

Fix It![®] Grammar

Robin Hood

TEACHER'S MANUAL

LEVEL 3

Pamela White

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Fix It! Grammar: Robin Hood, Teacher's Manual 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**.

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 Robin Hood 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

Strong Verb	2																													
Quality Adjective		3																												
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

SAMPLE

Contents

Weekly Lessons

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

Appendices

Appendix I: Complete Story	
Robin Hood	185
Appendix II: Collection Pages	
-ly Adverb	191
Strong Verb	193
Quality Adjective	195
Appendix III: Lists	
Pronoun.....	197
Preposition, Verb, Conjunction.....	198
Appendix IV: Grammar Glossary	

SAMPLE

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.

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.

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.

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

reigned
ruled as king or queen

^{ar} in ⁿ the ⁿ olden ⁿ days ⁿ of ⁿ england, ⁿ king ⁿ richard
^{ar} reigned ⁿ over ⁿ the ⁿ land.

Capitalization	In first word of the sentence England; King Richard 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!	Mark It!	Fix It!	Day 2
a legendary outlaw lived in sherwood forest in central england. his name was robin hood	1 article (ar) 5 nouns (n) 1 pronoun (pr) 2 <u>prepositional phrases</u>	7 capitals 1 end mark	
legendary remarkable enough to be famous			

^{ar}
a ⁿ legendary outlaw lived in ⁿ sherwood forest
in ⁿ central england. ^{pr} his ⁿ name was ⁿ 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 <i>outlaw's</i> Week 3 students will learn that a possessive pronoun like <i>his</i> 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 rambled 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	

rambled

wandered without specific plan or direction

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

Capitalization	Robin proper noun; first word of the sentence They first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	him replaces <i>Robin</i> They 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 experienced archer in england	2 articles (ar) 5 nouns (n) 1 pronoun (pr) 3 <u>prepositional phrases</u>	3 capitals 1 end mark	
experienced having expert skill or knowledge			

ⁿ
robin was skilled with the bow. ^{ar} ⁿ ⁿ ^{pr}
in truth, he was
^{ar}
the most **experienced** ⁿ ⁿ
archer in england.

Capitalization	Robin proper noun; first word of the sentence In first word of the sentence England proper noun
End Marks	Use a period at the end of a statement.
Pronoun	he 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.

b

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 wrath of the law? its an interesting story for children and adults</p> <p>wrath 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
n
ar
n
ar

why was robin hood an outlaw under the

n
ar
n
s
pr
v
ar
n

wrath of the law? it's an interesting story for

n
cc
n

children and adults.

Capitalization	Why; It's first word of the sentence Robin Hood proper noun
End Marks	Use a period at the end of a statement.
Pronoun	It replaces <i>story</i>
S V Pairs	Robin Hood was; It's 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.
Apostrophes	PATTERN a and b <i>children and adults</i> <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!

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

challenged

called to a contest of skill or strength

Mark It!

4 articles (ar)

5 nouns (n)

1 coordinating conjunction (cc)

2 prepositional phrases

1 subject-verb pair (s v)

Fix It!

Day 2

2 capitals

1 comma

1 end mark

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

Capitalization	The first word of the sentence Nottingham proper noun
End Marks	Use a period at the end of a statement.
S V Pairs	sheriff had challenged, offered <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. PATTERN a and 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 readily 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	
readily quickly; easily			

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

Capitalization	Robin proper noun; first word of the sentence He first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	He replaces <i>Robin</i> his; his 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	Robin was; He accepted, grabbed, left
Commas	Use commas to separate three or more items in a series connected with a coordinating conjunction. PATTERN a, b, and c <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 strolled 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	
strolled 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	Robin proper noun; first word of the sentence The first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	him replaces <i>Robin</i>
S V Pairs	Robin strolled; trip should take 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. PATTERN a and 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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For more information about *who/which* clauses, see page G-39.

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

What is the verb? **hoped**

Who hoped? **he**

The relative pronoun *which* replaces the noun *contest*.

which he hoped to win describes *contest*.

Commas are used because the *which* clause is nonessential.

What is the verb?

worked

Who worked? **who**

The relative pronoun *who* replaces the noun *men*.

who worked for the king describes *men*.

Commas are not used because the *who* clause is essential to the meaning of the sentence by telling which men could not be trusted.

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.

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.

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, (which he hoped to win).
S V
w/w

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

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!	Day 1
robin whistled, and thought about the contest, which would be entertaining . 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 <u>who/which</u> clause (w/w) 3 subject-verb pairs (s v)	2 capitals 1 comma 1 end mark 1 apostrophe	
entertaining amusing; giving pleasure			

svccvarnw/ws
nvvadjsprvadjar
vvadjprvadjar
adjn
adjn

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

Capitalization	Robin proper noun; first word of the sentence He first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	He replaces <i>Robin</i>
Adjective	What kind of which (contest)? entertaining The adjective follows the linking verb and describes the subject. What kind of he (Robin)? worried The adjective follows the linking verb and describes the subject. Which archers? other
W/W Clause	which would be entertaining The <i>which</i> clause describes <i>contest</i> , the noun it follows.
S V Pairs	Robin whistled, thought; which would be; He was
Commas	Do not use a comma to separate two items connected with a coordinating conjunction. PATTERN a and 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 carefree . 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	
carefree without worry			

^{ar} ^s ⁿ ^v ^{adj} ^{cc} ^{adj}
 the day seemed pleasant and **carefree**. however,
^{adj} ^s ⁿ ^v ^v
 robin's mood would soon change.

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

^s
robin ^vmet ⁿfifteen ^{adj}foresters (^swho ^vworked
^{ar}for ⁿthe ^sking). ^{pr}they ^vwere ^vsitting ^{ar}beneath ^{adj}a ⁿhuge oak,
^{cc}and ^vwere ^vfeasting **sociably**.

Capitalization	Robin proper noun; first word of the sentence They first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	They replaces <i>foresters</i>
Adjective	How many foresters? fifteen What kind of oak? huge
W/W Clause	who worked for the king The <i>who</i> clause describes <i>foresters</i> , the noun it follows.
S V Pairs	Robin met; who worked; They were sitting, were feasting 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. PATTERN a and 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 confronted 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	
confronted faced boldly and critically			

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

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