The purchase of this book allows its owner access to e-audio resource talks by Andrew Pudewa. See blue page for details and download instructions.

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Fix It! Grammar: Little Mermaid, Teacher’s Manual Level 6
Fourth Edition, January 2022
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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.

Editing Marks
- indent
- insert
- delete
- capitalize
- lowercase
- reverse order
- add a space
- close the space

Helpful Hints
Use different colors for Mark It and Fix It.
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>
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<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>
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<tr>
<td>2</td>
<td>Adverb, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Apostrophes</td>
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<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

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<th>13</th>
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<td>23</td>
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| Conjunction           |    |    |    |    |
| coordinating          | 1  | 4  | 15 | 27 |
| subordinating         |    |    | 19 | 21 |
| correlative           |    |    |    |    |

| Adjective             |    |    |    |    |
| possessive            | 2  |    |    |    |
| cumulative            |    | 5  |    |    |
| coordinate            |    | 5  |    |    |
| participle            |    | 9  | 17 |    |

| Punctuation           |    |    |    |    |
| Commas                | 1  | 2  | 3  | 4  |
| Apostrophe            | 2  |    |    |    |
| Semicolon             | 6  | 15 | 26 |    |
| Italics               | 6  | 15 | 26 |    |
| Em Dash               |    | 18 |    |    |
| Parentheses           |    | 22 | 26 |    |
| Colon                 |    | 22 | 26 |    |

### Clauses

| Main Clause           | 1  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Dependent Clause      | 1  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| adjective clause      | 1  | 3  | 7  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| noun clause           | 1  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| adverb clause         | 1  | 3  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Phrases          |                         | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|-----------------|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Prepositional   |                         | 1      | 2      | 4      |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Participial     |                         | 2      |        | 7      | 8      | 9      | 10     |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Appositive      |                         |        |        | 7      |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Gerund          |                         |        |        |        |        |        | 9      |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Infinitive      |                         |        |        |        |        |        | 11     | 13     |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Verbals         |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Participle      |                         |        |        |        |        |        |        |        |        | 9      | 10     |        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |
| Gerund          |                         |        |        |        |        |        | 9      | 13     |        | 17     |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Infinitive      |                         |        |        |        |        |        | 11     | 13     |        | 17     |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Nonessential/Essential Elements |              |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Adjective Clause|                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Appositive Phrase|                       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Participial Phrase|                     |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Transitions     |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Prepositional Phrase|                    |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Conjunctive Adverb |                     |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Openers         |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Interrupters    |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Other Concepts  |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Capitalization  |                         | 1      |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| End Mark        |                         | 1      |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Indentation     |                         | 1      |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Subject-Verb Pairs |                     | 1      |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Number Words/Numerals |                 | 4      |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Misplaced Modifier |                     |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Parallelism     |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Expletive       |                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
| Sentence Fragment|                         |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |         |
### Run-Ons

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### Usage

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### Sentence Openers

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<td>#6 Vss</td>
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## Vocabulary

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</tr>
</tbody>
</table>
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Appendix I: Complete Story

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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.

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.

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 as 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.

X 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.

In the sentence below and connects two nouns: baskets and mats.

A prepositional phrase follows the pattern: preposition + noun (no verb). E.g., under the sea

If a word on the preposition list is followed by a subject and verb, the word is a subordinating conjunction (www word), not a preposition. E.g., after she turns fifteen

If a word on the preposition list is acting alone, it is probably an adverb. sat down; rose up

For more information about indentation, see page G-31.

The paragraph mark (¶) is called a pilcrow.

Comma rules require students to identify coordinating conjunctions (for, and, nor, but, or, yet, so) and explain what they connect. See page 19.

A prepositional phrase is called a pilcrow.

Capitalize Sea King, Little Mermaid, and Sea Witch in this story because they are used as names, proper nouns.

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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].

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

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.

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

The structure 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.

