

Fix It!TM Grammar

Robin Hood

STUDENT BOOK

LEVEL 3

Weeks 1–4

Pamela White

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

Copyright Policy

Fix It! Grammar: Robin Hood, Student Book Level 3

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Instructions

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

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

Learn It! On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

Read It! Read the day's passage.
Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.
The vocabulary definitions are printed in the Teacher's Manual.

Mark It! Mark the passage using the guide at the top of the daily practice page.

Fix It! Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

Rewrite It! After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.

Appendix I Complete Story Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

Appendix II Collection Pages Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

Appendix III Lists Refer to the lists found in Appendix III to quickly identify pronouns, prepositions, verbs, and conjunctions.


Appendix IV Grammar Glossary Reference the Grammar Glossary found in Appendix IV of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

Helpful Hints

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

When you complete the book, remove the daily passages.

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

Additional Resource

Fix It! Grammar Cards are an optional product that will enhance the *Fix It! Grammar* learning experience.

Fix It! Grammar Cards

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

IEW.com/FIX-GC



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

| WEEK | Fix It! Grammar Cards for <i>Robin Hood</i> Level 3 |
|----------|---|
| 1 | Editing Marks, Capitalization, Title, Noun, Pronoun, Preposition |
| 2 | Subject-Verb Pair, Verb, Linking Verb, Helping Verb, Conjunction, Coordinating Conjunction, Apostrophes |
| 3 | Adjective, Dependent Clause |
| 5 | Adverb |
| 6 | Sentence Openers, Prepositional Phrase |
| 7 | #3 -ly Adverb Opener, Number Words and Numerals |
| 8 | www Word |
| 9 | Indefinite Pronoun |
| 10 | Clause |
| 11 | Run-On |
| 14 | Interjection |
| 15 | Indentation, Quotation |
| 25 | Commas with Adjectives before a Noun |
| Not Used | #4 -ing Opener, Comparative and Superlative Adjectives and Adverbs |

Scope and Sequence

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Parts of Speech

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|---|---|---|---|---|---|---|---|---|----|--|--|--|----|--|----|----|--|----|----|----|--|--|--|----|----|--|--|----|--|
| Noun | 1 | | | 4 | | | | | | 11 | | | | | | | | | | | | | | | | | | | | |
| subject noun | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| noun of direct address | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| plural noun | | | | | | | | | | | | | | | | | | | 19 | | | | | | | | | | | |
| Pronoun | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| personal pronoun | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| subject pronoun | | 2 | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |
| indefinite pronoun | | | | | | | | | 9 | | | | | | | | | | | | | | | | | | | | | |
| demonstrative pronoun | | | | | | | | 9 | | | | | | | | | | | | | | | | | | | | | | |
| reflexive pronoun | | | | | | | | | | | | | | | | | | | | | 22 | | | | | | | | | |
| Preposition | 1 | | | | | | | | | | | | | | | | | | | 20 | | | | | | | | | | |
| prepositional phrase | 1 | | | | | | | | | | | | | | | | 17 | | | 20 | | | | | | | | | | |
| Verb | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| action verb | | 2 | | 4 | | | 7 | | | 11 | | | | | | | | | | | | | | | | | | | 29 | |
| linking verb | | 2 | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | 29 | |
| helping verb | | 2 | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | 29 | |
| Coordinating Conjunction | | 2 | | | | | | | | | | | | | | 16 | | | | 21 | | | | | | | | | | |
| Adjective | | | 3 | 4 | | | | | | 11 | | | | | | | | | | | | | | | | | | | | |
| article adj | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| possessive adj | | | 3 | | | | | | | | | | | | | | | | 19 | | | | | | | | | | | |
| adj after linking verb | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| coordinate adjectives | | | | | | | | | | | | | | | | | | | | | | | | | 25 | | | | | |
| cumulative adjectives | | | | | | | | | | | | | | | | | | | | | | | | | | 26 | | | | |
| Adverb | | | | | 5 | 6 | 7 | | | | | | | | | | | | | | | | | | | | | | | |
| Interjection | | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |

