and whistled happily.

Because the items that the cc connects must be grammatically the same, and connects two verbs, strolled and whistled. It does not connect the noun forest and the verb whistled.

#### Comma

A **comma** is used to separate items in a sentence. This week you will learn two comma rules.



Do not use a comma before a coordinating conjunction when it connects two items in a series unless they are main clauses. PATTERN a and b



Mark It! Write *cc* above each coordinating conjunction.

Fix It! Remove a comma before a coordinating conjunction that connects only two items in a series. Add commas to separate three or more items in a series.

Robin was brave, but reckless.

He chose his arrow, pulled it back, and let it fly.





#### Contraction

A **contraction** combines two words into one. It uses an apostrophe to show where a letter or letters have been removed.

Fix It! Place an apostrophe to show where a letter or letters have been removed.

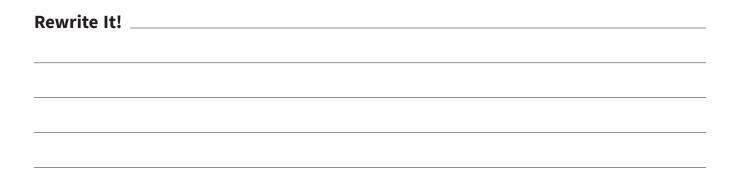
Robin decided that he shouldn't give up.

Read It!	Mark It!	Fix It!	Day 1
1 vocabulary	4 articles (ar) 4 capitals		
	7 nouns (n)	1 end mark	
	1 pronoun (pr)	1 apostrophe	
	1 coordinating conjunction	(cc)	
	3 <u>prepositional phrases</u>		
	2 subject-verb pairs (s v)		

why was robin hood an outlaw under the

wrath of the law? its an interesting story for

children and adults



Read It!	Mark It!	Fix It!	Day 2
1 vocabulary	4 articles (ar)	2 capitals	
	5 nouns (n)	1 comma	
	1 coordinating conjunction (cc)	1 end mark	
	2 prepositional phrases		
	1 subject-verb pair (s v)		

the sheriff of nottingham had challenged the local archers to a shooting match, and even offered a prize

Rewrite It!		

Read It!	Mark It!	Fix It!	Day 3
1 vocabulary	1 article (ar)	2 capitals	
	4 nouns (n)	2 commas	
	3 pronouns (pr)	1 end mark	
	1 coordinating conjunction	(cc)	
	2 subject-verb pairs (s v)		

robin was just eighteen. he readily accepted the challenge grabbed his bow and left his hometown



Read It!	Mark It!	Fix It!	Day 4
1 vocabulary	1 article (ar)	2 capitals	
	3 nouns (n)	1 comma	
	1 pronoun (pr)	1 end mark	
	1 coordinating conjunction (cc)	1 apostrophe	
	2 subject-verb pairs (s v)		

robin strolled merrily. the trip shouldnt take

him more than two, or three days

Rewrite It!		

#### Learn It!

#### **Adjective**

An **adjective** describes a noun or pronoun.

An adjective tells which one, what kind, how many, or whose.

Memorize It!

which one? what kind? how many? whose?

Robin crossed the slippery bridge.

An adjective usually comes before the word it describes. The adjective *slippery* describes bridge. What kind of bridge? slippery

The bridge appeared slippery.

An adjective may follow a linking verb. The linking verb (appeared) links the subject (bridge) to an adjective (slippery). The adjective slippery describes bridge. What kind of bridge? slippery

Robin carried his bow.

Because the possessive pronouns my, your, his, her, its, our, their function as adjectives, you will now mark them as adjectives. The pronoun his replaces Robin's and functions as an adjective. Whose bow? his

Find It! Find the nouns and pronouns in the sentence.

> Once you find a noun or pronoun, ask the adjective questions to identify the adjectives.

Mark It! Write adj above each adjective.

> adi adi

Robin strolled through the quiet woods with his bow.

adi Robin's skill in archery was famous.

**Capitalization** 

Capitalize proper adjectives formed from proper nouns.

The English flag flew at King Richard's castle.

The proper adjective English comes from the proper noun England, the name of a specific country. The proper adjective King Richard's comes from the proper noun King Richard, the name of a specific person.

# **Quality Adjective**

A quality adjective dresses up writing because it creates a strong image or feeling. A quality adjective is more specific than a weak adjective. A weak adjective is overused, boring, or vague. Look for quality adjectives in this book and write them on the Quality Adjective collection page, Appendix II.

of Speech

#### **Adjective**

Definition: An adjective describes a noun or pronoun.

Test:

the \_\_\_ pen

Questions:

which one? what kind? how many? whose?



#### Who/Which Clause

Contains: subject + verb

First Word: who or which

Commas: unless essential

Marking: w/w

## Who/Which Clause

A who/which clause is a group of words that describes the noun it follows. It begins with the word who or which, a relative pronoun.

Who refers to people, personified animals, and pets. Which refers to things, animals, and places.

A who/which clause is a dependent clause, which means it must be added to a sentence that is already complete.

Robin eyed the target. (sentence)

Robin, who eved the target. (fragment)

Robin, who eyed the target, picked up his bow. (sentence)

A who/which clause contains a subject and a verb. The subject of most who/which clauses is who or which, but sometimes the subject is another word in the clause.

Mark It! Place parentheses around the *who/which* clause and write *w/w* above the word who or which. Write v above each verb and s above each subject.

Robin thought about the contest, (which he hoped to win).

The men (who worked for the king) could not be trusted.

#### Comma

A **comma** is used to separate items in a sentence. Commas are used to separate the who/which clause from the rest of the sentence unless the who/which clause changes the meaning of the sentence.

Place commas around the *who/which* clause if it is nonessential.

Do not place commas around the who/which clause if it is essential (changes the meaning of the sentence).

When you rewrite the passages, copy the commas correctly.

Read It!	Mark It!	Fix It!	Day 1	
1 vocabulary	2 articles (ar)	2 capitals		
	3 nouns (n)	1 comma		
	1 pronoun (pr)	1 end mark		
	3 adjectives (adj)	1 apostrophe		
	1 coordinating conjunction (cc)			
	2 prepositional phrases			
	1 who/which clause (w/w)			
	3 subject-verb pairs (s v)			

robin whistled, and thought about the contest, which would be entertaining. he wasnt worried about the other archers

Rewrite It!			

the day seemed pleasant and carefree. however, robin's mood would soon change

**Rewrite It!** 

robin met fifteen foresters who worked

for the king. they were sitting beneath a huge oak,

and were feasting sociably

Rewrite It!		

Mark It!	Fix It!	Day 4
1 vocabulary 2 articles (ar)	4 capitals	
6 nouns (n)	1 comma	
1 pronoun (pr)	1 end mark	
4 adjectives (adj)		
2 coordinating conjunctions (cc)		
1 <u>prepositional phrase</u>		
1 who/which clause (w/w)		
3 subject-verb pairs (s v)		
	2 articles (ar) 6 nouns (n) 1 pronoun (pr) 4 adjectives (adj) 2 coordinating conjunctions (cc) 1 prepositional phrase 1 who/which clause (w/w)	2 articles (ar) 4 capitals 6 nouns (n) 1 comma 1 pronoun (pr) 1 end mark 4 adjectives (adj) 2 coordinating conjunctions (cc) 1 prepositional phrase 1 who/which clause (w/w)

a man who had a scar on his face confronted robin.

he called robin's bow and arrows cheap, and shoddy

