Copyright Policy

Fix It! Grammar: Little Mermaid, Student Book Level 6
Fourth Edition, January 2022
Copyright © 2022 Institute for Excellence in Writing


Our duplicating/copying policy for Fix It! Grammar: Little Mermaid, Student Book Level 6:

All rights reserved.

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

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

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

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

Additional copies of this Student Book may be purchased from IEW.com/FIX-L6-S

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

Printed in the United States of America

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

Fix It!™ is a trademark of the Institute for Excellence in Writing, L.L.C.
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 2 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 Grammar Glossary** Reference the Grammar Glossary found in Appendix II of the Teacher’s Manual for more information about the concepts taught in the *Fix It! Grammar* series.
Fix It! Grammar Cards are an optional product that will enhance the Fix It! Grammar learning experience.

Fix It! Grammar Cards
Thirty full color grammar cards highlight key Fix It! Grammar concepts for quick and easy reference. For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack. Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

IEW.com/FIX-GC

On the chart below Fix It! Grammar Cards are listed in the order that the information is taught in this book.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Fix It! Grammar Cards for Little Mermaid Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Editing Marks, Capitalization, Indentation, Subject-Verb Pair, Preposition, Prepositional Phrase, Conjunction, Coordinating Conjunction, Clause, Dependent Clause, www Word</td>
</tr>
<tr>
<td>2</td>
<td>Adverb, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Apostrophes</td>
</tr>
<tr>
<td>3</td>
<td>Run-On</td>
</tr>
<tr>
<td>4</td>
<td>Number Words/ Numerals</td>
</tr>
<tr>
<td>5</td>
<td>Adjective, Commas with Adjectives before a Noun, Quotation, Interjection</td>
</tr>
<tr>
<td>13</td>
<td>Verb, Linking Verb, Helping Verb, Noun, Pronoun</td>
</tr>
</tbody>
</table>

Not Used Indefinite Pronoun, Title, 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

<table>
<thead>
<tr>
<th>Noun/Pronoun Function</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronoun</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>action, linking, helping</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>-ing word</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>transitive/intransitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mood</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>voice</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Conjunction</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>coordinating</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>subordinating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>correlative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>possessive</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>cumulative</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>coordinate</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>participle</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

## Punctuation

<table>
<thead>
<tr>
<th>Commas</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>11</th>
<th>12</th>
<th>16</th>
<th>19</th>
<th>22</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apostrophe</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semicolon</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Italics</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Em Dash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Parentheses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Colon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Clauses

| Main Clause           | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Dependent Clause      | 1  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |
| adjective clause      | 1  | 3  |    |    |    |    |    |    |    |    |    |    | 7  | 28 |
| noun clause           | 1  | 3  |    |    |    |    |    |    |    |    |    |    | 13 | 29 |
| adverb clause         | 1  | 3  |    |    |    |    |    |    |    |    |    |    | 16 | 27 |

Institute for Excellence in Writing  Fix It! Grammar: Little Mermaid Student Book Level 6

These are Sample Pages for preview only. Copyrighted Material.
| 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 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| **Phrases** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Prepositional | 1 | 2 | 4 |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Participial |   | 7 | 8 | 9 | 10 |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Appositive |   |   |   |   | 7 |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Gerund |   |   |   | 9 | 13 |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Infinitive |   |   |   |   |   | 11 | 13 |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Verbals** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Participle |   |   |   | 9 | 10 | 17 | 17 | 17 | 17 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Gerund |   |   |   | 9 | 13 | 17 | 17 | 17 | 17 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Infinitive |   |   |   |   |   | 11 | 13 | 17 | 17 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Nonessential/Essential Elements** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Adjective Clause |   |   |   | 7 | 12 | 25 | 25 | 25 | 25 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Appositive Phrase |   |   |   | 7 | 12 | 25 | 25 | 25 | 25 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Participial Phrase |   |   |   | 7 | 8 | 12 | 25 | 25 | 25 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Transitions** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Prepositional Phrase | 4 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Conjunctive Adverb |   | 6 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Openers |   | 6 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Interrupters |   |   |   |   |   |   |   |   | 22 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Other Concepts** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Capitalization |   | 1 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| End Mark |   | 1 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Indentation |   | 1 |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Subject-Verb Pairs | 1 |   |   |   |   |   |   |   | 14 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Number Words/Numerals |   | 4 |   |   |   |   |   |   |   | 10 | 14 | 15 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Misplaced Modifier |   | 10 | 14 | 15 |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Parallelism |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Expletive |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Sentence Fragment |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

