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.
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.

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

| Category                  | 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 |
|---------------------------|----|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Noun                      |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Pronoun                   |    | 12| 13|   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Preposition               | 1  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Verb                      | 5  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Conjunction               |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| coordinating conjunction  | 2  |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| subordinating conjunction |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Adjective                 |    | 6 | 15|   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Adverb                    |    | 15|   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Interjection              |    | 7 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

### Capitalization

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

### Punctuation

| Category                  | 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                 | 1  | 5 | 10|   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| quote                     |    | 5 | 10|   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| interjection              |    | 7 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| attribution               |    | 10|   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comma                     |    |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 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 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                |   |   |   |   |   |   |   |   |   | comma splice | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                |   |   |   |   |   |   |   |   |   | contrasting items | 21 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                |   |   |   |   |   |   |   |   |   | Apostrophe | 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                |   |   |   |   |   |   |   |   |   | Quotation Marks | 11 | 10 | 17 | 22 | 27 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                |   |   |   |   |   |   |   |   |   | Semicolon | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| **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 | 15 | 16 | 17 | 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 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
## Run-On

<table>
<thead>
<tr>
<th></th>
<th>Fix</th>
<th>Stylistic Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fused Sentence</td>
<td>Strong Verb</td>
</tr>
<tr>
<td></td>
<td>Comma Splice</td>
<td>Quality Adjective</td>
</tr>
<tr>
<td></td>
<td>Fix</td>
<td>Who/Which Clause</td>
</tr>
<tr>
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<td>semicolon</td>
<td>-ly Adverb</td>
</tr>
<tr>
<td></td>
<td>comma + cc</td>
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</tr>
<tr>
<td></td>
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<td>#1 Subject Opener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#2 Prepositional Opener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#3 -ly Adverb Opener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#4 -ing Opener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#5 Clausal Opener</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#6 Vss Opener</td>
</tr>
</tbody>
</table>

## Vocabulary

<table>
<thead>
<tr>
<th></th>
<th>decorous</th>
<th>compassion</th>
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<th>deviation</th>
<th>obstinate</th>
<th>courtiers</th>
<th>roe</th>
<th>repulsed</th>
<th>fastidiousness</th>
<th>court</th>
<th>dwindling</th>
<th>tractable</th>
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<th>resemble</th>
<th>minuscule</th>
<th>conservatory</th>
<th>eyeing</th>
<th>roaming</th>
<th>stately</th>
<th>regrettable</th>
<th>inconsolable</th>
<th>benefactor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>honored</td>
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<td>inquisitiveness</td>
<td>stipulation</td>
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<td>salvage</td>
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<td>wheezed</td>
<td>sumptuously</td>
<td>hastened</td>
<td>hospitably</td>
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<td>deficiencies</td>
<td>despicable</td>
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<td>whined</td>
<td>integrity</td>
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<td>unceremoniously</td>
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</tr>
<tr>
<td>13</td>
<td>daunting</td>
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<td>humility</td>
<td>hated</td>
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<td>convalescence</td>
<td>sullen</td>
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<td>imperial</td>
<td>marveled</td>
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</tr>
<tr>
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<td>ignobly</td>
<td>futilely</td>
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<td>brimming</td>
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<td>brandished</td>
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<td>gallant</td>
<td>mourned</td>
<td>bona fide</td>
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<td>testily</td>
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<td>pattered</td>
<td>luster</td>
<td>commiserate</td>
<td>humane</td>
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<td>demeanor</td>
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<tr>
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<td>precise</td>
<td>mute</td>
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<td>credible</td>
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<td>noxious</td>
<td>agitated</td>
<td>parched</td>
<td>detect</td>
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<td>insubordination</td>
<td>grievingly</td>
<td>laborious</td>
<td>arrogant</td>
<td>contritely</td>
<td>coveted</td>
<td>entrusting</td>
<td>poignantly</td>
<td>abhorrent</td>
</tr>
</tbody>
</table>
## Contents

