

Fix It![®] Grammar

Frog Prince

STUDENT BOOK

LEVEL 5

Pamela White

Fourth Edition, January 2022
Institute for Excellence in Writing, L.L.C.

Copyright Policy

Fix It! Grammar: Frog Prince, Student Book Level 5
Fourth Edition, January 2022
Second Printing version 4, April 2022
PDF version 1
Copyright © 2022 Institute for Excellence in Writing

ISBN 978-1-62341-365-1

Our duplicating/copying policy for *Fix It! Grammar: Frog Prince*, Student Book Level 5:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

Home use: The purchaser may copy this Student Book for use by multiple children within his or her immediate family. Each family must purchase its own Student Book.

Small group or co-op classes: Each participating student or family is required to purchase a Student Book. A teacher may not copy from this Student Book.

Classroom teachers: A Student Book must be purchased for each participating student. A teacher may not copy from this Student Book.

Additional copies of this Student Book may be purchased from IEW.com/FIX-L5-S

Institute for Excellence in Writing (IEW®)
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
IEW.com

IEW®, Structure and Style®, and Fix It!® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Contributors
Sabrina Cardinale
Heidi Thomas
Denise Kelley

Designer
Melanie Anderson

Instructions

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

Although in Levels 1–4 students could choose to either Mark It or Fix It first, in Levels 5 and 6, students must complete the passages in this order: **Read It, Mark It, Fix It**. After Week 4 students should number the sentence openers after the passage has been marked and fixed.

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.

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, conjunctions, clauses, phrases, and sentence openers.


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.

Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

Helpful Hints

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

Additional Resource

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.

WEEK	Fix It! Grammar Cards for <i>Frog Prince</i> Level 5
1	Editing Marks, Capitalization, Indentation, Subject-Verb Pair, Preposition, Prepositional Phrase
2	Conjunction, Coordinating Conjunction
3	Clause, Dependent Clause, www Word
4	Sentence Openers, #3 -ly Adverb Opener
5	#4 -ing Opener, Quotation, Apostrophes, Verb, Linking Verb, Helping Verb
6	Adjective, Commas with Adjectives before a Noun
7	Interjection
10	Run-On
11	Noun
12	Pronoun
13	Indefinite Pronoun
14	Number Words and Numerals
15	Adverb
18	Title
25	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											11														25					
Pronoun												12	13				18								25					
Preposition	1													14																
Verb					5																			24						
Conjunction																														
coordinating conjunction		2																	20								27			
subordinating conjunction			3																											
Adjective						6									15										25	26				
Adverb															15															
Interjection							7																							

Capitalization

First Word of Sentence	1																													
Proper Noun	1																													
Proper Adjective	1																													
Personal Pronoun I	1																													
Title	1																													
Quotation Marks					5					10																	27			
Noun of Direct Address					5																									
Interjection							7																							
Literary Titles																	18													

Punctuation

End Marks	1				5					10																				
quote					5					10																	27			
interjection							7																							
attribution										10																	27			
Commas																														
prepositional phrase	1																													
coordinating conjunction		2								10																				
dependent clause			3				7								16															
sentence adverb				4																										
sentence openers				4	5																									
quotation marks					5					10																				
noun of direct address					5																									
phrases	1						7	8																						

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
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Commas, cont.

adjectives					6																									
interjection						7																								
unnecessary commas								9																				28		
comma splice									10																					
contrasting items																				21										
Apostrophe					5																									
Quotation Marks					5				10							17				22							27			
Semicolon									10														24							

Clauses

Main Clause	1	3																												
Dependent Clause		3																												
Who/Which Clause		3				7	8		11					15			19													
That Clause		3											14		16		18													
Adverb Clause		3	4												15	16	17			21										
Adjective Clause														15	16	17				22										

Phrases

Prepositional Phrase	1		4			7							14	15																
Verb Phrase					5																									
Participial (-ing) Phrase					5		8						14	15		18				23										
Appositive										11										22										

Other Concepts

Indentation	1																													
Subject-Verb Pairs	1																													
Numbers													14																	
Usage																														
who/whom/whose																	19													
affect/effect																					24									
among/between																						25								
than/then																							26							
accept/except																													29	
Words as Words																				22										