These are Sample Pages for preview only. Copyrighted Material.
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Run-Ons |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Fused Sentence | 3 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Comma Splice | 3 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Fix |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| period | 3 | 6 |   |   | 15 | 17 |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| comma + cc | 4 | 6 |   |   | 15 | 17 |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| semicolon |   |   |   |   | 15 | 17 |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| www word |   |   |   |   |    |    | 15 | 17 |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Usage |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| farther/further |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 12 |
| and then |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 12 |
| sit/set |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 18 |
| rise/raise |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 18 |
| die/dye |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 18 |
| lie/lay |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 18 |
| like/as |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 23 |
| Sentence Openers |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #1 Subject | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| #2 Prepositional | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 18 |
| #3 -ly Adverb | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 27 |
| #4 -ing | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 27 |
| #5 Clausal | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 27 |
| #6 Vss | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 27 |
| #T Transitional | 2 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 27 |

These are Sample Pages for preview only. Copyrighted Material.
# Vocabulary

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>azure</td>
<td>merpeople</td>
<td>plant</td>
<td>amber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>artistically</td>
<td>tutored</td>
<td>delicate</td>
<td>spacious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>bestowed</td>
<td>singular</td>
<td>rendering</td>
<td>venerable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>luminous</td>
<td>endure</td>
<td>reticent</td>
<td>recounted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>picturesque</td>
<td>verdant</td>
<td>cavorting</td>
<td>timorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>loftier</td>
<td>apathetic</td>
<td>resplendent</td>
<td>forlorn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>dignified</td>
<td>attire</td>
<td>tinted</td>
<td>becalmed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>crest</td>
<td>commemorated</td>
<td>celestial</td>
<td>amiable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>turbulent</td>
<td>unfurling</td>
<td>baleful</td>
<td>asunder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>imminent</td>
<td>splintering</td>
<td>consumed</td>
<td>floundered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>dissipated</td>
<td>boarding school</td>
<td>bay</td>
<td>vital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>shrouding</td>
<td>confounded</td>
<td>dispirited</td>
<td>divulged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>despondent</td>
<td>confidante</td>
<td>gilded</td>
<td>ventured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>unflaggingly</td>
<td>precariously</td>
<td>ruefully</td>
<td>aspired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>resolved</td>
<td>perish</td>
<td>transitory</td>
<td>cherish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>inconceivable</td>
<td>rationally</td>
<td>lamented</td>
<td>loathe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>gala</td>
<td>iridescent</td>
<td>harmonious</td>
<td>fervently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>acclamation</td>
<td>mournfully</td>
<td>reverberating</td>
<td>intimidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>dominions</td>
<td>tentacles</td>
<td>twitched</td>
<td>fallow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>chortled</td>
<td>cackled</td>
<td>resolve</td>
<td>trepidation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>resolute</td>
<td>excruciatingly</td>
<td>exhorted</td>
<td>fade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>trifle</td>
<td>abnegate</td>
<td>implored</td>
<td>unfiinchingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>pernicious</td>
<td>translucent</td>
<td>ensured</td>
<td>listless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>metamorphosed</td>
<td>presaged</td>
<td>arrayed</td>
<td>solace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>assuage</td>
<td>plaintively</td>
<td>perilous</td>
<td>elapsed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>exquisite</td>
<td>implausible</td>
<td>auspicious</td>
<td>obligate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>converse</td>
<td>sublime</td>
<td>earnest</td>
<td>feigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>impending</td>
<td>contentedly</td>
<td>reveled</td>
<td>searing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>anguished</td>
<td>relinquished</td>
<td>plunge</td>
<td>hasten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>contemplated</td>
<td>flung</td>
<td>mellifluous</td>
<td>magnanimous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contents

**Weekly Lessons**

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

**Appendix: Complete Story**

Little Mermaid ................................................................. 185

These are Sample Pages for preview only. Copyrighted Material.
Learn It!

**Capitalization**
Capitalize the first word of a sentence.
Capitalize proper nouns and proper adjectives.
Capitalize the personal pronoun *I*.

**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.

The Merpeople regarded Sea King as ruler of the Kingdom.

**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, and so forth.

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

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

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

**Mark It!**
Write cc above each coordinating conjunction.
Underline each prepositional phrase.

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

Under the sea they wove baskets and mats, with strands of seaweed.
**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.