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

commonly begins with that (relative pronoun)

\[
\text{x do not use commas}
\]

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

\[
\text{s v} \\
\text{(Because she longed to visit the world above the sea),} \\
\text{s v v AC s v} \\
[Little Mermaid could not wait] (until she turned fifteen). 
\]

begins with a www word (subordinating conjunction)

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

**azure**
a light purplish shade of blue like that of a clear sky

---

**Mark It!**

1. coordinating conjunction (cc)
2. prepositional phrases
3. [main clauses]
4. who/which clause (w/w)
5. adverb clause (AC)
6. subject-verb pairs (s v)

---

**Fix It!**

1. indent
2. capital
3. comma

---

**Rewrite 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.
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.

**capitalization**
- church, merpeople lowercase, common noun

**Prep Phrase**
- 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.

**Note**
- The phrases to be placed and to stretch do not follow the pattern preposition + noun (no verb). 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.

**S V Pairs**
- towers would have MC
- beings were MC
- who lived w/w

**Ask Students**
- How do you know who lived there is a who/which clause?

**Commas**
- Do not put a comma in front of a prepositional phrase.

**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.

**pliant**
bending readily; flexible

---

Mark It!

2 coordinating conjunctions (cc)
4 prepositional phrases
3 [main clauses]
1 *that* clause (that)
1 adverb clause (AC)
5 subject-verb pairs (s v)

Fix It!

1 capital
1 comma

Rewrite It!

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.
Read 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.

Mark It!

2 coordinating conjunctions (cc)  
7 prepositional phrases 
4 [main clauses]
1 that clause (that) 
5 subject-verb pairs (s v)

Fix It!

3 capitals  
1 comma

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.

Capitalization

Sea King’s uppercase, proper adjective Sea King’s is a possessive noun that functions as an adjective. 

palace lowercase, common noun 

Capitalize Sea King, Little Mermaid, and Sea Witch in this story because they are used as names.

Conjunction

and connects two adjectives: Large and small a and b

and connects two main clauses: A subject and verb pair (walls were built) comes before the cc, and a subject and verb pair (windows were made) comes after the cc. MC, cc MC

S V Pairs

MC fishes slipped 
that birds flew 
MC palace stood 
MC walls were built 
MC windows were made

Ask Students

How do you know stood Sea King’s palace 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).

Commas

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

Note

Among is a preposition that refers to three or more items. Between is a preposition that refers to two items. Fish slip among the branches (more than two) and birds fly among the trees (more than two).
The plural of fish is both fish and fishes. The plural word fish indicates multiple fish of the same species. The plural word fishes indicates multiple fish of various species.
Learn It!

**Sentence Opener**

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

1. **subject**  
   \[\text{The mermaids enjoyed life under the sea}.\]
   \[\text{begins with the subject of the sentence (may include article or adjective)}\]

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

3. **-ly adverb**  
   \[\text{Strikingly, the yellow boxfish had large black spots}.\]
   \[\text{begins with an -ly adverb}\]
   \[\text{if adverb modifies sentence (It was _____ that _____)}\]

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

5. **clausal**  
   \[\text{(While they played tag with the fish), the starfish watched}.\]
   \[\text{begins with a www word (subordinating conjunction)}\]
   \[\text{PATTERN www word + subject + verb}\]
   \[\text{after clause (AC, MC)}\]

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

**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.

The #1 subject opener always starts with a main clause.

Do not include the opener in the main clause square brackets.
Long #2 prepositional phrases and those that function as transitions require commas. See page 20.

Strikingly is a sentence adverb. It modifies the entire sentence: It was striking that the yellow boxfish had large black spots. Use a comma.

The #4 -ing opener always has a comma and a main clause after it. If you remove the -ing opener, a sentence will remain.

The #5 clausal opener always has a comma and a main clause after it. If you remove the clausal opener, a sentence will remain.

The purpose of the #6 very short sentence is to have a short sentence among longer sentences.

Students will mark every sentence opener except questions and quoted sentences.
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 + ’: 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 + ’: 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>girl’s</td>
<td>girls</td>
<td>girls’</td>
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<tr>
<td>child</td>
<td>child’s</td>
<td>children</td>
<td>children’s</td>
</tr>
<tr>
<td>princess</td>
<td>princess’s</td>
<td>princesses</td>
<td>princesses’</td>
</tr>
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<td>person’s</td>
<td>people</td>
<td>people’s</td>
</tr>
<tr>
<td>fish</td>
<td>fish’s</td>
<td>fish or fishes</td>
<td>fish’s or fishes’</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.

