

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

Robin Hood

TEACHER'S MANUAL

LEVEL 3

Weeks 1–4

Pamela White

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## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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


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

### Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

### Helpful Hints

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

When you complete the book, remove the daily passages.

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

## Additional Resource

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

### ***Fix It! Grammar Cards***

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

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

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

[IEW.com/FIX-GC](http://IEW.com/FIX-GC)



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

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

## Scope and Sequence

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

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

## Parts of Speech

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

## Capitalization

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

	Week																													
<b>Punctuation</b>	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

Strong Verb	2																								24					
Quality Adjective		3																							24					
Who/Which Clause		3									11													23						
-ly Adverb					5								13												24					
Adverb Clause								8																						
#1 Subject Opener						6																								
#2 Prepositional Opener						6																						27		
#3 -ly Adverb Opener							7																							
#5 Clausal Opener												12																27		
#6 Vss Opener													13																	

## Vocabulary

1 reigned legendary rambled experienced	2 wrath challenged readily strolled	3 entertaining carefree sociably confronted	4 taunt champion exceptional retorted	5 offense composedly seethed capital	6 impulsively furious toppled tortured
7 accounts slain vowed lavish	8 sheltered displaced famished narrowly	9 greedy devastated fled peasants	10 declared plundered aid earnestly	11 corrupt courageous peril gurgling	12 romped restless directed signal
13 roamed spanned stout 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.

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

Noun Tests:

the \_\_\_\_\_

two \_\_\_\_\_

The noun the pronoun replaces is called the antecedent.

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

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

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

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

## 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!	Mark It!	Fix It!	Day 1
in the olden days of england, king richard <b>reigned</b> over the land	2 articles (ar) 4 nouns (n) 3 <u>prepositional phrases</u>	4 capitals 1 end mark	
<b>reigned</b> ruled as king or queen			

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

Capitalization	<b>In</b> first word of the sentence <b>England; King Richard</b> proper noun In this sentence <i>King Richard</i> is a compound noun, forming a name for one individual. Because the compound noun forms a proper noun, both words are capitalized.
End Marks	Use a period at the end of a statement.

**Rewrite It!** In the olden days of England, King Richard reigned over the land.

## Read It!

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

**legendary**

remarkable enough to be famous

## Mark It!

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

## Fix It!

Day 2

7 capitals  
1 end mark

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

Capitalization

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

End Marks

Use a period at the end of a statement.

Pronoun

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

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

Read It!	Mark It!	Fix It!	Day 3
robin and the loyal men with him <b>rambled</b> through the countryside. they hunted in the deep forests	3 articles (ar) 4 nouns (n) 2 pronouns (pr) 3 <u>prepositional phrases</u>	2 capitals 1 end mark	
<b>rambled</b> wandered without specific plan or direction			

<sup>n</sup> robin and the loyal men <sup>ar</sup> with him <sup>n</sup> **rambled** <sup>pr</sup> through  
<sup>ar</sup> the countryside. <sup>n</sup> they <sup>pr</sup> hunted <sup>ar</sup> in the deep forests. <sup>n</sup>

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

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

Read It!	Mark It!	Fix It!	Day 4
robin was skilled with the bow. in truth, he was the most <b>experienced</b> archer in england	2 articles (ar) 5 nouns (n) 1 pronoun (pr) 3 <u>prepositional phrases</u>	3 capitals 1 end mark	
<b>experienced</b> having expert skill or knowledge			

<sup>n</sup>  
robin was skilled with the bow. <sup>ar</sup> <sup>n</sup> in truth, <sup>n</sup> <sup>pr</sup> he was  
<sup>ar</sup> the most **experienced** <sup>n</sup> archer <sup>n</sup> in england.

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

**Rewrite It!** Robin was skilled with the bow. In truth, he was the most experienced archer in England.



## Learn It!

### Verb

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

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

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

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

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

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

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

### Subject

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

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

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

S V V  
Robin had practiced archery for many years.

S V  
His skills were incredible.

### Strong Verb

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

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

Verb Test:

I \_\_\_\_ .

It \_\_\_\_ .

Some verbs function as either action or linking verbs.

He *smelled* (action)  
burned wood.

He *smelled* (linking)  
awful.

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

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

Ask students to identify the subjects and verbs.

What is the verb?

**had practiced**

Who had practiced?

**Robin**

What is the verb? **were**

What were? **skills**

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

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

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

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

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

Ask students to identify what letter has been removed.

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

## Conjunction

A conjunction connects words, phrases, or clauses.

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

### Memorize It!

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

Robin strolled through the forest and whistled happily.

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

## Comma

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



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

**PATTERN a and b**



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

**PATTERN a, b, and c**

### Mark It!

Write **cc** above each coordinating conjunction.

### Fix It!

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

**cc**

Robin was brave, but reckless.