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
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Run-On

Fused Sentence										10																				
Comma Splice										10																				
Fix																														
period										10	11																			
semicolon										10	11													24						
comma + cc										10	11									20										
adverb clause																					21									

Stylistic Techniques

Strong Verb	1														16															
Quality Adjective						7									15	16														
Who/Which Clause			3			7				11									19											
-ly Adverb						7									15	16														
Adverb Clause			3												15	16	17			21										
#1 Subject Opener			4																											29
#2 Prepositional Opener			4			7							14							22										29
#3 -ly Adverb Opener			4																											29
#4 -ing Opener					5		8										18				23									29
#5 Clausal Opener			4																	22										29
#6 Vss Opener			4																											29

Vocabulary

1 decorous compassion esteemed devotion	2 obstinate courtiers roe repulsed	3 chic fastidiousness court dwindling	4 charge tractable gratify resemble	5 minuscule conservatory eyeing roamed	6 stately regrettable inconsolable benefactor
7 honored proposed inquisitiveness stipulation	8 retrieve salvage hastily wheezed	9 sumptuously hastened hospitably audacious	10 deficiencies despicable theatrics audibly	11 sire whined integrity complied	12 unceremoniously relish deduced pretentious
13 daunting oblivious decency plummeting	14 humility fated sequestered conjectured	15 substantial inadvertently feigned mortified	16 dangled convalescence sullen resolved	17 imperial marveled proffered hesitantly	18 responded stump reputation suspicious
19 ignobly futilely hampering brimming	20 evaded brandished prominent gallant	21 mourned bona fide snickered testily	22 toady repulsive pattered luster	23 commiserate humane regaled demeanor	24 odious chastise empathy discontent
25 rummaged precise mute emphatically	26 credible undaunted mere noxious	27 agitated parched detect jiggled	28 callously insubordination grievingly laborious	29 arrogant contritely coveted entrusting	30 poignantly abhorrent remorse reversed

SAMPLE

Contents

Weekly Lessons

Week 1	1	Week 16	91
Week 2	7	Week 17	97
Week 3	13	Week 18	103
Week 4	19	Week 19	109
Week 5	25	Week 20	115
Week 6	31	Week 21	121
Week 7	37	Week 22	127
Week 8	43	Week 23	133
Week 9	49	Week 24	139
Week 10	55	Week 25	145
Week 11	61	Week 26	151
Week 12	67	Week 27	157
Week 13	73	Week 28	163
Week 14	79	Week 29	169
Week 15	85	Week 30	175

Appendices

Appendix I: Complete Story

Frog Prince	185
-------------------	-----

Appendix II: Collection Pages

-ly Adverb	195
Strong Verb	197
Quality Adjective	199

Appendix III: Lists

Pronoun	201
Preposition, Verb, Conjunction.....	202
Clause.....	203
Phrase	204
Sentence Opener	205

SAMPLE

Learn It!

Capitalization

- Capitalize the first word of a sentence.
- Capitalize proper nouns and proper adjectives.
- Capitalize the personal pronoun *I*.
- Capitalize a title when it is used with a person's name.

Titles capitalized before a person's name include mister and missus as well as job titles like doctor, king, and president.

The king was King Morton.

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.

Indentation

An **indentation** shows the start of a new paragraph. In fiction (stories) there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

Fix It!

- Place three short lines below letters that should be capitalized.
- Draw a slanted line through letters that should be lowercase.
- Place the correct end mark at the end of each sentence.
- Add the ¶ symbol (known as a pilcrow) in front of each sentence that should start a new paragraph. When you rewrite the passage, indent.
- Start the sentence on the next line and write ½ inch from the left margin.

¶ Dorinda's new dress cost king morton an outrageous amount of money. The king was not pleased!

Subject and Verb

A **verb** shows action, links the subject to another word, or helps another verb. Every verb has a subject. The subject and verb (s v) belong together.

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

Verb Test:

I ____.

It ____.

Verb Lists:
Appendix III

Main Clause

A **main clause** contains a subject and a verb and expresses a complete thought, so it can stand alone as a sentence. Every sentence must have a main clause.

MC
Main Clause

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.
- Place square brackets around the main clause [MC].

