

# Fix It!<sup>TM</sup> Grammar

Robin Hood

TEACHER'S MANUAL

LEVEL 3

Pamela White

Fourth Edition, January 2022

Institute for Excellence in Writing, L.L.C.

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Fourth Edition, January 2022  
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ISBN 978-1-62341-362-0

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## Instructions

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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.


**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.

### 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**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

## 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](http://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	<b>Fix It! Grammar Cards for <i>Robin Hood</i> Level 3</b>
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																						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							21																	
Adjective			3	4							11																													
article adj	1																																							
possessive adj				3																		19																		
adj after linking verb				3																																				
coordinate adjectives																																							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																																							
Proper Adjective				3																																			

Punctuation	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

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									
<i>who/which</i> clause			3																											
<i>that</i> clause				4																										
noun of direct address					5																									
#2 prepositional opener						6																								
#3 -ly adverb opener							7																							
adverb clause								8																						
#5 clausal opener												12																		
comma splice													13																	
interjection															14															
quotations																15														
coordinate adjectives																										25				
cumulative adjectives																												26		
Quotation Marks																15														28
Apostrophes																														
contraction		2																												
possessive adj																														19

### Clauses

<i>Who/Which</i> Clause		3								10	11																		23	
<i>That</i> Clause			4							10																				
Adverb Clause								8		10	12																			20
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																												
#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	2 wrath challenged readily strolled	3 entertaining carefree sociably confronted	4 taunt champion exceptional retorted	5 offense composedly seethed capital	6 impulsively furious toppled tortured
7 accounts slain vowed lavish	8 sheltered displaced famished narrowly	9 greedy devastated fled peasants	10 declared plundered aid earnestly	11 corrupt courageous peril gurgling	12 romped restless directed signal
13 roamed spanned stout quicken	14 rudely confident riled asserted	15 bellowed lethal crimson sparring	16 countered gazed sturdy fashioned	17 towered rival crafted risk	18 goaded victor adept nimble
19 adversary parried leveled deftly	20 budgeted battled fatigue privately	21 delivered recovered inflamed counterattacked	22 ridiculous strutted wield echoed	23 rustled steadfast rugged pounced	24 struggled blameless introduced appoint
25 thrashing motley devoted bout	26 instructed paced quiver attentively	27 released impressive notched flawlessly	28 magnificent urged extended snickered	29 howled jubilant quipped guffaw	30 retraced festivity warmly trustworthy

Sample



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Sample

## 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.

### 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.

<sup>*n*</sup> Robin Hood and <sup>*pr*</sup> <sup>*n*</sup> his men lived in the forest. <sup>*ar*</sup> <sup>*n*</sup>

For more information about the parts of speech, see the glossary.

Noun Tests:

the \_\_\_\_\_

two \_\_\_\_\_

The noun the pronoun replaces is called the antecedent.

Week 3 students will learn that possessive pronouns like *his* and possessive nouns like *Robin's* function as adjectives.

Ask students to identify the nouns, article adjective, pronoun, and prepositional phrase and to explain how the prepositional phrase follows the pattern.

In what? **forest**  
*in the forest* starts with a preposition (in) and ends with a noun (forest). It has an article in between, but no verb.

## 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.

Students will be required to identify where passages should be indented Week 15. Until then, require students to copy the indentation correctly when they rewrite the passage.

**Read It!**

in the olden days of england, king richard **reigned** over the land

**Mark It!**

- 2 articles (ar)
- 4 nouns (n)
- 3 prepositional phrases

**Fix It!**

Day 1

- 4 capitals
- 1 end mark

**reigned**

ruled as king or queen

<sup>ar</sup>                      <sup>n</sup>                      <sup>n</sup>                      <sup>n</sup>  
in the olden days of england, king richard  
<sup>ar</sup>                      <sup>n</sup>  
**reigned** over the land.

Capitalization

**In** first word of the sentence

**England; King Richard** proper noun

In this sentence *King Richard* is a compound noun, forming a name for one individual. Because the compound noun forms a proper noun, both words are capitalized.