Students often confuse singular possessive and plural possessive adjectives. Help students complete the chart by following the basic steps.

Until students show mastery of the concept, encourage them to explain the differences between plural nouns and possessive adjectives found in the daily passages.

Note: The plural of fish is both fish and fishes. The plural word fish indicates multiple fish of the same species. The plural word fishes indicates multiple fish of various species.
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.

**Artistically**
in a skilled or creative manner

**Read It!**

Students number the sentence openers after the passage has been marked and fixed.

**Mark It!**

1 coordinating conjunction (cc) 1 capital
4 prepositional phrases 2 commas
2 [main clauses] 1 apostrophe
2 who/which clauses 2 openers
2 adverb clauses (AC)
6 subject-verb pairs (s v)

**Fix It!**

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

<table>
<thead>
<tr>
<th>Capitalization</th>
<th>queen’s lowercase, common adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The word queen is capitalized only when it is used as a title directly before a name.</td>
</tr>
<tr>
<td>Conjunction</td>
<td>and connects two verbs: opened and closed a and b</td>
</tr>
<tr>
<td>S V Pairs</td>
<td>MC roof was formed</td>
</tr>
<tr>
<td></td>
<td>w/w which opened, closed The which clause follows the noun shells and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the roof was still formed of shells.</td>
</tr>
<tr>
<td></td>
<td>AC as water flowed</td>
</tr>
<tr>
<td></td>
<td>MC appearance was</td>
</tr>
<tr>
<td></td>
<td>AC because pearl lay</td>
</tr>
<tr>
<td></td>
<td>w/w which would be The which clause follows the noun pearl and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, each shell still contained a gleaming pearl.</td>
</tr>
<tr>
<td>Commas</td>
<td>Do not use a comma if an -ly adverb opener modifies the verb. The roof was formed in an artistic manner. It does not make sense to say that it was artistic that the roof was formed, so the -ly adverb does not modify the sentence.</td>
</tr>
<tr>
<td></td>
<td>Do not put a comma in front of a prepositional phrase.</td>
</tr>
<tr>
<td>Apostrophes</td>
<td>Queen’s is a possessive adjective, not a plural noun. Use an apostrophe to show ownership.</td>
</tr>
<tr>
<td>Note</td>
<td>The past tense of lie is lay. This is an intransitive verb, which means it does not take an object. Present tense—A pearl lies in each shell. Past tense—A pearl lay in each shell.</td>
</tr>
</tbody>
</table>

**Rewrite It!**

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.
Read It!

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.

tutored
 taught or instructed privately

Mark It!

1 coordinating conjunction (cc)  
2 prepositional phrases  
3 [main clauses]  
1 who/which clause (w/w)  
1 adverb clause (AC)  
5 subject-verb pairs (s v)  
2 openers

Fix It!

1 indent  
1 capital  
2 commas  
3 apostrophes

Week 2  
Day 2

Rewrite It!

For many years 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 princesses, who were her granddaughters.
**Read It!**

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 fish’s tail.

**Mark It!**

1 coordinating conjunction (cc)
3 prepositional phrases
5 [main clauses]
1 adverb clause (AC)
6 subject-verb pairs (s v)
4 openers

**Fix It!**

1 capital
2 commas
2 apostrophes

**Capitalization**

*mermaids* lowercase, common noun

**Conjunction**

*and* connects two main clauses: A subject and verb pair (skin was) comes before the cc, and a subject and verb pair (eyes were) comes after the cc. MC, cc MC

**S V Pairs**

AC *Although six were*  
MC *youngest was*  
MC *skin was*  
MC *eyes were*  
MC *she did have* The contraction *didn’t* includes both a helping verb (did) and an adverb (not).  
MC *She had*

**Ask Students**

Where are the two similes?  
Her **skin** was as delicate as a **rose petal**, and her **eyes** were as blue as the **deepest sea**.

**Note**

*Like her sisters she didn’t have feet* is not a simile. Although this sentence compares Little Mermaid to her sisters, the comparison is not between unlike things.

