

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

Frog Prince

TEACHER'S MANUAL

LEVEL 5

Pamela White

Fourth Edition, January 2022

Institute for Excellence in Writing, L.L.C.

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## Instructions

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

Although in Levels 1–4 students could choose to either Mark It or Fix It first, in Levels 5 and 6, students must complete the passages in this order: **Read It, Mark It, Fix It**. After Week 4 students should number the sentence openers after the passage has been marked and fixed.

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

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

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

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

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

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

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

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

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

**Appendix II 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, conjunctions, clauses, phrases, and sentence openers.

**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

t 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.

WEEK	<b>Fix It! Grammar Cards for <i>Frog Prince</i> Level 5</b>
1	Editing Marks, Capitalization, Indentation, Subject-Verb Pair, Preposition, Prepositional Phrase
2	Conjunction, Coordinating Conjunction
3	Clause, Dependent Clause, www Word
4	Sentence Openers, #3 -ly Adverb Opener
5	#4 -ing Opener, Quotation, Apostrophes, Verb, Linking Verb, Helping Verb
6	Adjective, Commas with Adjectives before a Noun
7	Interjection
10	Run-On
11	Noun
12	Pronoun
13	Indefinite Pronoun
14	Number Words and Numerals
15	Adverb
18	Title
25	Comparative and Superlative Adjectives and Adverbs



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
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### Commas, cont.

adjectives					6																											
interjection						7																										
unnecessary commas									9																					28		
comma splice										10																						
contrasting items																					21											
Apostrophe					5																											
Quotation Marks					5					10							17					22							27			
Semicolon										10															24							

### Clauses

Main Clause	1	3																														
Dependent Clause		3																														
Who/Which Clause		3				7	8			11				15							19											
That Clause		3											14		16		18															
Adverb Clause		3	4											15	16	17					21											
Adjective Clause														15	16	17						22										

### Phrases

Prepositional Phrase	1		4			7							14	15																			
Verb Phrase					5																												
Participial (-ing) Phrase					5		8						14	15		18							23										
Appositive										11													22										

### Other Concepts

Indentation	1																																	
Subject-Verb Pairs	1																																	
Numbers													14																					
Usage																																		
who/whom/whose																				19														
affect/effect																									24									
among/between																										25								
than/then																												26						
accept/except																																	29	
Words as Words																									22									



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## Learn It!

### Capitalization

- Capitalize the first word of a sentence.
- Capitalize proper nouns and proper adjectives.
- Capitalize the personal pronoun *I*.
- Capitalize a title when it is used with a person's name.

### End Mark

- Use a period at the end of a statement.
- Use a question mark at the end of a question.
- Use an exclamation mark at the end of a sentence that expresses strong emotion.

### Indentation

An **indentation** shows the start of a new paragraph. In fiction (stories) there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

- Fix It!**
- Place three short lines below letters that should be capitalized.
  - Draw a slanted line through letters that should be lowercase.
  - Place the correct end mark at the end of each sentence.
  - Add the ¶ symbol (known as a pilcrow) in front of each sentence that should start a new paragraph. When you rewrite the passage, indent. Start the sentence on the next line and write ½ inch from the left margin.

¶ Dorinda's new dress cost king morton an outrageous amount of money. The /king was not pleased!

### Subject and Verb

A **verb** shows action, links the subject to another word, or helps another verb. Every verb has a subject. The subject and verb (s v) belong together.

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

### Main Clause

A **main clause** contains a subject and a verb and expresses a complete thought, so it can stand alone as a sentence. Every sentence must have a main clause.

- 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.  
Place square brackets around the main clause [MC].

[King Morton ruled wisely].

### 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 a helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.

Titles capitalized before a person's name include mister and missus as well as job titles like doctor, king, and president.

The king was King Morton.

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

Clause Overview:  
Appendix III

For more information about clauses, see pages G-20 to G-22.

Ask students to identify the subject and verb.

What is the verb? **ruled**  
Who ruled? **King Morton**



**Read It!**

**Mark It!**

**Fix It!**

Day 1

Students complete the passage in this order: Read It! Mark It! Fix It!

In the recent past, in an obscure Kingdom, among the alps a **decorous** King reigned faithfully. His family line of monarchs stretched back to the middle ages

5 prepositional phrases

1 indent

2 [main clauses]

5 capitals

2 subject-verb pairs (s v)

3 commas

1 end mark

**decorous**

dignified in conduct and manners

*prep* *op* *prep* *op* *prep*  
 In the recent past, in an obscure Kingdom, among  
*op* *s* *v*  
 the alps, [a decorous King reigned faithfully]. [His family  
*s* *prep* *op* *v* *prep* *op*  
 line of monarchs stretched back to the middle ages].