End Marks

Use a period at the end of a statement.

**Rewrite It!**

In the olden days of England, King Richard reigned over the land.

## Read It!

a **legendary** outlaw lived in sherwood forest in central england. his name was robin hood

## Mark It!

1 article (ar)  
5 nouns (n)  
1 pronoun (pr)  
2 prepositional phrases

## Fix It!

7 capitals  
1 end mark

Day 2

**legendary**

remarkable enough to be famous

*ar* *n* *n*  
a **legendary** outlaw lived in sherwood forest  
*n* *pr* *n* *n*  
in central england. his name was robin hood.

Capitalization

**A**; **His** first word of the sentence  
**Sherwood Forest**; **England**; **Robin Hood** proper noun

End Marks

Use a period at the end of a statement.

Pronoun

**His** replaces *outlaw's*  
Week 3 students will learn that a possessive pronoun like *his* is a pronoun that functions as an adjective.

**Rewrite It!** A legendary outlaw lived in Sherwood Forest in central England. His name was Robin Hood.

## Read It!

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

## Mark It!

3 articles (ar)  
4 nouns (n)  
2 pronouns (pr)  
3 prepositional phrases

## Fix It!

Day 3

2 capitals  
1 end mark

**rambled**

wandered without specific plan or direction

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

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>They</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>him</b> replaces <i>Robin</i> <b>They</b> replaces <i>Robin and men</i>

**Rewrite It!** Robin and the loyal men with him rambled through the countryside. They hunted in the deep forests.

**Read It!**

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

**Mark It!**

- 2 articles (ar)
- 5 nouns (n)
- 1 pronoun (pr)
- 3 prepositional phrases

**Fix It!**

Day 4

- 3 capitals
- 1 end mark

**experienced**

having expert skill or knowledge

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

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>In</b> first word of the sentence <b>England</b> proper noun
End Marks	Use a period at the end of a statement.
Pronoun	<b>he</b> replaces <i>Robin</i>

**Rewrite It!** 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.

*s*          *v*          *v*  
 Robin had practiced archery for many years.

*s*          *v*  
 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.

For more information about verbs, see page G-9.

Verb Test:

I \_\_\_\_ .

It \_\_\_\_ .

Some verbs function as either action or linking verbs.

He *smelled* (action) burned wood.

He *smelled* (linking) awful.

If you can substitute *is* for the verb, it is probably functioning as a linking verb.

For more information about subjects and s v pairs, see pages G-7, G-17.

Ask students to identify the subjects and verbs.

What is the verb?

**had practiced**

Who had practiced?

**Robin**

What is the verb? **were**

What were? **skills**

For more information about coordinating conjunctions, see page G-12.

## Conjunction

A conjunction connects words, phrases, or clauses.

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

### Memorize It!

F A N B O Y S  
for and nor but or yet 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**

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

**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.

cc

Robin was brave, but reckless.

o

cc

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.

Ask students to identify the coordinating conjunction and explain what it connects.

**But** connects two adjectives: *brave*, *reckless*. No comma is used. a and b

**And** connects three verbs: *chose*, *pulled*, *let*. Two commas are used. a, b, and c

For more information about contractions, see page G-28.

Ask students to identify what letter has been removed.

The apostrophe shows where the letter *o* has been removed from the phrase *should not*.

**Read It!**

why was robin hood an outlaw under the **wrath** of the law? its an interesting story for children and adults

**wrath**

strong anger; punishment as a result of anger

**Mark It!**

- 4 articles (ar)
- 7 nouns (n)
- 1 pronoun (pr)
- 1 coordinating conjunction (cc)
- 3 prepositional phrases
- 2 subject-verb pairs (s v)

**Fix It!**

Day 1

- 4 capitals
- 1 end mark
- 1 apostrophe

v
s
ar
n
ar

why was robin hood an outlaw under the

n
ar
n
pr
v
ar
n

wrath of the law? it's an interesting story for

n
cc
n

children and adults.