**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.

**Clause**

A **clause** is a group of related words that contains both a subject and a verb. Label the subject-verb pairs to determine how many clauses are in each sentence. Focus on the word that begins the clause and on its placement in the sentence to determine if it is a main clause or a dependent clause.

A **main clause** expresses a complete thought, so it can stand alone as a sentence. Place square brackets around each main clause [MC].

\[
\text{s } \text{v} \\
\text{[Fish glided through the palace windows}. \]

Every sentence must have a main clause.

A **dependent clause** does not express a complete thought, so it cannot stand alone as a sentence. Place parentheses around each dependent clause. There are three types of dependent clauses: adjective, noun, adverb.

An **adjective clause** describes the noun it follows. If an adjective clause begins with a form of who or which, write w/w above the word who or which. If an adjective clause begins with that, write that above the word that.

\[
\text{s } \text{w/w } \text{s } \text{v} \text{v} \\
\text{[The structure, (which was built of coral), rested on the sea floor].} \]

begins with who, whom, whose, which, when, where, that (relative pronoun)

use commas unless essential

A **noun clause** functions as a noun. It usually acts as a subject or an object.

\[
\text{s } \text{v} \text{that} \text{s } \text{v} \\
\text{[Little Mermaid noticed](that the sun sparkled above the surface).} \]

commonly begins with that (relative pronoun)

X do not use commas

An **adverb clause** modifies a verb in the sentence. Write AC above the www word.

\[
\text{AC } \text{s } \text{v} \\
\text{(Because she longed to visit the world above the sea),} \]

\[
\text{s } \text{v} \text{AC} \text{s } \text{v} \\
\text{[Little Mermaid could not wait] (until she turned fifteen).} \]

begins with a www word (subordinating conjunction)

use a comma after but not before AC, MC MC AC

**Verb Test:**

I ____ .  
It ____ .
Beneath the surface of the sea, the water, which appeared as **azure** as the petals, of the loveliest Cornflower and as clear as the purest glass, was very deep. It was deeper than any anchor cable could reach.

---

**Rewrite It!**

---

---

---

---

---

---
Many Church towers would have to be placed on top of each other to stretch from the bottom of the sea, to the water’s surface. The beings who lived there were Merpeople.
More could be found at the bottom of the Sea, than bare sand. The most marvelous trees and plants grew there. They had such **pliant** trunks, stems, and leaves that the slightest movement of the water caused them to move as if they were alive.

**Rewrite It!**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Large and small fishes slipped among their branches, in the same way that birds flew among the trees upon the land.

At the deepest spot stood sea king’s Palace. The walls were built of coral, and the tall pointed windows were made of the clearest amber.
Sentence Opener

A **sentence opener** is a descriptive word, phrase, or clause that is added to the beginning of a sentence.

1. **subject**
   - [The mermaids enjoyed life under the sea].
   - Begins with the subject of the sentence (may include article or adjective)

2. **prepositional**
   - In the deep dark sea, [they swam with fish].
   - Begins with a prepositional phrase
   - **PATTERN** preposition + noun (no verb)
   - If 5+ words or transition
   - No comma if the main clause has the verb before the subject

3. **-ly adverb**
   - Strikingly, [the yellow boxfish had large black spots].
   - Begins with an -ly adverb
   - If adverb modifies sentence (It was ____ that ____)

4. **-ing**
   - Playing tag with the fish, [the mermaids laughed].
   - Begins with a participial phrase
   - **PATTERN** -ing word/phrase, main clause
   - After phrase (The thing after the comma must be the thing doing the inging.)

5. **clausal**
   - (While they played tag with the fish), [the starfish watched].
   - Begins with a www word (subordinating conjunction)
   - **PATTERN** www word + subject + verb
   - After clause (AC, MC)

6. **vss**
   - [They loved the sea].
   - 2–5 words, complete sentence with subject + verb

**Mark It!** Determine the type of opener that begins the sentence and number it.
Number every sentence opener except questions and quoted sentences.
Number the openers after the passage has been marked and fixed.

**Fix It!** Insert or remove commas. Follow the comma rules.
Apostrophe
An apostrophe (’) is used to indicate missing letters or ownership.

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

Little Mermaid declared, “I’ll have my turn!”

A possessive adjective shows ownership and answers the question whose.

Little Mermaid’s longing grew after her sisters’ trips above the sea.