**Commas**

Use a comma after an adverb clause. **PATTERN AC, MC**  
Do not use a comma if a prepositional opener has fewer than five words.

**Apostrophes**

*Didn’t* is a contraction. Use an apostrophe to show where letters have been removed.  
*Change fishes* (plural noun) to *fish’s* (possessive adjective). Use an apostrophe to show ownership.

**Rewrite It!**

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 fish’s tail.
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.

**spacious**
ample; large; roomy

**Example:**

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].

**Capitalization**

*grandmother* lowercase, common noun
The word *grandmother* is capitalized only when it is used as a proper noun in place of a person's name.

**Conjunction**

*and* connects two infinitives: *to swim* and *(to) nibble* a and b
The infinitive marker before *swim* is an implied infinitive marker for *nibble*.

**S V Pairs**

MC *they played*

w/w *which had* The *which* clause follows the noun *palace* and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, they still played in the palace halls. All of the halls had living flowers.

MC *grandmother allowed*

**Note**

*Living* functions as an adjective that describes flowers. *Growing out of the walls* is a participial (-ing) phrase that describes *flowers*. A word that ends in -ing functions as a verb only if it follows a helping verb, e.g., The flowers were living and growing.

**Commas**

Do not use a comma if a prepositional opener has fewer than five words.
Use a comma after a #4 opener. **PATTERN** -ing word/phrase, main clause
The thing after the comma must be the thing doing the inging. *Grandmother* is doing the *opening*.
Do not put a comma in front of a prepositional phrase.

**Apostrophes**

*Mermaids'* is a plural possessive adjective, not a plural noun. Use an apostrophe to show ownership. mermaid's = one mermaid; mermaids' = two or more mermaids

**Usage**

Change *hand* (singular) to *hands* (plural) The plural noun *hands* indicates that there are at least two hands. It is incorrect to write *mermaids' hand* because multiple mermaids must have more than one hand.

**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' hands.
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

For more information about adjective and adverb clauses, see page G-21.

Distinguishing between clausal adjectives and clausal adverbs helps with punctuation.

Identify adverb clauses by **PATTERN** **WWW WORD + SUBJECT + VERB**. The first word connects the adverb clause to the main clause.

The www word is never the subject of the clause.

Identify adjective clauses by looking at location. An adjective clause follows a noun and describes that noun.

The subject of most who/which clauses is who or which.

Who or which can also be an object in the clause (the garden, which Little Mermaid loved).

When who is an object, use whom, an objective case pronoun (the prince, whom she admired).

That usually replaces which in essential which clauses. Which sounds more formal; that sounds more natural. Both are correct.

Use whose when the first word of either a who or a which clause functions as an adjective (Little Mermaid, whose garden dazzled). Whose is a possessive case pronoun, which shows ownership.
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.*

\[
\text{direct object (of main clause)}
\]

[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.

\[
\text{subject} \quad \text{verb} \quad \text{that} \quad \text{subject} \quad \text{verb} \\
\]

[*(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.

\[
\text{subject} \quad \text{verb} \quad \text{that} \quad \text{subject} \\
\]

[Little Mermaid felt] *(that)* her garden needed more flowers).

An **invisible noun clause** occurs when the word *that* is understood, not stated directly.

\[
\text{subject} \quad \text{verb} \quad \text{that} \\
\]

**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.

**A fused sentence** is two main clauses placed in one sentence without any punctuation between them.

Little Mermaid planted flowers she fertilized them with seaweed.

**A 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.

**bestowed**
presented as a gift

---

To each princess [Sea King bestowed a garden plot], [(which was) 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)].

**Sea King bestowed**

**where she could dig, plant**
The *where* clause follows the noun *plot* and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the king still bestowed a garden plot.

**as she pleased**
**princesses arranged**
**youngest planted**

**which were**
The *which* clause follows the noun *flowers* and describes it (adjective clause). It defines the flowers the youngest planted and is essential to the sentence. Do not use a comma.

**Note**
This essential adjective clause correctly begins with the word *which*. Typically, the word *that* begins an essential adjective clause and the word *which* begins a nonessential adjective clause; however, this is a stylistic choice and not a grammatical rule.