Capitalization	<b>Why; It's</b> first word of the sentence <b>Robin Hood</b> proper noun
End Marks	Use a period at the end of a statement.
Pronoun	<b>It</b> replaces <i>story</i>
S V Pairs	<b>Robin Hood was; It's</b> The contraction <i>it's</i> includes both a subject (it) and a verb (is).
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>children and adults</i>
Apostrophes	<i>It's</i> is a contraction. Use an apostrophe to show where letters have been removed.

**Rewrite It!**

Why was Robin Hood an outlaw under the wrath of the law?  
It's an interesting story for children and adults.

**Read It!**

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

**challenged**

called to a contest of skill or strength

**Mark It!**

- 4 articles (ar)
- 5 nouns (n)
- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 1 subject-verb pair (s v)

**Fix It!**

Day 2

- 2 capitals
- 1 comma
- 1 end mark

*ar*
*s*  
*n*
*n*
*v*
*v*
*ar*
  
the sheriff of nottingham had **challenged** the local
   
*n*
*ar*
*n*
*cc*
*v*
*ar*
*n*
  
 archers to a shooting match, and even offered a prize.

Capitalization	<b>The</b> first word of the sentence <b>Nottingham</b> proper noun
End Marks	Use a period at the end of a statement.
S V Pairs	<b>sheriff had challenged, offered</b> <i>Shooting</i> functions as an adjective that describes <i>match</i> . A word that ends in -ing functions as a verb only if it follows a helping verb. (See Week 3 Day 3.)
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>challenged</i> and <i>offered</i>

**Rewrite It!** The sheriff of Nottingham had challenged the local archers to a shooting match and even offered a prize.

**Read It!**

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

**readily**  
quickly; easily

**Mark It!**

- 1 article (ar)
- 4 nouns (n)
- 3 pronouns (pr)
- 1 coordinating conjunction (cc)
- 2 subject-verb pairs (s v)

**Fix It!**

Day 3

- 2 capitals
- 2 commas
- 1 end mark

s  
n
v
s  
pr
v
ar  
 robin was just eighteen. he **readily** accepted the  
n
v
pr
n
cc
v
pr
n  
 challenge, grabbed his bow, and left his hometown.

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>Robin</i> <b>his; his</b> replace <i>Robin's</i> Week 3 students will learn that a possessive pronoun like <i>his</i> is a pronoun that functions as an adjective.
SV Pairs	<b>Robin was; He accepted, grabbed, left</b>
Commas	Use commas to separate three or more items in a series connected with a coordinating conjunction. <b>PATTERN a, b, and c</b> <i>accepted, grabbed, and left</i>

**Rewrite It!** Robin was just eighteen. He readily accepted the challenge, grabbed his bow, and left his hometown.

Read It!	Mark It!	Fix It!
<p>robin <b>strolled</b> merrily. the trip shouldnt take him more than two, or three days</p> <p><b>strolled</b> walked casually</p>	<p>1 article (ar) 3 nouns (n) 1 pronoun (pr) 1 coordinating conjunction (cc) 2 subject-verb pairs (s v)</p>	<p>2 capitals 1 comma 1 end mark 1 apostrophe</p>

s  
n
v
ar
s  
n
v
v
  
pr
cc
n

robin **strolled** merrily. the trip shouldn't take him more than two, or three days.

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>The</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>him</b> replaces <i>Robin</i>
S V Pairs	<b>Robin strolled; trip should take</b> The contraction <i>shouldn't</i> includes both a helping verb (should) and an adverb (not).
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>two or three</i>
Apostrophes	<i>Shouldn't</i> is a contraction. Use an apostrophe to show where letters have been removed.

**Rewrite It!** Robin strolled merrily. The trip shouldn't take him more than two or three days.

## 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.

Robin strolled through the *adj* quiet woods with *adj* his bow.  
*adj* Robin's skill in archery was famous. *adj*

### 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.

For more information about adjectives, see page G-14.