Practice It!
To form a singular possessive adjective
Write the singular form of the noun: mermaid, man.
Add an apostrophe + s: mermaid’s, man’s.

To form a plural possessive adjective
Write the plural form of the noun: mermaids, men.
If the plural noun ends in s, add an apostrophe after the s: mermaids’.
If the plural noun does not end in s, add an apostrophe + s: men’s.

<table>
<thead>
<tr>
<th>singular noun</th>
<th>singular possessive</th>
<th>plural noun</th>
<th>plural possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>mermaid</td>
<td>mermaid’s</td>
<td>mermaids</td>
<td>mermaids’</td>
</tr>
<tr>
<td>man</td>
<td>man’s</td>
<td>men</td>
<td>men’s</td>
</tr>
<tr>
<td>girl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>princess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think About It!
Plural nouns and possessive adjectives sound the same. However, they do not look the same. Plural nouns do not use an apostrophe. Possessive adjectives do.

The students submitted their papers.
Both students and papers are plural nouns.
The teacher graded the student’s paper.
Whose paper? student’s, singular possessive adjective
The teacher graded one paper belonging to one student.
The teacher graded the students’ papers.
Whose papers? students’, plural possessive adjective
The teacher graded papers (plural) belonging to more than one student.
Artistically, the roof was formed of shells, which opened and closed as the water flowed over them.

Their appearance was magnificent because, in each shell lay a gleaming pearl, which would be a prize gem in a Queen’s crown.
For many year’s, Sea King had been a widower, so his aged Mother kept house for him. Truly she deserved praise because she also tutored the young sea princess’s, who were her granddaughters’.
Although all six were lovely Mermaids the youngest was the most beautiful. Her skin was as **delicate** as a rose petal, and her eyes were as blue as the deepest sea. Like her sisters, she didn't have feet. She had a fishes tail.

**Rewrite It!**
Throughout the day, they played in the **spacious** halls of the palace, which had living flowers growing out of the walls. Opening the large amber windows the Grandmother allowed the fishes to swim, into the palace and nibble from the mermaids hand.

### Rewrite It!

<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vocabulary</td>
<td>1 coordinating conjunction (cc)</td>
<td>1 capital</td>
</tr>
<tr>
<td></td>
<td>6 prepositional phrases</td>
<td>3 commas</td>
</tr>
<tr>
<td></td>
<td>2 [main clauses]</td>
<td>1 apostrophe</td>
</tr>
<tr>
<td></td>
<td>1 <em>who/which</em> clause (w/w)</td>
<td>1 usage</td>
</tr>
<tr>
<td></td>
<td>3 subject-verb pairs (s v)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 openers</td>
<td></td>
</tr>
</tbody>
</table>
Learn It!

Dependent Clauses

One of the keys to punctuating sentences properly is being able to identify dependent clauses accurately. Every dependent clause functions as either an adverb, an adjective, or a noun.

Visually see the clauses by placing main clauses in square brackets and dependent clauses in parentheses. Identify the clause by focusing on the word that begins the clause and the clause's placement in the sentence. Once you determine if a dependent clause is an adverb, an adjective, or a noun, it is easy to punctuate it.

An adverb clause begins with a www word (subordinating conjunction) and includes a subject and a verb. It modifies a verb in the sentence by telling when, where, why, how. The acronym www.asia.b reminds you of the eight most common www words. However, other words may function as www words.

Memorize It! when while where as since if although because after before until unless whenever whereas than as if as soon as as much as even though so that

(Since the king liked the sea), [he did not discuss the other world]. The dependent clause begins with since. This is an adverb clause that modifies the verb discuss and tells why.

[A fountain sprayed water] (where the statue stood). The dependent clause begins with where. This is an adverb clause that modifies the verb sprayed and tells where.

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

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

An adjective clause begins with a relative pronoun (who, whom, whose, which, when, where, that). An adjective clause comes immediately after a noun and describes that noun.

[Little Mermaid dug in her garden], (where the statue stood). The dependent clause begins with where and comes immediately after the noun garden and describes it. You can test to see if this where clause is an adjective clause by inserting which was before the clause: Little Mermaid dug in her garden, (which was) where the statue stood. It is nonessential because without the clause Little Mermaid still dug in her garden.

[The mermaid (who loved adventure) longed to visit the other world]. The dependent clause begins with who and comes immediately after the noun mermaid and describes it. This is essential because it defines which mermaid longed to visit the other world. (Week 7 further explains essential and nonessential.)

use commas unless essential

These are Sample Pages for preview only. Copyrighted Material.
A **noun clause** functions as a noun. It usually acts as a subject or an object. Many noun clauses begin with *that*, but they can also begin with other words, including *how, what, when, where, whether, which, who, why*.