### Weekly Lessons

<table>
<thead>
<tr>
<th>Week</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
</tr>
<tr>
<td>Week 2</td>
<td>7</td>
</tr>
<tr>
<td>Week 3</td>
<td>13</td>
</tr>
<tr>
<td>Week 4</td>
<td>19</td>
</tr>
<tr>
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<td>25</td>
</tr>
<tr>
<td>Week 6</td>
<td>31</td>
</tr>
<tr>
<td>Week 7</td>
<td>37</td>
</tr>
<tr>
<td>Week 8</td>
<td>43</td>
</tr>
<tr>
<td>Week 9</td>
<td>49</td>
</tr>
<tr>
<td>Week 10</td>
<td>55</td>
</tr>
<tr>
<td>Week 11</td>
<td>61</td>
</tr>
<tr>
<td>Week 12</td>
<td>67</td>
</tr>
<tr>
<td>Week 13</td>
<td>73</td>
</tr>
<tr>
<td>Week 14</td>
<td>79</td>
</tr>
<tr>
<td>Week 15</td>
<td>85</td>
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<tr>
<td>Week 16</td>
<td>91</td>
</tr>
<tr>
<td>Week 17</td>
<td>97</td>
</tr>
<tr>
<td>Week 18</td>
<td>103</td>
</tr>
<tr>
<td>Week 19</td>
<td>109</td>
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<tr>
<td>Week 20</td>
<td>115</td>
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<td>121</td>
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<td>133</td>
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<td>151</td>
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<td>Week 27</td>
<td>157</td>
</tr>
<tr>
<td>Week 28</td>
<td>163</td>
</tr>
<tr>
<td>Week 29</td>
<td>169</td>
</tr>
<tr>
<td>Week 30</td>
<td>175</td>
</tr>
</tbody>
</table>

### 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

#### Appendix IV: Grammar Glossary
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.

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.

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.

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].

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.
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.

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.

**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.

- In a charming ancient **castle**, [King Morton lived *with his daughters*].
- [They dined, *with him*].

Do not include the opener in the main clause square brackets.
**Students complete the passage in this order: Read It! Mark It! Fix It!**

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.

**decorous**
dignified in conduct and manners

```
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].
```

This is the only week that an explanation about capitalization is provided.

<table>
<thead>
<tr>
<th>Indentation</th>
<th>new topic</th>
</tr>
</thead>
</table>
| Capitalization | **kingdom; king** lowercase, common noun  
**Alps; Middle Ages** uppercase, proper noun  
*Middle Ages* is a compound noun. Because the compound noun forms a proper noun, both words are capitalized. |
| Prep Phrase | Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of past? **recent** What kind of kingdom? **obscure** |
| Note | After marking a prepositional phrase, mentally remove it. Neither subjects nor verbs are found inside a prepositional phrase. Week 15 students will learn that a prepositional phrase functions as either an adjective or an adverb. |
| S V Pairs | **king reigned** When a prepositional phrase opens (begins) a sentence, do not include the phrase in the main clause square brackets. Week 4 students will begin marking this as a #2 prepositional opener. |
| Commas | Do not use a comma in front of a prepositional phrase. If two or more prepositional phrases open a sentence, follow the last phrase with a comma. |

**Rewrite It!**

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.
**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.**

<table>
<thead>
<tr>
<th>Capitalization</th>
<th><strong>throne, father, father</strong> lowercase, common noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Phrase</td>
<td><em>From his father and like his father</em> begin with a preposition and end with a noun, the object of the preposition. The word <em>his</em> is a possessive pronoun that functions as an adjective. Whose father? <em>his</em></td>
</tr>
<tr>
<td>Ask Students</td>
<td><em>In the first sentence, why is the word <em>before</em> not a preposition? A preposition begins a prepositional phrase. PATTERN preposition + noun (no verb) Before is an adverb, not a preposition.</em></td>
</tr>
<tr>
<td>S V Pairs</td>
<td><strong>King Morton had inherited</strong>  <strong>King Morton ruled, showed</strong></td>
</tr>
<tr>
<td>Commas</td>
<td>Do not use a comma in front of a prepositional phrase. Do not use a comma if a prepositional opener has fewer than five words.</td>
</tr>
</tbody>
</table>

**Rewrite It!** 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.
Read It!

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.

Mark It!

3 prepositional phrases
3 [main clauses]
3 subject-verb pairs (s v)
4 capitals
1 comma
1 end mark

Fix It!

Rewrite It!

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.
Read It!

Everyone in the land admired his **devotion**, to his girls.

his younger daughter, however, frustrated him greatly

Mark It!

2 prepositional phrases
2 [main clauses]
2 subject-verb pairs (s v)

Fix It!

1 capital
1 comma
1 end mark

**devotion**
a feeling of strong love or loyalty

Rewrite It!