Adjective Test:  
the \_\_\_ pen

Students will continue to write **ar** above article adjectives.

Ask students to find nouns (or pronouns) and then ask questions to identify adjectives.

What kind of woods?  
**quiet**

Whose bow? **his**  
A possessive pronoun like *his* is a pronoun functioning as an adjective in order to show ownership.

Whose skill? **Robin's**  
A possessive noun like *Robin's* is a noun functioning as an adjective in order to show ownership.

What kind of skill?  
**famous**  
The adjective *famous* follows the linking verb and describes the subject.

For more information about *who/which* clauses, see page G-39.

Ask students to identify the subject and verb in the *who/which* clause and to identify the noun that the clause describes.

What is the verb? **hoped**

Who hoped? **he**  
The relative pronoun *which* replaces the noun *contest*.

**which he hoped to win** describes *contest*.  
Commas are used because the *which* clause is nonessential.

What is the verb? **worked**

Who worked? **who**  
The relative pronoun *who* replaces the noun *men*.

**who worked for the king** describes *men*.  
Commas are not used because the *who* clause is essential to the meaning of the sentence by telling which men could not be trusted.

At this level, help students understand why some *who/which* clauses have commas and some do not.

Require students to copy the commas correctly when they rewrite the passage.

## 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 eyed 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).  
S V  
w/w

The men (who worked for the king) could not be trusted.  
S V  
w/w

## 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!
<p>robin whistled, and thought about the contest, which would be <b>entertaining</b>. he wasn't worried about the other archers</p> <p><b>entertaining</b> amusing; giving pleasure</p>	<p>2 articles (ar) 3 nouns (n) 1 pronoun (pr) 3 adjectives (adj) 1 coordinating conjunction (cc) 2 <u>prepositional phrases</u> 1 <u>who/which</u> clause (w/w) 3 subject-verb pairs (s v)</p>	<p>2 capitals 1 comma 1 end mark 1 apostrophe</p>

s
v
v
cc
ar
n
w/w
s  
robin whistled, and thought about the contest, (which  
v
v
adj
s
pr
v
adj
ar  
 would be **entertaining**). he wasn't worried about the  
adj
n  
other archers.

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>Robin</i>
Adjective	What kind of which (contest)? <b>entertaining</b> The adjective follows the linking verb and describes the subject. What kind of he (Robin)? <b>worried</b> The adjective follows the linking verb and describes the subject. Which archers? <b>other</b>
W/W Clause	<b>which would be entertaining</b> The <i>which</i> clause describes <i>contest</i> , the noun it follows.
S V Pairs	<b>Robin whistled, thought; which would be; He was</b>
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b whistled and thought</b>
Apostrophes	<i>Wasn't</i> is a contraction. Use an apostrophe to show where letters have been removed.

**Rewrite It!** Robin whistled and thought about the contest, which would be entertaining.  
He wasn't worried about the other archers.

Read It!	Mark It!	Fix It!	Day 2
<p>the day seemed pleasant and <b>carefree</b>. however, robin's mood would soon change</p> <p><b>carefree</b> without worry</p>	<p>1 article (ar) 2 nouns (n) 3 adjectives (adj) 1 coordinating conjunction (cc) 2 subject-verb pairs (s v)</p>	<p>3 capitals 1 end mark</p>	

<sup>ar</sup> <sup>s</sup> <sup>n</sup> <sup>v</sup> <sup>adj</sup> <sup>cc</sup> <sup>adj</sup>  
 the day seemed pleasant and **carefree**. however,  
<sup>adj</sup> <sup>s</sup> <sup>n</sup> <sup>v</sup> <sup>v</sup>  
 robin's mood would soon change.