### Noun Clause

**First word:**
- that, invisible *that*

**Commas:**
- no commas

### Fix It!

A **noun clause** functions as a noun. It usually acts as a subject or an object. Many noun clauses begin with *that*, but they can also begin with other words, including *how, what, when, where, whether, which, who, why*.

- **Directions**
  - [Little Mermaid knew] *(that she would love the other world)*.
  - The dependent clause begins with *that*. Little Mermaid knew what?
  - *that she would love the other world* This *that* clause functions as the direct object of the main clause, a noun.

- **Directions**
  - [[(That she longed for another world) was understandable].
  - The dependent clause begins with *that*. What was understandable?
  - *That she longed for another world*. This *that* clause functions as the subject of the main clause, a noun.

- **Directions**
  - [Little Mermaid felt] *(that) her garden needed more flowers)*.
  - An **invisible noun clause** occurs when the word *that* is understood, not stated directly.

**Run-On**

A **run-on** occurs when a sentence has main clauses that are not connected properly. There are two types of run-ons: fused sentence and comma splice.

- **Fused sentence** is two main clauses placed in one sentence without any punctuation between them.

  - Little Mermaid planted flowers she fertilized them with seaweed.

- **Comma splice** is two main clauses placed in one sentence with only a comma between them.

  - A statue graced her garden, a weeping willow grew beside it.

**Period**

A period is the simplest way to fix a run-on.

- Little Mermaid planted flowers. *She* fertilized them with seaweed.
  - Place a period at the end of each main clause.

**Fix It!** Fix the run-on.

- A statue graced her garden, a weeping willow grew beside it.
To each princess Sea King **bestowed** a garden plot where she could dig and plant, as she pleased, the older princesses arranged their flowerbeds in the shapes of whales and mermaids, but the youngest only planted flowers which were flaming red like a sunset.

**Rewrite It!**

<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vocabulary</td>
<td>3 coordinating conjunctions (cc)</td>
<td>1 indent</td>
</tr>
<tr>
<td></td>
<td>4 prepositional phrases</td>
<td>3 commas</td>
</tr>
<tr>
<td></td>
<td>3 [main clauses]</td>
<td>1 run-on</td>
</tr>
<tr>
<td></td>
<td>1 <strong>who/which</strong> clause (w/w)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 adverb clause (AC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 subject-verb pairs (s v)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 openers</td>
<td></td>
</tr>
</tbody>
</table>
Being quiet and pensive the youngest mermaid was a **singular** child. Whereas her sisters were thrilled with the treasure’s, that they obtained from the wrecks of vessels the youngest princess cherished only her lovely flowers and a marble statue.

### Rewrite It!

---

---

---

---

---
The pure white stone statue which had fallen
to the seabed when a ship had sunk was the rendering
of a handsome boy beside the statue, the youngest
mermaid had planted a rose-colored weeping willow.
Freely, it had grown and hung its fresh branches over the statue. Since little mermaid was enchanted with the World, above the sea she persuaded her venerable Grandmother to tell her all that she knew of the towns.
Learn It!

Unclear Pronoun
A pronoun takes the place of a noun. Without pronouns, a passage would sound repetitive, even strange. An antecedent is the word the pronoun refers to. If the antecedent is not mentioned or if it is unclear, confusion occurs.

She ran on the beach and yelled, “Give us that!”
Who is she? Who is us? What is that? This is confusing because the pronouns are missing antecedents.

The princess and her friend prepared for the prince’s arrival. She was excited.
Who was excited, the princess or her friend? The antecedent is unclear. Usually, a pronoun refers to the last-mentioned noun that it agrees with, but that is not always the case. If the antecedent is unclear, use a noun, not a pronoun.

Review It!
Sentence Openers #2 and #5
A #2 prepositional opener begins with a preposition and ends with a noun.
An invisible #2 opener begins with a phrase indicating time. The preposition on or during is implied. When on or during is inserted, the words follow the pattern.
A #5 clausal opener begins with a subordinating conjunction (www word) and includes a subject and a verb.
A reduced #5 opener is an adverb clause opener reduced to a phrase. The subject and be verb are implied. When the implied words are inserted, the implied subject of the adverb clause is the same as the subject of the main clause and the words follow the pattern.