**Run-On**
Use a period to fix the run-on (comma splice). The main clauses are separate ideas and belong in separate sentences. Remove the comma after *pleased*, insert a period, and capitalize *The*.

**Commas**
Place commas around a nonessential adjective clause.

**Decoration**
One simile is in this passage. *Red flowers* are compared to a *sunset*.

**Note**
Most compound nouns are written as one word (*flowerbeds, sunset*) or two words without a hyphen (*garden plot*). Occasionally compound nouns are hyphenated (self-reliance).

___

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.
Read It!

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.

singular
distinctive; unique; unusual

Mark It!

MC mermaid was
AC Whereas sisters were The adjective thrilled follows the linking verb and describes the subject.

that they obtained
The that clause follows the noun treasures and describes it (adjective clause).

Fix It!

Rewrite It!

Being quiet and pensive, the youngest mermaid was a singular child. Whereas her sisters were thrilled with the treasures that they obtained from the wrecks of vessels, the youngest princess cherished only her lovely flowers and a marble statue.

Indentation new topic
Conjunction and connects two adjectives: quiet and pensive a and b
  and connects two nouns (direct objects): flowers and statue a and b
S V Pairs
MC mermaid was
AC Whereas sisters were The adjective thrilled follows the linking verb and describes the subject.

that they obtained
The that clause follows the noun treasures and describes it (adjective clause).

Commas Use a comma after a #4 opener. PATTERN -ing word/phrase, main clause
The thing after the comma must be the thing doing the inging. Mermaid is doing the being. You could also write the sentence without Being: Quiet and pensive, the youngest mermaid ... . That would be an invisible #4 opener where Being is implied.

Do not put a comma in front of a that clause.

Use a comma after an adverb clause that comes before a main clause. PATTERN AC, MC
Place the comma before the MC (between vessels and the).

There is no comma after treasures because the that clause is essential to the AC.

Apostrophes Treasures is a plural noun, not a possessive adjective. Do not use an apostrophe.
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.

**rendering**

an artistic depiction or representation

---

**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.

**venerable**
worthy of respect because of age and dignity

<table>
<thead>
<tr>
<th>Indentation</th>
<th>new topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conjunction</td>
<td><em>and</em> connects two verbs: <em>had grown</em> and <em>hung</em> A subject and verb (it had grown) come before the <em>cc</em>, but only a verb (<em>hung</em>) comes after the <em>cc</em>. MC <em>cc</em> 2nd verb</td>
</tr>
</tbody>
</table>
| S V Pairs | **MC** *it had grown, hung*  
**AC** *Since Little Mermaid was* The adjective *enchanted* follows the linking verb and describes the subject.  
**MC** *she persuaded*  
**that** *that she knew* The *that* clause follows the pronoun *all* and describes it (adjective clause). |
| Note | *To tell* is an infinitive. It does not function as a verb. |
| Commas | Do not use a comma if an -ly adverb opener modifies the verb. It (the tree) had grown and hung in a free manner.  
Do not put a comma in front of a prepositional phrase.  
Use a comma after an adverb clause that comes before a main clause. **PATTERN AC, MC** |
| Apostrophes | Change *it’s* (contraction for it is) to *its* (possessive pronoun). Remove the apostrophe. |
| Homophones | The word *knew* is the past tense verb of *to know*, which means to have knowledge or be aware of.  
The homophone *new* means of recent origin or appearing for the first time. |

**Rewrite It!**
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.

[2] (on) The day of her first class, Little Mermaid was nervous.

[5] Although (she was) hoping to learn about human behavior, she did not know what to expect.

[5] When the instructor entered the classroom, Little Mermaid looked alert.

[5] When (he was) teaching, the instructor gave many examples.

[2] At first, however, he asked students to tell about their families.
As she listened to the others, Little Mermaid smiled.

While (they were) 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. \textbf{PATTERN preposition + noun (no verb)}

A prepositional phrase must begin with a preposition.