Capitalization	<b>The; However</b> first word of the sentence <b>Robin's</b> proper adjective
End Marks	Use a period at the end of a statement.
Adjective	What kind of day? <b>pleasant</b> and <b>carefree</b> The adjectives follow the linking verb and describe the subject. Whose mood? <b>Robin's</b>
S V Pairs	<b>day seemed; mood would change</b>
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>pleasant and carefree</i>

**Rewrite It!** The day seemed pleasant and carefree. However, Robin's mood would soon change.

**Read It!**

robin met fifteen foresters who worked for the king. they were sitting beneath a huge oak, and were feasting **sociably**

**sociably**

in a friendly, agreeable way

**Mark It!**

- 2 articles (ar)
- 4 nouns (n)
- 1 pronoun (pr)
- 2 adjectives (adj)
- 1 coordinating conjunctions (cc)
- 2 prepositional phrases
- 1 *who/which* clause (w/w)
- 3 subject-verb pairs (s v)

**Fix It!**

- 2 capitals
- 1 end mark
- 1 comma

<sup>s</sup>  
<sup>n</sup> robin met <sup>v</sup> fifteen <sup>adj</sup> foresters (<sup>n</sup> who <sup>w/w</sup> worked <sup>s</sup> for the king). <sup>v</sup> they were <sup>v</sup> sitting <sup>ar</sup> beneath <sup>adj</sup> a <sup>n</sup> huge oak, <sup>cc</sup> and were <sup>v</sup> feasting **sociably**.

Capitalization	<b>Robin</b> proper noun; first word of the sentence <b>They</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>They</b> replaces <i>foresters</i>
Adjective	How many foresters? <b>fifteen</b> What kind of oak? <b>huge</b>
W/W Clause	<b>who worked for the king</b> The <i>who</i> clause describes <i>foresters</i> , the noun it follows.
S V Pairs	<b>Robin met; who worked; They were sitting, were feasting</b> In this sentence <i>sitting</i> and <i>feasting</i> function as verbs because they follow the helping verb <i>were</i> . A word that ends in -ing functions as a verb only if it follows a helping verb.
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>were sitting</i> and <i>were feasting</i>

**Rewrite It!** Robin met fifteen foresters who worked for the king. They were sitting beneath a huge oak and were feasting sociably.

**Read It!**

a man who had a scar on his face **confronted** robin.  
he called robin's bow and arrows cheap, and shoddy

**confronted**  
faced boldly and critically

**Mark It!**

- 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)
- 3 subject-verb pairs (s v)

**Fix It!**

Day 4

- 4 capitals
- 1 comma
- 1 end mark

ar    <sup>s</sup>    <sup>s</sup>    <sup>v</sup>    ar    n    adj    n    <sup>v</sup>    n  
 a man (who had a scar on his face) confronted robin.  
 s    v    adj    n    cc    n    adj    cc    adj  
 pr    he called robin's bow and arrows cheap, and shoddy.

Capitalization	<b>A; He</b> first word of the sentence <b>Robin</b> proper noun <b>Robin's</b> proper adjective
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>man</i>
Adjective	Whose face? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective. Whose bow and arrows? <b>Robin's</b> What kind of bow and arrows? <b>cheap</b> and <b>shoddy</b>
W/W Clause	<b>who had a scar on his face</b> The <i>who</i> clause describes <i>man</i> , the noun it follows.
SV Pairs	<b>man confronted; who had; He called</b>
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> bows and arrows <b>PATTERN a and b</b> cheap and shoddy

**Rewrite It!** A man who had a scar on his face confronted Robin. He called Robin's bow and arrows cheap and shoddy.

## Learn It!

### Adverb Clause

An **adverb clause** is a group of words that begins with a *www* word and contains a subject and a verb. An adverb clause is a dependent clause, which means it must be added to a sentence that is already complete.

Week 8 you learned that an adverb clause begins with a *www* word. A *www* word is called a subordinating conjunction. The acronym *www.asia.b* reminds us of the eight most common subordinating conjunctions.

**Memorize It!**      **when while where as since if although because**

These are not the only words that begin an adverb clause. Other words can function as *www* words too.