Capitalization

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|--|---|--|--|--|--|--|--|--|--|--|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| First Word of Sentence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Proper Noun | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Pronoun I | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interjection | | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |
| Quotation Marks | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | | | |
| Proper Adjective | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Punctuation | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| End Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| period | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| question mark | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| exclamation mark | 1 | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |
| w/quotation marks | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | | | |
| Commas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a and b | | 2 | | | | | | | | | | | | | 16 | | | | | 21 | | | | | | | | | | |
| a, b, and c | | 2 | | | | | | | | | | | | | 16 | | | | | 21 | | | | | | | | | | |
| MC, cc MC | | | | | | | | | | | | | | | 16 | | | | | 21 | | | | | | | | | | |
| who/which clause | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| that clause | | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| noun of direct address | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| #2 prepositional opener | | | | | | 6 | | | | | | | | | | | | | | | | | | | | | | | | |
| #3 -ly adverb opener | | | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | | |
| adverb clause | | | | | | | | 8 | | | | | | | | | | | | | | | | | | | | | | |
| #5 clausal opener | | | | | | | | | | | | 12 | | | | | | | | | | | | | | | | | | |
| comma splice | | | | | | | | | | | | | 13 | | | | | | | | | | | | | | | | | |
| interjection | | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |
| quotations | | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | | |
| coordinate adjectives | | | | | | | | | | | | | | | | | | | | | | | | 25 | | | | | | |
| cumulative adjectives | | | | | | | | | | | | | | | | | | | | | | | | | 26 | | | | | |
| Quotation Marks | | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | 28 | |
| Apostrophes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| contraction | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| possessive adj | | | | | | | | | | | | | | | | | | | 19 | | | | | | | | | | | |

Clauses

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|--|---|---|--|--|--|---|--|----|----|----|--|--|--|--|----|--|--|----|--|--|----|--|--|--|--|--|--|--|
| Who/Which Clause | | | 3 | | | | | | | 10 | 11 | | | | | | | | | | | | 23 | | | | | | | |
| That Clause | | | | 4 | | | | | | 10 | | | | | | | | | | | | | | | | | | | | |
| Adverb Clause | | | | | | | | 8 | | 10 | | 12 | | | | | | | | 20 | | | | | | | | | | |
| Dependent Clause | | | | | | | | | | 10 | | | | | | | 17 | | | | | | | | | | | | | |
| Main Clause | | | | | | | | | | 10 | | | | | | | 17 | | | | | | | | | | | | | |

Homophones/Usage

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|--|--|--|---|---|--|--|--|---|--|--|--|--|----|--|--|--|----|--|--|--|--|--|--|--|--|--|--|--|--|
| To/Two/Too | | | | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Its/It's | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Your/You're | | | | | 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| There/Their/They're | | | | | | | | | 9 | | | | | | | | | | | | | | | | | | | | | |
| Whose/Who's | | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | |
| Then/Than | | | | | | | | | | | | | | | | | | 18 | | | | | | | | | | | | |

| 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 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Other Concepts

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------|---|--|--|--|--|---|--|--|--|----|--|----|----|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Indentation | 1 | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | | |
| Numbers | | | | | | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject-Verb Pairs | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fused Sentence | | | | | | | | | | 11 | | 13 | | | | | | | | | | | | | | | | | | |
| Comma Splice | | | | | | | | | | | | 13 | | | | | | | | | | | | | | | | | | |
| Imperative Sentence | | | | | | | | | | | | | 14 | | | | | | | | | | | | | | | | | |