[^sKing ^vMorton ruled wisely].

Contains:
subject + verb
stands alone

Clause Overview:
Appendix III

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 a helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

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

Phrase Overview:

Appendix III

Prepositional Phrase

A **prepositional phrase** begins with a preposition and ends with a noun or pronoun, which is called the object of the preposition.

A **preposition** is the first word in a prepositional phrase. It shows the relationship between its object (a noun or pronoun) and another word in the sentence. Review the prepositions in Appendix III.

An **object of the preposition** is the last word in a prepositional phrase. It is always a noun or pronoun.

A prepositional phrase adds imagery or information to a sentence because the entire phrase functions as an adjective describing a noun or as an adverb modifying a verb or an adjective.

Formal gardens near a large conservatory featured exotic plants.

Near is the first word in the prepositional phrase. *Near* is a preposition. *Conservatory* is the noun at the end of the prepositional phrase. It is the object of the preposition.

Near shows the relationship between conservatory (its object) and gardens (another word in the sentence). *Near* tells which gardens featured exotic plants. They are not the gardens behind, inside, or past a large conservatory. They are the gardens near a large conservatory.

The king's daughters often explored the gardens with him.

With is the first word in the prepositional phrase.

With is a preposition. *Him* is the pronoun at the end of the prepositional phrase. It is the object of the preposition.

When a personal pronoun follows a preposition and functions as the object of the preposition, use an objective case pronoun. It is incorrect to write *with I* or *with he* because *I* and *he* are not objective case pronouns.

		Objective Case
		object of preposition
singular	1st	me
	2nd	you
	3rd	him, her, it
plural	1st	us
	2nd	you
	3rd	them

9 If a prepositional opener has five words or more, follow it with a comma.

If two or more prepositional phrases open a sentence, follow the last phrase with a comma.

X Do not put a comma in front of a prepositional phrase.

Mark It! Underline each prepositional phrase.

Write **prep** above the preposition.

Write **op** above the object of the preposition.

Fix It! Insert or remove commas. Follow the comma rules.

prep op prep op
In a charming ancient castle, [King Morton lived with his daughters].

prep op
[They dined, with him].

Do not include the opener in the main clause square brackets.

Read It!**Mark It!****Fix It!**

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

5 prepositional phrases

1 indent

2 [main clauses]

5 capitals

2 subject-verb pairs (s v)

3 commas

1 end mark

In the recent past, in an obscure Kingdom, among the alps a **decorous** King reigned faithfully. His family line of monarchs stretched back to the middle ages

Rewrite It!

Read It!

1 vocabulary

Mark It!3 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

Fix It!

3 capitals

2 commas

1 end mark

King Morton had inherited the Throne, from his Father
 nearly three decades before. Like his Father, King Morton
 ruled fairly and showed **compassion** to all

Rewrite It!

Read It!

1 vocabulary

Mark It!3 prepositional phrases

3 [main clauses]

3 subject-verb pairs (s v)

Fix It!

4 capitals

1 comma

1 end mark

As a kindhearted Ruler, King Morton loved his subjects.

The people, of the land **esteemed** him. maribella and

dorinda, the King's daughters, lived with him

Rewrite It!

Read It!

1 vocabulary

Mark It!2 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

Fix It!

1 capital

1 comma

1 end mark

Everyone in the land admired his **devotion**, to his girls.
 his younger daughter, however, frustrated him greatly

Rewrite It!

Learn It!

Conjunction

A **conjunction** connects words, phrases, or clauses. A **coordinating conjunction** (cc) connects the same type of words, phrases, or clauses. The items must be grammatically the same: two or more adjectives, two or more prepositional phrases, two or more main clauses, and so forth. Use the acronym FANBOYS to remember the coordinating conjunctions.

8 Parts of Speech

Coordinating Conjunction

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

The staff served King Morton, Princess Dorinda, and Princess Maribella.

And connects three nouns: *King Morton*, *Princess Dorinda*, and *Princess Maribella*.

Use commas to separate three or more items in a series.
PATTERN a, b, and c

The king lived in the castle with his daughters and with the staff.

And connects two prepositional phrases: *with his daughters* and *with the staff*.