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

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

\[
\text{And connects three nouns: King Morton, Princess Dorinda, and Princess Maribella.}
\]

Use commas to separate three or more items in a series.

\[
\text{PATTERN a, b, and c}
\]

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

\[
\text{And connects two prepositional phrases: with his daughters and with the staff.}
\]

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

\[
\text{PATTERN a and b}
\]

Dorinda raced through the gardens, and Maribella collected daisies.

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

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

\[
\text{PATTERN MC, cc MC}
\]

Compare the last sentence to this sentence:

Dorinda raced through the gardens and collected daisies.

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

Do not use a comma before a cc when it connects two verbs.

\[
\text{PATTERN MC cc 2nd verb}
\]

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.

\[
\text{cc}
\]

Dorinda was lovely, but spoiled.

\[
\text{cc}
\]

Maribella sketched the flowers, and Dorinda bounced a ball.

\[
\text{cc}
\]

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

\[
\text{cc}
\]

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

\[
\text{And connects three verbs: ran, smelled, picked. Use two commas. a, b, and c}
\]

But connects two adjectives: lovely, spoiled. Do not use a comma. a and b

\[
\text{And connects two main clauses: Maribella sketched, and Dorinda bounced. Use a comma. MC, cc MC}
\]

Yet connects two verbs: groaned, loved. Do not use a comma. MC cc 2nd verb

FANBOYS

\[
\text{for, and, nor, but, or, yet, so}
\]
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.

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

The sisters argued then they reunited.

- The sisters argued, but then they reunited.

Mud splattered her dress and was ruined.

- Mud splattered her dress. The dress was ruined. OR
  - Mud splattered her dress, and the dress was ruined.

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

- Dorinda teased Maribella, but Maribella laughed. The sisters argued, yet they hugged each other in the end.
Princess Dorinda had been an **obstinate** child, from toddlerhood. As a child, she often escaped from the nursery, and found mischief.

**obstinate**
stubborn; having an unyielding attitude

This is the last week that a detailed explanation about prepositional phrases is provided.

<table>
<thead>
<tr>
<th>Indentation</th>
<th>new topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Phrase</td>
<td>Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. Remind students to mentally remove prepositional phrases when looking for subjects and verbs. Neither subjects nor verbs are found inside a prepositional phrase.</td>
</tr>
<tr>
<td>Conjunction</td>
<td><strong>and</strong> connects two verbs: escaped and found A subject and verb (she escaped) come before the cc, but only a verb (found) comes after the cc. A comma is not used. <strong>MC cc 2nd verb</strong></td>
</tr>
<tr>
<td>Ask Students</td>
<td>Why does <strong>not</strong> connect nursery and found? A coordinating conjunction (cc) connects items that are grammatically the same. Nursery is a noun; found is a verb.</td>
</tr>
<tr>
<td>S V Pairs</td>
<td><strong>Princess Dorinda had been</strong> MC she escaped, found</td>
</tr>
<tr>
<td>Commas</td>
<td>Do not use a comma in front of a prepositional phrase. Do not use a comma if a prepositional opener has fewer than five words. Do not use a comma before a cc when it connects two verbs. <strong>PATTERN MC cc 2nd verb</strong></td>
</tr>
</tbody>
</table>

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

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

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

Rewrite It!

She once stole into the throne room, swung on the chandeliers, and landed at the feet of the scandalized courtiers.

---

Prep Phrase: Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of room? throne What kind of courtiers? scandalized

Conjunction: and connects three verbs: stole, swung, and landed a, b, and c

Ask Students: Why does and not connect chandeliers and landed?

A coordinating conjunction (cc) connects items that are grammatically the same. Chandeliers is a noun; landed is a verb.

S V Pairs MC: She stole, swung, landed

Commas: Use commas to separate three or more items in a series connected with a cc. Pattern a, b, and c

Because the prepositional phrases modify the verbs they follow, place the commas at the end of the prepositional phrases.

Do not use a comma in front of a prepositional phrase.
On another occasion, she upset the prestigious new chef, and her staff. They were experimenting, with Sturgeon roe ice cream.

**capitalization**
- **sturgeon**: lowercase, common noun. Do not capitalize the common name of animals and plants. Just as you do not capitalize *goldfish*, *tuna*, or *shark*, do not capitalize *sturgeon*.