- If a word group begins with the word \textit{at, in} or \textit{of}, the word group must be a prepositional phrase because \textit{at, in}, and \textit{of} are prepositions.
- If a word group begins with the words \textit{when, while}, or \textit{where}, it cannot be a prepositional phrase because \textit{when, while}, and \textit{where} are never prepositions.
- If a prepositional phrase refers to time, the preposition \textit{on} or \textit{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 (\textit{www word}) begin adverb clauses.

\begin{itemize}
  \item when
  \item although
  \item whenever
  \item as much as
  \item after
  \item because

\end{itemize}

\begin{itemize}
  \item while
  \item because
  \item whereas
  \item even though
  \item where
  \item than

\end{itemize}

\begin{itemize}
  \item as
  \item before
  \item as
  \item if
  \item since
  \item until

\end{itemize}

\begin{itemize}
  \item if
  \item unless
  \item as soon as

\end{itemize}

Prepositions begin prepositional phrases.

\begin{itemize}
  \item aboard
  \item about
  \item above
  \item according to
  \item across
  \item against
  \item along
  \item amid
  \item among

\end{itemize}

\begin{itemize}
  \item around
  \item as
  \item at
  \item because of
  \item before
  \item behind
  \item beneath
  \item beside
  \item besides

\end{itemize}

\begin{itemize}
  \item between
  \item by
  \item concerning
  \item despite
  \item down
  \item during
  \item except
  \item for
  \item from

\end{itemize}

\begin{itemize}
  \item in
  \item instead of
  \item like
  \item minus
  \item near
  \item off
  \item on, onto
  \item on, onto
  \item on, onto

\end{itemize}

\begin{itemize}
  \item opposite
  \item out
  \item outside
  \item into
  \item over
  \item like
  \item near
  \item through
  \item throughout

\end{itemize}

\begin{itemize}
  \item toward
  \item under
  \item underneath
  \item unlike
  \item until
  \item regarding
  \item unto
  \item since
  \item up, upon

\end{itemize}

\begin{itemize}
  \item up, upon
  \item with
  \item within
  \item to
  \item without

\end{itemize}
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.

**converse**
talk; have a conversation

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.

Little Mermaid and the prince boarded the magnificent ship. 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.

**converse**
talk; have a conversation
Read 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.

Mark It!

3 [main clauses]  2 that clauses (that)  1 adverb clause (AC)  8 subject-verb pairs (s-v)  3 openers

Fix It!

2 run-ons  1 expletive  1 unclear pronoun

Fix If! Grammar: Little Mermaid Teacher’s Manual Level 6

sublime
outstanding; causing admiration or wonder

| Ultimately, [they sailed into the harbor], (where church bells rang), and ([where] 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). |

### Indentation
new topic (or time)

### Note
If trumpets sounded were a main clause, and would connect two main clauses. The sentence would say they sailed into the harbor, and trumpets sounded. A comma would be needed: MC, cc MC. It makes better sense to link trumpets sounded to bells rang in where clauses: where church bells rang and (where) trumpets sounded. A comma is not used: a and b.

### Conjunction
and connects two adjective clauses: where church bells rang and (where) trumpets sounded a and b and connects two nouns (subject nouns): festivals and balls a and b

### S V Pairs
MC they sailed  
DC where bells rang The where clauses describe the noun harbor (adjective clause). This information is nonessential. Use a comma.  
DC (where) trumpets sounded The subordinating conjunction where before church bells rang is also the subordinating conjunction for trumpets sounded.  
MC festivals, balls were Rewrite this sentence by beginning with the subject and replacing were with a strong verb. The easiest way to do this is to to eliminate the that clause: Festivals and balls entertained the guests every day. The new s-v pair is Festivals, balls entertained.  
that that entertained AC when princess arrived MC she acknowledged that that she had witnessed

### Run-On
Use periods to fix both run-ons.

### Commas
Use a comma if an -ly adverb opener modifies the sentence. It was ultimate that they sailed. Place commas around a nonessential adjective clause.  
Do not use a comma to separate two items connected with a cc. PATTERN a and b  
Do not use a comma to separate two main clauses.

### Unclear Pronoun
Change she to Little Mermaid. It is not clear whether she refers to princess or to Little Mermaid.

### Note
Every day is two words meaning each day because the construction requires the adjective + noun. As one word everyday is an adjective meaning ordinary or daily, as in everyday clothes.

Rewrite It!