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

FANBOYS

for, and, nor, but,
or, yet, so

Dorinda raced through the gardens, and Maribella collected daisies.

And connects two main clauses. A subject and verb pair (Dorinda raced) comes before the coordinating conjunction, and a subject and verb pair (Maribella collected) comes after. When a subject and verb pair follows the coordinating conjunction, use a comma.

Use a comma before a cc when it connects two main clauses.
PATTERN MC, cc MC

Compare the last sentence to this sentence:

Dorinda raced through the gardens and collected daisies.

And connects two verbs: *raced* and *collected*. A subject and verb (Dorinda raced) come before the coordinating conjunction, but only a verb (collected) comes after. The verbs have the same subject. This is the same pattern as **a and b** when *a* and *b* are verbs.

Do not use a comma before a cc when it connects two verbs.
PATTERN MC cc 2nd verb

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

Fix It! Insert or remove commas. Follow the comma rules.

Dorinda ran through the gardens, smelled the roses, and picked daisies.

a, b, and c

a and b

Dorinda was lovely, but spoiled.

MC, cc MC

Maribella sketched the flowers, and Dorinda bounced a ball.

MC cc 2nd verb

The king groaned at Dorinda's mischief, yet loved her anyway.

Coordinating Conjunctions

Figure out what is wrong with the following sentences.

Consider what the coordinating conjunction is connecting.

Rewrite the sentences correctly.

Dorinda cried out but when she pricked her finger on the thorn.

The sisters argued then they reunited.

Mud splattered her dress and was ruined.

Dorinda teased Maribella, but Maribella laughed, and the sisters argued, yet they hugged each other in the end.

Read It!

Mark It!

Fix It!

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

1 coordinating conjunction (cc)

1 indent

3 prepositional phrases

3 commas

2 [main clauses]

1 end mark

2 subject-verb pairs (s v)

Princess Dorinda had been an **obstinate** child, from toddlerhood. As a child, she often escaped from the nursery, and found mischief

Rewrite It!

Read It!

1 vocabulary

Mark It!

1 coordinating conjunction (cc)

4 prepositional phrases

1 [main clause]

1 subject-verb pair (s v)

Fix It!

2 capitals

4 commas

1 end mark

She once stole, into the Throne Room swung
 on the chandeliers and landed, at the feet of the
 scandalized **courtiers**

Rewrite It!

Read It!

1 vocabulary

Mark It!

1 coordinating conjunction (cc)

2 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

Fix It!

1 capital

3 commas

1 end mark

On another occasion, she upset the prestigious new chef, and her staff. They were experimenting, with Sturgeon **roe** ice cream

Rewrite It!

Read It!

1 vocabulary

Mark It!

3 coordinating conjunctions (cc)

3 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

Fix It!

3 commas

1 end mark

Dorinda sneaked a taste, and expected a sweet
treat but instead of bits of chocolate the taste
of salty fish eggs first surprised and then **repulsed** her

Rewrite It!

Learn It!

Clause

A **clause** is a group of related words that contains both a subject and a verb.

Clause Overview:
Appendix III

Main Clause

Week 1 you learned that a **main clause** contains a subject and a verb and expresses a complete thought.

MC
Main Clause

S V

[Dorinda's dress was expensive].

Every sentence must have a main clause.

S V S V

[Dorinda's dress was expensive], and [this frustrated her father].

Two main clauses can be placed in the same sentence if they are connected with a comma and a coordinating conjunction. **MC, cc MC**

Contains:
subject + verb
stands alone

Dependent Clause

A **dependent clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence but must have a main clause before or after it. In this book you will mark three types of dependent clauses.

DC dependent
clause

Who/Which Clause

w/w S V

[Dorinda's dress, (which she purchased online), was expensive].

Contains:
subject + verb
cannot stand alone

A **who/which clause** is a dependent clause that begins with *who* or *which*. It is an adjective clause because it follows the noun it describes. Use the pronoun *who* when referring to people, personified animals, and pets. Use the pronoun *which* when referring to things, animals, and places.

The subject of most *who/which* clauses is *who* or *which*, but sometimes the subject is another word in the clause.