**prepositional phrase**
- Both prepositional phrases begin with a preposition and end with a noun, the object of the preposition. The words between the preposition and its object are adjectives that describe the noun.
- *Which occasion? another What kind of ice cream? sturgeon roe*

**conjunction**
- **and** connects two nouns: *chef* and *staff a and b*

**subject-verb pairs**
- MC *she upset*
- MC *They were experimenting*

**note**
- A word that ends in -ing functions as a verb only if it follows a helping verb. In the second sentence *experimenting* functions as a verb because it follows the helping verb *were*.

**commas**
- Do not use a comma if a prepositional opener has fewer than five words.
- Do not use a comma to separate two items connected with a cc. **pattern a and b**
- Do not use a comma in front of a prepositional phrase.

**rewrite it**
- On another occasion she upset the prestigious new chef and her staff. They were experimenting with sturgeon roe ice cream.
**Read It!**

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.

**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

**Rewrite It!**

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.

---

**Prep Phrase**

Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of eggs? salty fish

**Conjunction**

**and** connects two verbs: sneaked and expected A subject and verb (Dorinda sneaked) come before the cc, but only a verb (expected) comes after the cc. A comma is not used. MC cc 2nd verb

**but** connects two main clauses. A subject and verb pair (Dorinda sneaked, expected) comes before the cc, and a subject and verb pair (taste surprised, repulsed) comes after the cc. A comma is required. MC, cc MC

**and** connects two verbs: surprised and repulsed A subject and verb (taste surprised) come before the cc, but only a verb (repulsed) comes after the cc. A comma is not used. MC cc 2nd verb

**S V Pairs**

MC Dorinda sneaked, expected
MC taste surprised, repulsed

**Commas**

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

Use a comma to separate main clauses connected with a cc. PATTERN MC, cc MC

Use a comma if two + prepositional phrases open a sentence. PATTERN MC, cc MC

**Note**

Although instead of bits of chocolate initially appears to be a mid-sentence prepositional phrase, after analyzing the sentence, it is clear that instead of bits of chocolate comes before the main clause that it modifies. Do not include instead of bits of chocolate in the main clause square brackets. Punctuate it as if it were a prepositional opener.

---

**Week 2**

**Day 4**

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Learn It!

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

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

[Dorinda’s dress was expensive]. Every sentence must have a main clause.

[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

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.

Who/Which Clause
[Dorinda’s dress, (which she purchased online), was expensive].

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).

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
[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.
Adverb Clause

(Although Dorinda did not need another dress), [she purchased this one] (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.

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

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

[The king was irritable], (since he had lost his crown).
Students complete the passage in this order: Read It! Mark It! Fix It!

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.

**chic**
attractive and fashionable; stylish

- 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**.

<table>
<thead>
<tr>
<th>Indentation</th>
<th>new topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization</td>
<td>French uppercase, proper adjective</td>
</tr>
<tr>
<td>Prep Phrase</td>
<td>For beauty is a prepositional phrase. In this sentence for functions as a preposition. PATTERN preposition + noun (no verb)</td>
</tr>
<tr>
<td>Conjunction</td>
<td>and connects two verbs: wore and had A subject and verb (she wore) come before the cc, but only a verb (had) comes after the cc. A comma is not used. MC cc 2nd verb</td>
</tr>
<tr>
<td>S V Pairs</td>
<td>MC princess considered w/w who had earned AC because she wore, had</td>
</tr>
<tr>
<td>Ask Students</td>
<td>How do you know because she wore her hair in a French twist and had a beauty spot on her cheek is an adverb clause? The word group begins with because and includes a subject + verb.</td>
</tr>
<tr>
<td>Commas</td>
<td>Place commas around a nonessential who/which clause. Do not put a comma in front of an adverb clause. PATTERN MC AC Do not put a comma in front of a prepositional phrase. Do not use a comma before a cc when it connects two verbs. PATTERN MC cc 2nd verb</td>
</tr>
</tbody>
</table>

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

fastidiousness
excessively particular, critical, or demanding

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

King Morton hoped, that she would consider several young suitors.

Rewrite It! Her beauty was flawed by her reputation for fastidiousness and self-centeredness. King Morton hoped that she would consider several young suitors.

Ask Students
How do you know that she would consider consider several young suitors is a that clause?
The word group begins with that and includes a subject + verb.

Commas
Do not use a comma to separate two items connected with a cc. PATTERN a and b
Do not put a comma in front of a that clause.