Ultimately, they sailed into the harbor, where church bells rang and trumpets sounded. Festivals and balls entertained the guests every day. When the princess arrived, Little Mermaid acknowledged that she had never witnessed more sublime beauty.
Read It!
The princess’s laughing blue eyes shone both with truth and purity. “It was you,” exclaimed the prince. “Who found me, when I lay 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.

earnest
showing depth and sincerity of feeling

Mark It!

Fix It!

Week 27
Day 3

S V Pairs

MC eyes shone

MC who found

MC hopes are fulfilled

MC It was

MC when I lay

MC prince exclaimed

MC He rushed

MC that Little Mermaid had saved

Run-On

The quoted sentences contain two comma splices. Use exclamation marks to fix both.

Commas

The attribution exclaimed the prince interrupts the quoted sentence: “It was you who found me when I lay lifeless on the beach!” The structure of this sentence is MC w/w AC. Use commas to separate the attribution from the direct quote. The word who is lowercase because the attribution interrupts the sentence. PATTERN “Quote,” attribution, “rest of quoted sentence.”

Use lay, the past tense of lie, which means to assume a horizontal position. This is an intransitive verb and does not take an object.

Unclear Pronoun

Change her to Little Mermaid. Her grammatically refers to princess, the last female mentioned, but he rushed to Little Mermaid, not the princess. To avoid repetition, change the second Little Mermaid to she.

Rewrite It!
The princess’s laughing blue eyes shone with both truth and purity.

“It was you,” exclaimed the prince, “who found me when I lay lifeless on the beach! My earnest hopes are fulfilled!” He rushed to tell Little Mermaid the news, oblivious that Little Mermaid had saved him from drowning.
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.

**feigned**
put on the appearance of; pretended

\[ \text{Riding through the streets the next day, } \text{the wedding was proclaimed by the heralds.} \]  
\[ \text{She wearing a golden silk gown, held the bride’s train.} \]  
\[ \text{Although devastated by the event,} \]  
\[ \text{she feigned delight to please the prince,} \]  
\[ \text{the church bells rang joyously.} \]

**Indentation**
new topic (or time)

**Illegal #4**
*Riding through the streets the next day* is a present participial phrase that begins a sentence. *Wedding* is the thing after the comma, but the wedding is not riding. Heralds are. Make *heralds* the subject of the main clause: the heralds proclaimed the wedding. This also changes passive voice to active voice.

**S V Pairs**
MC *wedding was proclaimed* This contains a *be* verb (was) and past participle (proclaimed). A *by* phrase follows (by the heralds). Fixing the illegal #4 opener will make this active voice. The new s-v pair is *heralds proclaimed*.

MC *She held*  
AC *Although (she was)* The implied subject of the reduced adverb clause is *she*, the same subject as the main clause. *Although devastated by the event* is grammatically correct. No change is needed.

Note  
The reduced adverb clause contains an implied *be* verb (was) and a past participle (devastated). Although Little Mermaid was devastated by the event, the event did not do the action. The event did not devastate. Since this clause does not use passive voice, *devastated* is an adjective that describes the implied subject (*she*).

MC *she feigned*  
AC *After prince, princess married* After marrying is grammatically incorrect. The implied subjects of the reduced adverb clause are *the prince and princess*, which is not the subject of the main clause. An adverb clause can be reduced only if the subject of the adverb clause and the subject of the main clause are the same. Change to *After the prince and princess married*. Use simple past tense since this is an action that has already occurred in the past. The new s-v pair is *prince, princess married*.

**MC bells rang**

**Run-On**
Have students locate the comma splice (after prince). Use a period to fix the run-on.

**Commas**
Use commas around a mid-sentence nonessential participial phrase.

Do not use a comma to separate two main clauses.

Use a comma after an adverb clause. **PATTERN AC, MC**

**Unclear Pronoun**
Change *she* to *Little Mermaid*. *She* grammatically refers to *princess*, the last female mentioned, but Little Mermaid held the bride’s train, not the princess.

**Rewrite It!**
Riding through the streets the next day, the heralds proclaimed the wedding. Little Mermaid, wearing a golden silk gown, held the bride’s train. Although devastated by the event, she feigned delight to please the prince. After the prince and princess married, the church bells rang joyously.