Stylistic Techniques

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Vocabulary

| | | | | | |
|--|--|--|--|---|--|
| 1 reigned legendary rambled experienced | 2 wrath challenged readily strolled | 3 entertaining carefree sociably confronted | 4 taunt champion exceptional retorted | 5 offense composedly seethed capital | 6 impulsively furious toppled tortured |
| 7 accounts slain vowed lavish | 8 sheltered displaced famished narrowly | 9 greedy devastated fled peasants | 10 declared plundered aid earnestly | 11 corrupt courageous peril gurgling | 12 romped restless directed signal |
| 13 roamed spanned stout quickened | 14 rudely confident riled asserted | 15 bellowed lethal crimson sparring | 16 countered gazed sturdy fashioned | 17 towered rival crafted risk | 18 goaded victor adept nimble |
| 19 adversary parried leveled deftly | 20 budged battled fatigue privately | 21 delivered recovered inflamed counterattacked | 22 ridiculous strutted wield echoed | 23 rustled steadfast rugged pounced | 24 struggled blameless introduced appoint |
| 25 thrashing motley devoted bout | 26 instructed paced quiver attentively | 27 released impressive notched flawlessly | 28 magnificent urged extended snickered | 29 howled jubilant quipped guffaw | 30 retraced festivity warmly trustworthy |

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Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.



Noun

A **noun** names a person, place, thing, or idea.

A **compound noun** is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as *King Richard*.

Article Adjective

The **article adjectives** are *a*, *an*, *the*. A noun follows an article adjective.

Pronoun

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. **Personal pronouns** take the place of common and proper nouns. Review the personal pronouns in Appendix III.

Preposition

A **preposition** starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence. A prepositional phrase always begins with a preposition and ends with a noun or pronoun. Review the prepositions in Appendix III.

Memorize It! preposition + noun (no verb)

Mark It! Write *n* above each noun. Use a single *n* for a compound noun.
Write *ar* above each article and *pr* above each pronoun.
Underline each prepositional phrase.

n *pr* *n* *ar* *n*
Robin Hood and his men lived in the forest.

Noun

Definition:

A noun names a person, place, thing, or idea.

Tests:

the _____

two _____

Pronoun

Definition:

A pronoun replaces a noun in order to avoid repetition.

List: Appendix III

Preposition

Definition:

A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence.

Pattern:

preposition + noun
(no verb)

List: Appendix III

Capitalization

Capitalize the first word of a sentence.

Capitalize proper nouns.

Capitalize the personal pronoun *I*.

Fix It! Place three short lines below letters that should be capitalized.

 robin lived in sherwood forest. he told his men, " i will hunt
with you."

End Mark

Use a period at the end of a statement.

Use a question mark at the end of a question.

Use an exclamation mark at the end of a sentence that expresses strong emotion.

Fix It! Place the correct end mark at the end of each sentence.

Did Robin give up? He would never quit! He was used to
challenges.

Indentation

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

Read It!

1 vocabulary

Mark It!

2 articles (ar)

4 nouns (n)

3 prepositional phrases

Fix It!

4 capitals

1 end mark

in the olden days of england, king richard

reigned over the land

Rewrite It!

Read It!

1 vocabulary

Mark It!

1 article (ar)

5 nouns (n)

1 pronoun (pr)

2 prepositional phrases**Fix It!**

7 capitals

1 end mark

a **legendary** outlaw lived in sherwood forest

in central england. his name was robin hood

Rewrite It!

| Read It! | Mark It! | Fix It! |
|--------------|--------------------------------|------------|
| 1 vocabulary | 3 articles (ar) | 2 capitals |
| | 4 nouns (n) | 1 end mark |
| | 2 pronouns (pr) | |
| | 3 <u>prepositional phrases</u> | |

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

Rewrite It! _____

Read It!

1 vocabulary

Mark It!

2 articles (ar)

5 nouns (n)

1 pronoun (pr)

3 prepositional phrases

Fix It!

3 capitals

1 end mark

robin was skilled with the bow. in truth, he was

the most **experienced** archer in england

Rewrite It!

Learn It!

Verb

A **verb** shows action, links the subject to another word, or helps another verb. To determine if a word is a verb, use the verb test.

An **action verb** shows action or ownership.

A **linking verb** links the subject to a noun or adjective. The words below are linking verbs.

Memorize It! am, is, are, was, were, be, being, been
seem, become, appear, grow, remain
taste, sound, smell, feel, look

A **helping verb** helps an action verb or a linking verb. The helping verb is always followed by another verb. The words below are helping verbs.