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

Indentation	new topic
Capitalization	<b>kingdom; king</b> lowercase, common noun <b>Alps; Middle Ages</b> uppercase, proper noun <i>Middle Ages</i> is a compound noun. Because the compound noun forms a proper noun, both words are capitalized.
Prep Phrase	Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of past? <i>recent</i> What kind of kingdom? <i>obscure</i>
Note	After marking a prepositional phrase, mentally remove it. Neither subjects nor verbs are found inside a prepositional phrase. Week 15 students will learn that a prepositional phrase functions as either an adjective or an adverb.
S V Pairs	MC <b>king reigned</b> When a prepositional phrase opens (begins) a sentence, do not include the phrase in the main clause square brackets. Week 4 students will begin marking this as a #2 prepositional opener. MC <b>line stretched</b>
Commas	Do not use a comma in front of a prepositional phrase. If two or more prepositional phrases open a sentence, follow the last phrase with a comma.

**Rewrite It!**

In the recent past in an obscure kingdom among the Alps, a decorous king reigned faithfully. His family line of monarchs stretched back to the Middle Ages.

Read It!	Mark It!	Fix It!
King Morton had inherited the Throne, from his Father nearly three decades before. Like his Father, King Morton ruled fairly and showed <b>compassion</b> to all	3 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v)	3 capitals 2 commas 1 end mark

**compassion**

deep sympathy for someone else’s sorrow or hardship

[<sup>s</sup> King Morton had inherited the Throne, <sup>v</sup> from his <sup>v</sup> Father <sup>prep</sup> nearly three decades before]. <sup>prep</sup> Like his <sup>op</sup> Father, [<sup>s</sup> King Morton <sup>v</sup> ruled fairly and showed <sup>prep</sup> **compassion** <sup>op</sup> to all].

Capitalization	<b>throne, father, father</b> lowercase, common noun <i>Father</i> is only capitalized when used as a proper noun in place of a person’s name. <i>King</i> is capitalized because it is a title used directly before the name.
Prep Phrase	<i>From his father</i> and <i>like his father</i> begin with a preposition and end with a noun, the object of the preposition. The word <i>his</i> is a possessive pronoun that functions as an adjective. Whose father? <i>his</i> <i>To all</i> is a preposition + pronoun. Because a pronoun can take the place of a noun, a prepositional phrase can end with a pronoun. The word <i>all</i> is an indefinite pronoun that functions as the object of the preposition.
<b>Ask Students</b>	In the first sentence, why is the word <i>before</i> not a preposition? A preposition begins a prepositional phrase. <b>PATTERN preposition + noun (no verb)</b> <i>Before</i> is an adverb, not a preposition.
S V Pairs	MC <b>King Morton had inherited</b> MC <b>King Morton ruled, showed</b>
Commas	Do not use a comma in front of a prepositional phrase. Do not use a comma if a prepositional opener has fewer than five words.

**Rewrite It!** King Morton had inherited the throne from his father nearly three decades before. Like his father King Morton ruled fairly and showed compassion to all.

Read It!	Mark It!	Fix It!
As a kindhearted Ruler, King Morton loved his subjects. The people, of the land <b>esteemed</b> him. maribella and dorinda, the King's daughters, lived with him	3 <u>prepositional phrases</u> 3 [main clauses] 3 subject-verb pairs (s v)	4 capitals 1 comma 1 end mark

**esteemed**  
regarded with respect and admiration

*prep* As a kindhearted *op* Ruler, [*s* King Morton *v* loved his subjects].  
 [*s* The people, *prep* of the land *op* **esteemed** him]. [*s* maribella and  
*s* dorinda, the *v* King's daughters, *prep* lived *op* with him].

Capitalization	<p><b>ruler</b> lowercase, common noun</p> <p><b>Maribella</b> uppercase, first word of the sentence, proper noun</p> <p><b>Dorinda</b> uppercase, proper noun</p> <p><b>king's</b> lowercase, common adjective</p>
Prep Phrase	<p>Both <i>as a kindhearted ruler</i> and <i>of the land</i> begin with a preposition and end with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of ruler? <i>kindhearted</i></p> <p><i>With him</i> is a preposition + pronoun. The word <i>him</i> is an objective case pronoun that functions as the object of the preposition.</p>
S V Pairs	<p>MC <b>King Morton loved</b></p> <p>MC <b>people esteemed</b></p> <p>MC <b>Maribella, Dorinda lived</b></p>
Note	<p><i>Daughters</i> is not the subject. <i>The king's daughters</i> is an appositive phrase (noun phrase that renames the noun it follows). Week 11 students will learn about appositives and when they require commas.</p>
Commas	<p>Use a comma if a prepositional opener has five words or more. At times an exact word count misses the purpose of the rule: long phrases need a comma to separate the phrase from the main clause. Use a comma after <i>As a kindhearted ruler</i>.</p> <p>Do not use a comma in front of a prepositional phrase.</p>

**Rewrite It!** As a kindhearted ruler, King Morton loved his subjects. The people of the land esteemed him. Maribella and Dorinda, the king's daughters, lived with him.