**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!	Day 1
<p>why was robin hood an outlaw under the <b>wrath</b> of the law? its an interesting story for children and adults</p> <p><b>wrath</b> strong anger; punishment as a result of anger</p>	<p>4 articles (ar) 7 nouns (n) 1 pronoun (pr) 1 coordinating conjunction (cc) 3 <u>prepositional phrases</u> 2 subject-verb pairs (s v)</p>	<p>4 capitals 1 end mark 1 apostrophe</p>	

v
s
ar
n
ar
  
n
ar
n
pr
v
ar
n
  
n
cc
n

why was robin hood an outlaw under the  
wrath of the law? it's an interesting story for  
children and adults.

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

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

Read It!	Mark It!	Fix It!	Day 2
the sheriff of nottingham had <b>challenged</b> the local archers to a shooting match, and even offered a prize	4 articles (ar) 5 nouns (n) 1 coordinating conjunction (cc) 2 <u>prepositional phrases</u> 1 subject-verb pair (s v)	2 capitals 1 comma 1 end mark	
<b>challenged</b> called to a contest of skill or strength			

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

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

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

Read It!	Mark It!	Fix It!	Day 3
robin was just eighteen. he <b>readily</b> accepted the challenge grabbed his bow and left his hometown	1 article (ar) 4 nouns (n) 3 pronouns (pr) 1 coordinating conjunction (cc) 2 subject-verb pairs (s v)	2 capitals 2 commas 1 end mark	
<b>readily</b> quickly; easily			

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

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

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

Read It!	Mark It!	Fix It!	Day 4
robin <b>strolled</b> merrily. the trip shouldnt take him more than two, or three days	1 article (ar) 3 nouns (n) 1 pronoun (pr) 1 coordinating conjunction (cc) 2 subject-verb pairs (s v)	2 capitals 1 comma 1 end mark 1 apostrophe	
<b>strolled</b> walked casually			

*s*  
*n*
*v*
*ar*
*s*  
*n*
*v*
*v*

robin **strolled** merrily. the trip shouldn't take

*pr*
*cc*
*n*

him more than two, or three days.

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

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

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

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

What is the verb?  
**worked**

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

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

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

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.

*Which* refers to things, animals, and places.

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

Robin eyed the target. (*sentence*)

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

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

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


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

Robin thought about the contest, <sup>w/w</sup>(which he hoped to win).

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

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

svvs  
nccarnw/w  
vvadjsvadjar  
pr  
adjn

robin whistled, and thought about the contest, (which  
 would be **entertaining**). he wasn't worried about the  
 other archers.

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

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

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

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

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

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

Read It!	Mark It!	Fix It!	Day 3
<p>robin met fifteen foresters who worked for the king. they were sitting beneath a huge oak, and were feasting <b>sociably</b></p> <p><b>sociably</b> in a friendly, agreeable way</p>	<p>2 articles (ar) 4 nouns (n) 1 pronoun (pr) 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)</p>	<p>2 capitals 1 end mark 1 comma</p>	

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

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

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

Read It!	Mark It!	Fix It!	Day 4
a man who had a scar on his face <b>confronted</b> robin. he called robin's bow and arrows cheap, and shoddy	2 articles (ar) 6 nouns (n) 1 pronoun (pr) 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)	4 capitals 1 comma 1 end mark	
<b>confronted</b> faced boldly and critically			

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

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

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

## Learn It!

### 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 <sup>that s v v</sup> (that he could win the contest).

For more information about *that* clauses, see page G-41.

Ask students to identify the subject and verb in the *that* clause.

What is the verb?  
**could win**

Who could win? **he**

### 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 <sup>to</sup> ~~two~~ Nottingham <sup>too</sup> ~~to~~. He brought his <sup>two</sup> ~~to~~ straightest arrows.

For more information about homophones, see page G-35.

### *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!	Day 1
then robin grew angry. no young man likes other men <b>taunt</b> him about his prize possessions	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	
<b>taunt</b> mock			

<sup>s</sup>  
<sup>n</sup> then <sup>v</sup> robin grew <sup>adj</sup> angry. <sup>adj</sup> no <sup>adj</sup> young man <sup>s</sup> likes <sup>v</sup> other  
<sup>n</sup> men <sup>to</sup> <sup>pr</sup> **taunt** him <sup>adj</sup> about <sup>adj</sup> his <sup>n</sup> prize possessions.

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

Capitalization	<b>Then; No</b> first word of the sentence <b>Robin</b> proper noun
End Marks	Use a period at the end of a statement.
Pronoun	<b>him</b> replaces <i>man</i>
Adjective	What kind of Robin? <b>angry</b> The adjective follows the linking verb and describes the subject. What kind of man? <b>young</b> Which young man? <b>No</b> Which men? <b>other</b> What kind of possessions? <b>prize</b> Whose prize possessions? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective.
S V Pairs	<b>Robin grew; man likes</b>
Homophones	Use <b>to</b> , the infinitive marker. The phrase <i>to taunt</i> does not follow the <b>PATTERN preposition + noun</b> . When <i>to</i> is followed by a verb, it is called an infinitive. Do not mark infinitives as prepositional phrases. Do not mark them as verbs. They function as neither.