Memorize It! am, is, are, was, were, be, being, been
have, has, had, do, does, did, may, might, must
can, will, shall, could, would, should

Every verb has a subject. The subject and verb (s v) belong together.

Subject

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

Find It! Read the sentence and look for the verb.
Ask, "Who or what ____ (verb)?"

Mark It! Write v above each verb and s above each subject.

 s v v
Robin had practiced archery for many years.

 s v
His skills were incredible.



Verb

Definition:
A verb shows action, links the subject to another word, or helps another verb.

Verb Test:

I ____ .

It ____ .

Verb Lists:
Appendix III

Strong Verb

A **strong verb** dresses up writing because it creates a strong image or feeling. A strong verb is an action verb, never a linking or helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

Coordinating Conjunction

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

Acronym:
FANBOYS

Conjunction

A conjunction connects words, phrases, or clauses.

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

Memorize It!

| | | | | | | |
|-----|-----|-----|-----|----|-----|----|
| F | A | N | B | O | Y | S |
| for | and | nor | but | or | yet | so |

Robin strolled through the forest and whistled happily.

Because the items that the cc connects must be grammatically the same, *and* connects two verbs, *strolled* and *whistled*. It does not connect the noun *forest* and the verb *whistled*.

Comma

A **comma** is used to separate items in a sentence. This week you will learn two comma rules.



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

PATTERN a and b



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

PATTERN a, b, and c

Mark It!

Write **cc** above each coordinating conjunction.

Fix It!

Remove a comma before a coordinating conjunction that connects only two items in a series. Add commas to separate three or more items in a series.



a and b



a, b, and c

cc

Robin was brave, but reckless.



cc

He chose his arrow, pulled it back, and let it fly.

Contraction

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

Fix It!

Place an apostrophe to show where a letter or letters have been removed.

Robin decided that he shouldn't give up.

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|--------------|
| 1 vocabulary | 4 articles (ar) | 4 capitals |
| | 7 nouns (n) | 1 end mark |
| | 1 pronoun (pr) | 1 apostrophe |
| | 1 coordinating conjunction (cc) | |
| | 3 <u>prepositional phrases</u> | |
| | 2 subject-verb pairs (s v) | |

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

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|------------|
| 1 vocabulary | 4 articles (ar) | 2 capitals |
| | 5 nouns (n) | 1 comma |
| | 1 coordinating conjunction (cc) | 1 end mark |
| | 2 <u>prepositional phrases</u> | |
| | 1 subject-verb pair (s v) | |

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

Rewrite It! _____

Read It!

1 vocabulary

Mark It!

1 article (ar)

4 nouns (n)

3 pronouns (pr)

1 coordinating conjunction (cc)

2 subject-verb pairs (s v)

Fix It!

2 capitals

2 commas

1 end mark

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

Rewrite It!

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|--------------|
| 1 vocabulary | 1 article (ar) | 2 capitals |
| | 3 nouns (n) | 1 comma |
| | 1 pronoun (pr) | 1 end mark |
| | 1 coordinating conjunction (cc) | 1 apostrophe |
| | 2 subject-verb pairs (s v) | |

robin **strolled** merrily. the trip shouldnt take

him more than two, or three days

Rewrite It! _____

Learn It!

Adjective

An **adjective** describes a noun or pronoun.

An adjective tells which one, what kind, how many, or whose.

Memorize It! which one? what kind? how many? whose?

Robin crossed the slippery bridge.

An adjective usually comes before the word it describes. The adjective *slippery* describes *bridge*. What kind of bridge? *slippery*

The bridge appeared slippery.

An adjective may follow a linking verb. The linking verb (appeared) links the subject (bridge) to an adjective (slippery). The adjective *slippery* describes *bridge*. What kind of bridge? *slippery*

Robin carried his bow.

Because the possessive pronouns *my*, *your*, *his*, *her*, *its*, *our*, *their* function as adjectives, you will now mark them as adjectives. The pronoun *his* replaces *Robin's* and functions as an adjective. Whose bow? *his*

Find It! Find the nouns and pronouns in the sentence.