Note
Compound words can be spelled as one word, one hyphenated word, or two words. If in doubt, consult a dictionary. self-centeredness
**Read It!**

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

**Mark It!**

2 coordinating conjunctions (cc)  
2 prepositional phrases  
3 [main clauses]  
3 subject-verb pairs (s v)

**Fix It!**

1 capital  
4 commas  
1 end mark

---

**Conjunction**

**yet** connects two main clauses. A subject and verb pair (Dorinda refused) comes before the cc, and a subject and verb pair (they continued) comes after the cc. A comma is required. MC, cc MC  
**or** connects three adjectives: wealthy, handsome, or Titled a, b, and c

**S V Pairs**

MC Dorinda refused  
MC they continued

**Ask Students**

How do you know **they continued to court her** is a main clause?  
The word group includes a subject + verb and expresses a complete thought.  
It does not begin with a word that starts a dependent clause (who, which, that, www word).

MC **None were**

**Note**

The phrase **to court** does not follow the **PATTERN** preposition + noun. When **to** is followed by a verb, it is called an infinitive. Do not mark infinitives as prepositional phrases because they include a verb.  
Do not mark infinitives as verbs because they do not have a subject. They function as neither a prepositional phrase nor a verb. Infinitives function as adjectives, adverbs, or nouns.

**Commas**

Use a comma to separate two main clauses connected with a cc. **PATTERN MC, cc MC**  
Use commas to separate three or more items in a series connected with a cc. **PATTERN a, b, and c**  
Do not put a comma in front of a prepositional phrase.

---

**Rewrite It!**

Dorinda refused them time after time, yet they continued to court her. None were wealthy, handsome, or titled enough for her highness.
King Morton whose patience was **dwindling** shook his head in despair, and sighed deeply when his daughter voiced her desires.

**dwindling**
gradually becoming smaller or less

---

**Conjunction**
*and* connects two verbs: *shook* and *sighed* A subject and verb (King Morton shook) come before the cc, but only a verb (sighed) comes after the cc. A comma is not used. MC cc 2nd verb

**S V Pairs**
- MC: *King Morton shook, sighed*
  - w/w: *whose patience was dwindling* The subject of the clause is *patience*. The word *whose* functions as an adjective. (Whose (King Morton’s) patience was dwindling.) The *whose* clause describes *King Morton*, the noun it follows.

**Ask Students**
How do you know *whose patience was dwindling* is a *who/which* clause?
The word group begins with *whose* (a form of who) and includes a subject + verb.

**AC**
*when daughter voiced*

**Commas**
Place commas around a nonessential *who/which* clause.
Do not use a comma before a cc when it connects two verbs. **PATTERN MC cc 2nd verb**

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

Commas with Coordinating Conjunctions

**ACRONYM FANBOYS**

Coordinating conjunctions connect the same type of words, phrases, or clauses.

| a, b, and c | a and b |
| MC, cc MC | MC cc 2nd verb |

Read the following sentences and underline the words, phrases, or clauses that each cc connects. Insert commas where needed.

The king was **thirsty** and **eager** to drink the water.

Balin **grew** anxious, **barked** loudly, and **tried** to warn the king.

Balin sensed something was wrong, but **Robert could not** call out a **warning**.

Robert realized that something was wrong but **could not** call out a **warning**.

Robert knew that Balin was warning **them** and the water could be tainted.

Robert wiggled the king's hands, and the water spilled.

Review the FANBOYS and the comma rules.

<table>
<thead>
<tr>
<th>FANBOYS</th>
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</thead>
<tbody>
<tr>
<td>for, and, nor, but, or, yet, so</td>
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</table>

Use a comma before a cc that joins three items in a series or two main clauses.

Do not use a comma before a cc that joins two items in a series, including two verbs with the same subject.

<table>
<thead>
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<th>and</th>
</tr>
</thead>
<tbody>
<tr>
<td>connects two adjectives</td>
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<td>a and b</td>
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<td>MC, cc MC</td>
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</tr>
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<th>and</th>
</tr>
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<tr>
<td>connects two dependent (that) clauses. The second <em>that</em> is an invisible <em>that</em> clause. The sentence does not make sense with two MCs.</td>
</tr>
<tr>
<td>a and b</td>
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</tbody>
</table>
Dialogue Review
Dialogue includes quoted sentences and attributions.

What is an attribution? ____________________________________________

An attribution is the person speaking and the speaking verb.

What is the difference between a direct quote and an indirect quote?