**Rewrite It!** Then Robin grew angry. No young man likes other men to taunt him about his prize possessions.

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

<sup>s</sup>  
pr      <sup>v</sup>      <sup>s</sup>  
pr      <sup>v</sup>      <sup>adj</sup>      <sup>ar</sup>      <sup>n</sup>      <sup>cc</sup>  
he boasted (that he was as skillful with a bow and  
<sup>n</sup>      <sup>adj</sup>      <sup>n</sup>      <sup>s</sup>  
pr      <sup>v</sup>      <sup>v</sup>      <sup>to</sup>      <sup>n</sup>  
arrow as any man). he was headed too nottingham  
<sup>adj</sup>      <sup>n</sup>      <sup>ar</sup>      <sup>adj</sup>      <sup>n</sup>  
to prove his skill in a **champion** match.

Capitalization	<b>He; He</b> first word of the sentence <b>Nottingham</b> proper noun
End Marks	Use a period at the end of a statement.
Pronoun	<b>He; he; He</b> replace <i>Robin</i>
Adjective	What kind of he (Robin)? <b>skillful</b> The adjective follows the linking verb and describes the subject. Which man? <b>any</b> Whose skill? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective. What kind of match? <b>champion</b>
Note	As <i>skillful</i> is not a prepositional phrase because it does not follow the pattern. <b>PATTERN preposition + noun (no verb)</b> <i>Skillful</i> is an adjective. <i>As</i> is an adverb modifying the adjective <i>skillful</i> .
S V Pairs	<b>He boasted; he was; He was headed</b> <i>To prove</i> is an infinitive. It does not function as a verb.
Homophones	Use <b>to</b> , the preposition.
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>bow</i> and <i>arrow</i>

**Rewrite It!** He boasted that he was as skillful with a bow and arrow as any man. He was headed to Nottingham to prove his skill in a champion match.



Read It!	Mark It!	Fix It!	Day 3
he planned to shoot with other archers for the grand prize, which was a barrel of <b>exceptional</b> ale, and a new bow	3 articles (ar) 5 nouns (n) 1 pronoun (pr) 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)	1 capital 1 comma 1 end mark	
<b>exceptional</b> unusually excellent; superior			

<sup>s</sup>  
<sup>pr</sup> <sup>v</sup>  
he planned to shoot with other archers for the  
<sup>adj</sup> <sup>n</sup> <sup>w/w</sup> <sup>s</sup> <sup>v</sup> <sup>ar</sup> <sup>n</sup> <sup>adj</sup> <sup>n</sup>  
grand prize, (which was a barrel of exceptional ale,  
<sup>cc</sup> <sup>ar</sup> <sup>adj</sup> <sup>n</sup>  
 and a new bow).

Capitalization	<b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>Robin</i>
Adjective	Which archers? <b>other</b> What kind of prize? <b>grand</b> What kind of ale? <b>exceptional</b> What kind of bow? <b>new</b>
W/W Clause	<b>which was a barrel of exceptional ale and new a bow</b> The <i>which</i> clause describes <i>prize</i> , the noun it follows.
S V Pairs	<b>He planned; which was</b> <i>To shoot</i> is an infinitive. It does not function as a verb.
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>barrel</i> and <i>bow</i>

**Rewrite It!** He planned to shoot with other archers for the grand prize, which was a barrel of exceptional ale and a new bow.

Read It!	Mark It!	Fix It!
one forester laughed at him, and <b>retorted</b> that he had big words for a little boy! he said that he should drink his ale with milk	1 article (ar) 5 nouns (n) 4 pronouns (pr) 4 adjectives (adj) 1 coordinating conjunction (cc) 3 <u>prepositional phrases</u> 2 <i>that</i> clauses (that) 4 subject-verb pairs (s v)	2 capitals 1 comma 1 end mark
<b>retorted</b> answered angrily		

<sup>adj</sup> <sup>s</sup> <sup>v</sup> <sup>pr</sup> <sup>cc</sup> <sup>v</sup> <sup>that</sup> <sup>s</sup>  
<sup>pr</sup> <sup>v</sup> <sup>adj</sup> <sup>n</sup> <sup>ar</sup> <sup>adj</sup> <sup>n</sup> <sup>s</sup> <sup>pr</sup> <sup>v</sup> <sup>that</sup> <sup>s</sup>  
<sup>v</sup> <sup>v</sup> <sup>adj</sup> <sup>n</sup> <sup>n</sup>  
 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).

Capitalization	<b>One; He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>him; he</b> replace <i>Robin</i> <b>He</b> replaces <i>forester</i> <b>he</b> replaces <i>Robin</i>
Adjective	How many foresters? <b>one</b> What kind of words? <b>big</b> What kind of boy? <b>little</b> Whose ale? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective.
S V Pairs	<b>forester laughed, retorted; he had; He said; he should drink</b>
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. <b>PATTERN a and b</b> <i>laughed and retorted</i>

**Rewrite It!** 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.