**Memorize It!**      **after before until unless whenever whereas than**

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

**Mark It!**      Place parentheses around the adverb clause and write **AC** above the *www* word. Write **v** above each verb and **s** above each subject.

**AC**
**s**
**v**

The stranger would cross (unless Robin stopped him).

### Adverb Clause or Prepositional Phrase

These words usually begin adverb clauses.

when	while	where	<b>as</b>	<b>since</b>	if	although	<b>because</b>
<b>after</b>	<b>before</b>	<b>until</b>	unless	whenever	whereas	than	

These words usually begin prepositional phrases.

aboard	around	between	in	opposite	toward
about	<b>as</b>	beyond	inside	out	under
above	at	by	instead of	outside	underneath
according to	<b>because of</b>	concerning	into	over	unlike
across	<b>before</b>	despite	like	past	<b>until</b>
<b>after</b>	behind	down	minus	regarding	unto
against	below	during	near	<b>since</b>	up, upon
along	beneath	except	of	through	with
amid	beside	for	off	throughout	within
among	besides	from	on, onto	to	without

The words *after*, *as*, *because*, *before*, *since* and *until* appear on both lists. When you mark the sentences, consider the patterns.

Adverb Clause: (Before they met), Robin won every fight.

*Before they met* is an adverb clause.

**PATTERN *www* word (Before) + subject (they) + verb (met)**

Prepositional Phrase: Before the fight Robin was undefeated.

*Before the fight* is a prepositional phrase.

**PATTERN preposition (Before) + noun (fight) (no verb)**

For more information about *www* words, see page G-13.

Ask students to identify the subject and verb in the adverb clause.

What is the verb?  
**stopped**

Who stopped?  
**Robin**

**Read It!**

after an hour neither had **budged** an inch, both stood where they had begun

**budged**  
moved even slightly

**Mark It!**

- 2 articles (ar)
- 2 nouns (n)
- 3 pronouns (pr)
- 1 prepositional phrase
- 1 adverb clause (AC)
- 2 [main clauses]
- 3 subject-verb pairs (s v)
- 2 openers

**Fix It!**

Day 1

- 1 indent
- 1 comma
- 2 capitals
- 2 end marks

② prepositional  
 ar n s pr v v ar n  
 after an hour [neither had budged an inch],. [both  
 stood] (where they had begun).  
 v AC s pr v v  
 ① subject  
 s pr

Indentation	new time
Capitalization	<b>After; Both</b> first word of the sentence
End Marks	This passage contains 2 end marks. There are 2 main clauses. Use a period at the end of a statement.
SV Pairs	MC <b>neither had budged</b> MC <b>Both stood</b> AC <b>where they had begun</b>
Commas	Do not use a comma to connect two main clauses. MC, MC (comma splice) is always wrong.

**Rewrite It!**

After an hour neither had budged an inch. Both stood where they had begun.

Read It!	Mark It!	Fix It!
as they <b>battled</b> both men gave, and received many blows until cuts and bruises covered there bodies. each had aching muscles to	6 nouns (n) 2 pronouns (pr) 4 adjectives (adj) 1 adverb (adv) 2 coordinating conjunctions (cc) 2 adverb clauses (AC) 2 [main clauses] 4 subject-verb pairs (s v) 2 openers	2 capitals 2 commas 1 end mark 2 homophones
<b>battled</b> fought		

⑤ clausal

AC pr v adj s n v cc v

(as they **battled**), [both men gave, and received

adj n AC s n cc s n v adj

many blows] (until cuts and bruises covered there

n s<sup>vss</sup> pr v adj n adv

bodies). [each had aching muscles to].