A direct quote is the exact words a person spoke. An indirect quote is a paraphrase of what someone spoke. It often begins with that.

Capitalization and punctuation mistakes in quotations are common. Read the following passage and fix the errors.

The king cried. “Stay where you are”.

Robert longed to explain that, “he did not trust the water”. If he could speak, he would say “the hound is warning you”.

“Be quiet. The king commanded Balin we will leave only after I drink some water”.

Here is the corrected passage with correct punctuation bolded.

The king cried, “Stay where you are.”

Robert longed to explain that he did not trust the water. If he could speak, he would say, “The hound is warning you.”

“Be quiet,” the king commanded Balin. “We will leave only after I drink some water.”

He did not trust the water is an indirect quote introduced with the word that. It should not be in quotation marks. Here is the sentence rewritten with a direct quote: Robert longed to explain, “I do not trust the water.”
Robert knew that he should not interrupt the king, he had to find a way to alert him; thinking quickly Robert rushed to his uncle’s side, and knocked the water, from his hands. This agitated the king.

agitated

disturbed; angered

Robert knew that he should not interrupt the king, but he had to find a way to alert him. Thinking quickly Robert rushed to his uncle’s side, and knocked the water, from his hands. This agitated the king.

Conjunction  and connects two verbs: rushed and knocked MC cc 2nd verb
S V Pairs  MC Robert knew
           that he should interrupt
           he had
           Robert rushed, knocked
           This agitated
Run-On  This passage contains four main clauses. The first two are in one sentence and form a run-on (comma splice). Fix the run-on by inserting a cc: Robert knew that he should not interrupt the king, but he had to find a way to alert him. PATTERN MC, cc MC
Semicolon  The sentence that begins Thinking quickly, Robert rushed ... differs in length and construction from the sentence before it. Additionally, the clauses express different ideas. Replace the semicolon with a period.
Commas  Use a comma after an -ing opener. PATTERN -ing word/phrase, main clause.
The thing after the comma must be the thing doing the ining. Robert is doing the thinking. Do not use a comma before a cc when it connects two verbs. PATTERN MC cc 2nd verb
Do not put a comma in front of a prepositional phrase.

Rewrite It!  Robert knew that he should not interrupt the king, but he had to find a way to alert him. Thinking quickly, Robert rushed to his uncle’s side and knocked the water from his hands. This agitated the king.
Read It!

“King Arthur shouted, ‘I am parched, and need water.’ ‘He just wanted a drink,’ Dorinda interrupted. Robert should have trusted his uncle, not his dog. Of course, his uncle was wiser/wisest.”

Mark It!

| 1 coordinating conjunction (cc) | ? indents 2 |
| 1 prepositional phrase | ? capitals 0 |
| 6 [main clauses] | ? commas 4 |
| 6 subject-verb pairs (s v) | ? end marks 2 |
| 1 opener | 4 quotation marks |

Fix It! Day 2

- **parched**
  - very thirsty

Rewrite It!

“King Arthur shouted, ‘I am parched and need water.’” “He just wanted a drink,” Dorinda interrupted. “Robert should have trusted his uncle, not his dog. Of course, his uncle was wiser.”
Humans can be foolish, stubborn creatures whereas animals instinctively sense danger, which humans cannot detect. Frederick commented: “Listen to the rest of the story.”

**Indention**
- new speaker

**S V Pairs**
- MC Humans can be
- AC whereas animals sense Can be why? whereas animals instinctively sense danger (adverb clause)
- w/w which humans can detect The compound word cannot includes both a helping verb (can) and an adverb (not). The which clause describes danger, the noun it follows. (adjective clause)
- It is essential because it defines the type of danger animals instinctively sense. Removing it from the sentence changes the meaning.
- MC Frederick commented
- MC (you) Listen The subject of an imperative sentence is always you.

**Commas**
- Use a comma to separate coordinate adjectives (foolish, stubborn creatures).
- When two comma rules contradict, follow the rule that says to use a comma.
- A comma is needed after creatures because of this rule: Use a comma to separate contrasting parts of a sentence (Humans can be foolish, stubborn creatures, whereas animals instinctively sense danger).
- A comma is not needed after creatures because of this rule: Do not put a comma in front of an adverb clause. PATTERN MC AC
- Do not place commas around an essential who/which clause.
- Use a comma to separate an attribution from a direct quote. PATTERN “Quote,” attribution.