Once you find a noun or pronoun, ask the adjective questions to identify the adjectives.

Mark It! Write *adj* above each adjective.

Robin strolled through the quiet woods with his bow.

Robin's skill in archery was famous.

Capitalization

Capitalize proper adjectives formed from proper nouns.

The English flag flew at King Richard's castle.

The proper adjective *English* comes from the proper noun *England*, the name of a specific country. The proper adjective *King Richard's* comes from the proper noun *King Richard*, the name of a specific person.

Quality Adjective

A **quality adjective** dresses up writing because it creates a strong image or feeling.

A quality adjective is more specific than a weak adjective. A weak adjective is overused, boring, or vague. Look for quality adjectives in this book and write them on the Quality Adjective collection page, Appendix II.



Adjective

Definition:
An adjective describes
a noun or pronoun.

Test:
the ___ pen

Questions:

- which one?
- what kind?
- how many?
- whose?

Dependent Clause

Who/Which Clause

A **who/which clause** is a group of words that describes the noun it follows. It begins with the word *who* or *which*, a relative pronoun.

Who refers to people, personified animals, and pets.

Which refers to things, animals, and places.

A *who/which* clause is a dependent clause, which means it must be added to a sentence that is already complete.

Who/Which Clause

Contains:
subject + verb

First Word:
who or which

Commas:
unless essential

Marking:
w/w

Robin eyed the target. (*sentence*)

Robin, who eyed the target. (*fragment*)

Robin, who eyed the target, picked up his bow. (*sentence*)

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

Mark It! Place parentheses around the *who/which* clause and write **w/w** above the word *who* or *which*. Write **v** above each verb and **s** above each subject.

s v

w/w

Robin thought about the contest, (which he hoped to win).

s v

w/w

The men (who worked for the king) could not be trusted.

Comma

A **comma** is used to separate items in a sentence. Commas are used to separate the *who/which* clause from the rest of the sentence unless the *who/which* clause changes the meaning of the sentence.

- ☞ Place commas around the *who/which* clause if it is nonessential.
- ✗ Do not place commas around the *who/which* clause if it is essential (changes the meaning of the sentence).

When you rewrite the passages, copy the commas correctly.

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|--------------|
| 1 vocabulary | 2 articles (ar) | 2 capitals |
| | 3 nouns (n) | 1 comma |
| | 1 pronoun (pr) | 1 end mark |
| | 3 adjectives (adj) | 1 apostrophe |
| | 1 coordinating conjunction (cc) | |
| | 2 <u>prepositional phrases</u> | |
| | 1 <i>who/which</i> clause (w/w) | |
| | 3 subject-verb pairs (s v) | |

robin whistled, and thought about the contest, which
 would be **entertaining**. he wasnt worried about the
 other archers

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|------------|
| 1 vocabulary | 1 article (ar) | 3 capitals |
| | 2 nouns (n) | 1 end mark |
| | 3 adjectives (adj) | |
| | 1 coordinating conjunction (cc) | |
| | 2 subject-verb pairs (s v) | |

the day seemed pleasant and **carefree**. however,

robin's mood would soon change

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|----------------------------------|------------|
| 1 vocabulary | 2 articles (ar) | 2 capitals |
| | 4 nouns (n) | 1 end mark |
| | 1 pronoun (pr) | 1 comma |
| | 2 adjectives (adj) | |
| | 1 coordinating conjunctions (cc) | |
| | 2 <u>prepositional phrases</u> | |
| | 1 <i>who/which</i> clause (w/w) | |
| | 3 subject-verb pairs (s v) | |

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

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|----------------------------------|------------|
| 1 vocabulary | 2 articles (ar) | 4 capitals |
| | 6 nouns (n) | 1 comma |
| | 1 pronoun (pr) | 1 end mark |
| | 4 adjectives (adj) | |
| | 2 coordinating conjunctions (cc) | |
| | 1 <u>prepositional phrase</u> | |
| | 1 <i>who/which</i> clause (w/w) | |
| | 3 subject-verb pairs (s v) | |

a man who had a scar on his face **confronted** robin.

he called robin's bow and arrows cheap, and shoddy

Rewrite It! _____

Learn It!