When the first word of either a *who* or a *which* clause functions as an adjective, use *whose*. *Whose* is a possessive case pronoun, which functions as an adjective to show ownership.

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

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

Who/Which Clause

First Word:
who or which

Commas:
unless essential

Marking:
w/w

Weeks 3–6 contain only nonessential *who/which* clauses. They require commas.

Week 7 you will learn how to determine if a clause is essential or nonessential.

That Clause

that S V

[It frustrated the king] (that Dorinda purchased the dress).

A **that clause** is a dependent clause that begins with the word *that* and contains a subject and a verb. Because *that* clauses are essential to the sentence, they do not take commas.

That clauses do not take commas.

That Clause

Pattern:
that + subject + verb

First Word:
that

Commas:
none

Marking:
that

Adverb Clause

Pattern:
www word +
subject + verb

First Word:
www word

Commas:
after, not before

Marking:
AC

Adverb Clause

AC s v v
(Although Dorinda did not need another dress), [she

purchased this one] AC s v
(because it had real gold).

An **adverb clause** is a dependent clause that begins with a **www** word (a subordinating conjunction) and contains a subject and a verb.

The acronym *www.asia.b* reminds you of the eight most common **www** words. However, these are not the only words that begin an adverb clause. Other words can function as **www** words too.

Memorize It! when while where as since if although because
 after before until unless whenever whereas than

A **www** word must have a subject and verb after it to begin an adverb clause.

’ Use a comma after an adverb clause that comes before a main clause.
PATTERN AC, MC

✗ Do not use a comma before an adverb clause.
PATTERN MC AC

Mark It! and Fix It!

Recognizing the basic clause and phrase structures in a sentence will help you punctuate sentences properly. Label the subject-verb pairs to determine how many clauses are in each sentence. Focus on the word that begins the clause to determine if it is a dependent clause or a main clause. After you have identified each clause, check its placement in the sentence and follow the comma rules.

Mark It! Place parentheses around the dependent clause.

Write **v** above each verb and **s** above each subject.

Identify the dependent clause by looking at the first word of the clause.

Write **w/w** above the word *who*, *which*, or *whose*.

Write **that** above the word *that*.

Write **AC** above the **www** word.

Fix It! Insert or remove commas. Follow the comma rules.

 w/w s v
[King Morton, (whose castle was vast), had lost his crown].

 that s v v
[It frustrated the king], (that he had lost his crown).

 AC s v v
[The king was irritable], (since he had lost his crown).

Read It!

Mark It!

Fix It!

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

1 coordinating conjunction (cc)

1 indent

3 prepositional phrases

1 capital

1 [main clause]

5 commas

1 *who/which* clause (w/w)

1 end mark

1 adverb clause (AC)

3 subject-verb pairs (s v)

The princess who had earned a reputation for beauty considered herself quite **chic**, because she wore her hair, in a french twist, and had a beauty spot on her cheek

Rewrite It!

Read It!	Mark It!	Fix It!
1 vocabulary	1 coordinating conjunction (cc)	1 indent
	2 <u>prepositional phrases</u>	1 capital
	2 [main clauses]	2 commas
	1 <i>that</i> clause (that)	1 end mark
	3 subject-verb pairs (s v)	

Her beauty was flawed by her reputation for **fastidiousness**, and self-centeredness. King Morton hoped, that she would consider several young Suitors

Rewrite It! _____

Read It!	Mark It!	Fix It!
1 vocabulary	2 coordinating conjunctions (cc)	1 capital
	2 <u>prepositional phrases</u>	4 commas
	3 [main clauses]	1 end mark
	3 subject-verb pairs (s v)	

Dorinda refused them time after time yet they continued to **court** her. None were wealthy handsome or Titled enough, for her highness

Rewrite It! _____

Read It!	Mark It!	Fix It!
1 vocabulary	1 coordinating conjunction (cc)	3 commas
	1 <u>prepositional phrase</u>	1 end mark
	1 [main clause]	
	1 <i>who/which</i> clause (w/w)	
	1 adverb clause (AC)	
	3 subject-verb pairs (s v)	

King Morton whose patience was **dwindling** shook
his head in despair, and sighed deeply when his
daughter voiced her desires

Rewrite It! _____