Capitalization	<b>As; Each</b> first word of the sentence
End Marks	This passage contains 2 end marks. There are 2 main clauses. Use a period at the end of a statement.
Adjective	Which men? <b>both</b> How many blows? <b>many</b> Whose bodies? <b>their</b> The possessive pronoun <i>their</i> functions as an adjective. What kind of muscles? <b>aching</b>
Adverb	<b>too</b> functions as an adverb
SV Pairs	AC As <b>they battled</b> MC <b>men gave, received</b> AC until <b>cuts, bruises covered</b> MC <b>Each had</b>
Commas	Use a comma after an adverb clause. <b>PATTERN AC, MC</b> Do not use a comma to separate two verbs connected with a coordinating conjunction if the verbs have the same subject. <b>PATTERN MC cc 2nd verb</b> <i>men gave</i> and <i>received</i> Do not put a comma in front of an adverb clause. <b>PATTERN MC AC</b> Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>cuts</i> and <i>bruises</i>
Homophones	Use <b>their</b> , the possessive pronoun Use <b>too</b> , which means also in this sentence.

**Rewrite It!** As they battled, both men gave and received many blows until cuts and bruises covered their bodies. Each had aching muscles too.

**Read It!** **Mark It!** **Fix It!** Day 3

despite **fatigue** neither considered quitting, or seemed likely to tumble off the bridge

**fatigue**  
weariness from bodily or mental effort

- 1 article (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 1 adverb (adv)
- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 1 [main clause]
- 1 subject-verb pair (s v)
- 1 opener

② prepositional

despite <sup>n</sup> **fatigue** [<sup>s</sup> <sup>pr</sup> neither considered quitting, <sup>v</sup> or <sup>n</sup> <sup>cc</sup> seemed likely to tumble <sup>v</sup> <sup>adv</sup> off the <sup>ar</sup> <sup>n</sup> bridge].

Capitalization	<b>Despite</b> first word of the sentence
End Marks	This passage contains 1 end mark. There is 1 main clause. Use a period at the end of a statement.
Noun	<i>Quitting</i> functions as a noun. <i>Quitting</i> is the thing that neither considered. A word that ends in -ing functions as a verb only if it follows a helping verb. (See Week 13 Day 3.)
Adverb	Seemed to tumble how? <b>likely</b>
SV Pairs	MC <b>neither considered, seemed</b>
Note	<i>To tumble</i> is an infinitive. It does not function as a verb.
Commas	Do not use a comma to separate two verbs connected with a coordinating conjunction if the verbs have the same subject. <b>PATTERN MC cc 2nd verb</b> <i>neither considered</i> or <i>seemed</i>
Note	Because <i>neither</i> is a subject, the conjunction <i>or</i> is correct. If <i>neither</i> were used as a conjunction ( <i>neither</i> Robin nor the stranger), then <i>nor</i> would be required.

**Rewrite It!** Despite fatigue neither considered quitting or seemed likely to tumble off the bridge.



Read It!	Mark It!	Fix It!
as the 2 men rested each man <b>privately</b> believed that he had never met a more skillful opponent	2 articles (ar) 3 nouns (n) 1 pronoun (pr) 3 adjectives (adj) 3 adverbs (adv) 1 <i>that</i> clause (that) 1 adverb clause (AC) 1 [main clause] 3 subject-verb pairs (s v) 1 opener	1 capital 1 comma 1 end mark 1 number
<b>privately</b> secretly		

⑤ clausal

AC ar two s v adj n adv  
 (as the 2 men rested), [each man privately  
 v that s v adv v ar adv adj  
 believed] (that he had never met a more skillful  
 n  
 opponent).

Capitalization	<b>As</b> first word of the sentence
End Marks	This passage contains 1 end mark. There is 1 main clause. Use a period at the end of a statement.
Adjective	How many men? <b>two</b> Which man? <b>each</b> What kind of opponent? <b>skillful</b>
Adverb	Believed how? <b>privately</b> Had met when? <b>never</b> Skillful to what extent? <b>more</b>
SV Pairs	AC As <b>men rested</b> MC <b>man believed</b> that <b>that he had met</b>
Commas	Use a comma after an adverb clause. <b>PATTERN AC, MC</b>

**Rewrite It!** As the two men rested, each man privately believed that he had never met a more skillful opponent.

# Fix It! Grammar

Glossary

FOURTH EDITION

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