That Clause


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

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

Robin knew ^{that s v v} (that he could win the contest).

Comma

A **comma** is used to separate items in a sentence. Because *that* clauses are essential to the sentence, commas are not used with *that* clauses.

 *That* clauses do not take commas.

Homophone

A **homophone** is a word that sounds like another word but is spelled differently and has a different meaning. Correctly use the homophones *to*, *two*, and *too*.

To is a preposition or part of an infinitive: *to Nottingham* (preposition);
to travel (infinitive).

Two is a number: *two arrows* (2 arrows).

Too is an adverb meaning also or to an excessive degree: *traveled too*; *too excited*.

Fix It! Place a line through the incorrect homophone and write the correct word above it.

Robin was headed ^{to} ~~two~~ Nottingham ^{too} ~~to~~. He brought his ^{two} ~~to~~ straightest arrows.

Dependent
Clause

That Clause

Pattern:
that + subject + verb

First Word:
that

Commas:
none

Marking:
that

Homophone

Think About It!

Many words can be used as different parts of speech. However, a word can perform only one part of speech at a time. For example, *light* can be a noun, adjective, or verb.

Noun: The light hurt my eyes.

In this sentence *light* is a thing.

A noun is a person, place, thing, or idea.

Adjective: The light rain was falling.

In this sentence *light* describes rain. What kind of rain? *light*.

An adjective describes a noun or pronoun.

Verb: The lamps light the room.

In this sentence *light* is a verb. *Light* is the action. What *light* the room? *lamps*.

The subject-verb pair is *lamps light*.

| Read It! | Mark It! | Fix It! |
|--------------|--|---|
| 1 vocabulary | 4 nouns (n) 1 pronoun (pr) 6 adjectives (adj) 1 <u>prepositional phrase</u> 2 subject-verb pairs (s v) | 3 capitals 1 end mark 1 homophone |

then robin grew angry. no young man likes other
men too **taunt** him about his prize possessions

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|-------------|
| 1 vocabulary | 2 articles (ar) | 3 capitals |
| | 6 nouns (n) | 1 end mark |
| | 3 pronouns (pr) | 1 homophone |
| | 4 adjectives (adj) | |
| | 1 coordinating conjunction (cc) | |
| | 4 <u>prepositional phrases</u> | |
| | 1 <i>that</i> clause (that) | |
| | 3 subject-verb pairs (s v) | |

he boasted that he was as skillful with a bow and
 arrow as any man. he was headed too nottingham
 to prove his skill in a **champion** match

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|------------|
| 1 vocabulary | 3 articles (ar) | 1 capital |
| | 5 nouns (n) | 1 comma |
| | 1 pronoun (pr) | 1 end mark |
| | 4 adjectives (adj) | |
| | 1 coordinating conjunction (cc) | |
| | 3 <u>prepositional phrases</u> | |
| | 1 <i>who/which</i> clause (w/w) | |
| | 2 subject-verb pairs (s v) | |

he planned to shoot with other archers for the
 grand prize, which was a barrel of **exceptional** ale,
 and a new bow

Rewrite It! _____

| Read It! | Mark It! | Fix It! |
|--------------|---------------------------------|------------|
| 1 vocabulary | 1 article (ar) | 2 capitals |
| | 5 nouns (n) | 1 comma |
| | 4 pronouns (pr) | 1 end mark |
| | 4 adjectives (adj) | |
| | 1 coordinating conjunction (cc) | |
| | 3 <u>prepositional phrases</u> | |
| | 2 <i>that</i> clauses (that) | |
| | 4 subject-verb pairs (s v) | |

one forester laughed at him, and **retorted** that he
 had big words for a little boy! he said that he
 should drink his ale with milk

Rewrite It! _____