Number each sentence as a #2 prepositional opener or a #5 clausal opener. Label the subjects and verbs in the #5 clausal openers. If the subject and be verb are implied, insert them. Label the nouns in the #2 prepositional openers. If the preposition is implied, insert it.

[ ] The day of her first class, Little Mermaid was nervous.
[ ] Although hoping to learn about human behavior, she did not know what to expect.
[ ] When the instructor entered the classroom, Little Mermaid looked alert.
[ ] When teaching, the instructor gave many examples.
[ ] At first, however, he asked students to tell about their families.
As she listened to the others, Little Mermaid smiled.

While waiting their turn, the students listened attentively.

That afternoon the instructor assigned a paper.

In the evening Little Mermaid did her homework.

**Think About It!**

A prepositional phrase has a distinct pattern. **PATTERN** **preposition** + **noun** **(no verb)**

A prepositional phrase must begin with a preposition.

- If a word group begins with the word *at, in or of*, the word group must be a prepositional phrase because *at, in, and of* are prepositions.
- If a word group begins with the words *when, while, or where*, it cannot be a prepositional phrase because *when, while, and where* are never prepositions.
- If a prepositional phrase refers to time, the preposition *on or during* can be dropped.

A prepositional phrase must end with a noun.

- If a word on the preposition list is not followed by a noun, it is functioning as a different part of speech, probably an adverb or a conjunction. When a word functions as a preposition, a noun follows. This means every prepositional phrase must contain at least two words: a preposition and a noun.

A prepositional phrase does not include a verb.

- If there is a verb (stated or implied), the words probably form an adverb clause, e.g., as she listened, after listening.
- If there is not a verb, the words form a prepositional phrase, e.g., as a student.

**Find It!**

Find the six words that can begin either an adverb clause or a prepositional phrase.

Subordinating conjunctions (www word) begin adverb clauses.

<table>
<thead>
<tr>
<th>when</th>
<th>while</th>
<th>where</th>
<th>as</th>
<th>since</th>
<th>if</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>because</td>
<td>after</td>
<td>before</td>
<td>until</td>
<td>unless</td>
</tr>
<tr>
<td>whenever</td>
<td>whereas</td>
<td>than</td>
<td>as if</td>
<td>so that</td>
<td>as soon as</td>
</tr>
</tbody>
</table>

Prepositions begin prepositional phrases.

- aboard
- about
- above
- according to
- across
- after
- against
- along
- amid
- among

- around
- as
- at
- because of
- before
- behind
- below
- beneath
- beside
- besides

- between
- by
- concerning
- despite
- down
- during
- near
- except
- for
- from

- in
- instead of
- into
- like
- minus
- near
- of
- off
- on, onto

- opposite
- out
- outside
- over
- past
- regarding
- than
- through
- to

- toward
- under
- underneath
- unlike
- until
- unto
- up, upon
- with
- within
- without
<table>
<thead>
<tr>
<th>Read It!</th>
<th>Mark It!</th>
<th>Fix It!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 vocabulary</td>
<td>3 [main clauses]</td>
<td>1 faulty parallelism</td>
</tr>
<tr>
<td>1 who/which clause (w/w)</td>
<td>1 passive voice</td>
<td></td>
</tr>
<tr>
<td>1 that clause (that)</td>
<td>1 unclear pronoun</td>
<td></td>
</tr>
<tr>
<td>1 adverb clause (AC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 subject-verb pairs (s v)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 openers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

That evening the magnificent ship was boarded by them. In the moonlight, when everyone was asleep, Little Mermaid watched for her sisters who swam to the surface, and waved to her. Nodding and with smiles she wished she could **converse** with them.

**Rewrite It!**
Ultimately they sailed into the harbor where church bells rang, and trumpets sounded, there were festivals and balls that entertained the guests every day when the princess arrived, she acknowledged that she had never witnessed more sublime beauty.
The princess’ laughing blue eyes shone both with truth and purity. “It was you” exclaimed the prince. “Who found me, when I lay/laid lifeless on the beach, my earnest hopes are fulfilled,” He rushed to tell her the news oblivious, that Little Mermaid had saved him from drowning.

**Rewrite It!**
Riding through the streets the next day, the wedding was proclaimed by the heralds. She wearing a golden silk gown held the brides train. Although devastated by the event, she **feigned** delight to please the prince, after marrying the church bells rang joyously.

**Rewrite It!**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________