**Rewrite It!**
“Humans can be foolish, stubborn creatures, whereas animals instinctively sense danger which humans cannot detect,” Frederick commented. “Listen to the rest of the story.”
“Cupping his hands again, King Arthur collected more of the precious liquid persistently Robert than/then jigged his uncle’s hands signaling that they should check the source, before they drank.

jigged
moved with short, quick jerks

1 prepositional phrase
2 [main clauses]
1 that clause (that)
1 adverb clause (AC)
4 subject-verb pairs (s v)
2 openers

This paragraph correctly opens with quotation marks to remind the reader that someone is still speaking.

“Cupping his hands again, [King Arthur collected more of the precious liquid]. [Persistently Robert than/then jigged his uncle’s hands], signaling (that they should check the source), (before they drank).

Indentation new topic
Quotations The paragraph correctly opens with quotation marks to remind the reader that Frederick is reading the book. Since Frederick is not finished reading the story, do not end the passage with quotation marks.

S V Pairs MC King Arthur collected
MC Robert jigged
that they should check
AC before they drank Check when? before they drank (adverb clause)
Commas Use a comma after an -ing opener. PATTERN -ing word/phrase, main clause
The thing after the comma must be the thing doing the inging. King Arthur is doing the cupping.
Place commas around a nonessential participial (-ing) phrase.
Do not put a comma in front of an adverb clause. PATTERN MC AC

Usage Use then, an adverb meaning next or immediately after.

Rewrite It! “Cupping his hands again, King Arthur collected more of the precious liquid. Persistently Robert then jigged his uncle’s hands, signaling that they should check the source before they drank.
## Contents

### Parts of Speech

<table>
<thead>
<tr>
<th>Part</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>G-5</td>
</tr>
<tr>
<td>Pronoun</td>
<td>G-6</td>
</tr>
<tr>
<td>Preposition</td>
<td>G-8</td>
</tr>
<tr>
<td>Verb</td>
<td>G-9</td>
</tr>
<tr>
<td>Conjunction</td>
<td>G-12</td>
</tr>
<tr>
<td>Adjective</td>
<td>G-14</td>
</tr>
<tr>
<td>Adverb</td>
<td>G-15</td>
</tr>
<tr>
<td>Interjection</td>
<td>G-15</td>
</tr>
</tbody>
</table>

### The Sentence

<table>
<thead>
<tr>
<th>Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence</td>
<td>G-17</td>
</tr>
<tr>
<td>Phrase</td>
<td>G-18</td>
</tr>
<tr>
<td>Clause</td>
<td>G-20</td>
</tr>
</tbody>
</table>

### Punctuation

<table>
<thead>
<tr>
<th>Type</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>End Marks</td>
<td>G-23</td>
</tr>
<tr>
<td>Commas</td>
<td>G-24</td>
</tr>
<tr>
<td>Quotation Marks</td>
<td>G-27</td>
</tr>
<tr>
<td>Apostrophes</td>
<td>G-28</td>
</tr>
<tr>
<td>Ellipsis Points</td>
<td>G-28</td>
</tr>
<tr>
<td>Semicolons</td>
<td>G-29</td>
</tr>
<tr>
<td>Colons</td>
<td>G-29</td>
</tr>
<tr>
<td>Hyphens</td>
<td>G-30</td>
</tr>
<tr>
<td>Em Dashes and Parentheses</td>
<td>G-30</td>
</tr>
</tbody>
</table>

### Additional Concepts

<table>
<thead>
<tr>
<th>Concept</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indentation</td>
<td>G-31</td>
</tr>
<tr>
<td>Capitalization</td>
<td>G-32</td>
</tr>
<tr>
<td>Numbers</td>
<td>G-33</td>
</tr>
</tbody>
</table>

### Homophones and Usage

- G-35

### Stylistic Techniques

#### Dress-Ups

- -ly Adverb
- Strong Verb
- Quality Adjective
- Who/Which Clause
- www.asia.b Clause

#### Advanced Dress-Ups

Sentence Openers

- #1 Subject Opener
- #2 Prepositional Opener
- #3 -ly Adverb Opener
- #4 -ing Opener
- #5 Clausal Opener
- #6 Vss Opener

#### Decorations

- Advanced Sentence Openers
- Alliteration
- Question
- Conversation/Quotation
- 3sss
- Simile/Metaphor
- Dramatic Open-Close

### Triple Extensions

- G-49