Read It!	Mark It!	Fix It!
Everyone in the land admired his <b>devotion</b> , to his girls. his younger daughter, however, frustrated him greatly	2 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v)	1 capital 1 comma 1 end mark

**devotion**

a feeling of strong love or loyalty

[<sup>s</sup> Everyone <sup>prep</sup> in the land <sup>op</sup> admired <sup>v</sup> his **devotion**, <sup>prep</sup> to his girls <sup>op</sup>].  
 [his <sup>s</sup> younger daughter, however, <sup>v</sup> frustrated him greatly].

Capitalization	<b>His</b> uppercase, first word of the sentence
Prep Phrase	<i>In the land</i> begins with a preposition and ends with a noun, the object of the preposition. <i>The</i> is an article adjective. <i>To his girls</i> begins with a preposition and ends with a noun, the object of the preposition. The word <i>his</i> is a possessive pronoun that functions as an adjective. Whose girls? <i>his</i>
S V Pairs	MC <b>Everyone admired</b> MC <b>daughter frustrated</b>
Commas	Do not use a comma in front of a prepositional phrase.

**Rewrite It!** Everyone in the land admired his devotion to his girls. His younger daughter, however, frustrated him greatly.

## Learn It!

### Conjunction

A **conjunction** connects words, phrases, or clauses. A **coordinating conjunction** (cc) connects the same type of words, phrases, or clauses. The items must be grammatically the same: two or more adjectives, two or more prepositional phrases, two or more main clauses, and so forth. Use the acronym FANBOYS to remember the coordinating conjunctions.

The staff served King Morton, Princess Dorinda, and Princess Maribella.

*And* connects three nouns: *King Morton*, *Princess Dorinda*, and *Princess Maribella*.

Use commas to separate three or more items in a series.  
**PATTERN a, b, and c**

The king lived in the castle with his daughters and with the staff.

*And* connects two prepositional phrases: *with his daughters* and *with the staff*.

Do not use a comma before a cc when it connects two items in a series unless they are main clauses.  
**PATTERN a and b**

Dorinda raced through the gardens, and Maribella collected daisies.

*And* connects two main clauses. A subject and verb pair (Dorinda raced) comes before the coordinating conjunction, and a subject and verb pair (Maribella collected) comes after. When a subject and verb pair follows the coordinating conjunction, use a comma.

Use a comma before a cc when it connects two main clauses.  
**PATTERN MC, cc MC**

Compare the last sentence to this sentence:

Dorinda raced through the gardens and collected daisies.

*And* connects two verbs: *raced* and *collected*. A subject and verb (Dorinda raced) come before the coordinating conjunction, but only a verb (collected) comes after. The verbs have the same subject. This is the same pattern as **a and b** when *a* and *b* are verbs.

Do not use a comma before a cc when it connects two verbs.  
**PATTERN MC cc 2nd verb**

**Mark It!** Write **cc** above each coordinating conjunction.

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

Dorinda ran through the gardens, smelled the roses, <sup>cc</sup> and picked daisies.

Dorinda was lovely, <sup>cc</sup> but spoiled.

Maribella sketched the flowers, <sup>cc</sup> and Dorinda bounced a ball.

The king groaned at Dorinda's mischief, <sup>cc</sup> yet loved her anyway.

### FANBOYS

for, and, nor, but, or,  
yet, so

The **PATTERNS a and b** and **MC cc 2nd verb** are the same when *a* and *b* are verbs. However, the emphasis differs.

The **PATTERN a and b** emphasizes that a cc connects two items.

The **PATTERN MC cc 2nd verb** emphasizes that a subject and verb come before the cc, but only a verb comes after the cc.

A comma is not used in either pattern.

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

**And** connects three verbs: *ran*, *smelled*, *picked*. Use two commas. a, b, and c

**But** connects two adjectives: *lovely*, *spoiled*. Do not use a comma. a and b

**And** connects two main clauses: *Maribella sketched*, and *Dorinda bounced*. Use a comma. MC, cc MC

**Yet** connects two verbs: *groaned*, *loved*. Do not use a comma. MC cc 2nd verb



A coordinating conjunction (cc) connects items that are grammatically the same.

The cc *but* cannot connect a main clause [Dorinda cried out] to an adverb clause (when she pricked her finger ...).

Fix by removing the cc *but*.

The adverb *then* is not a cc and cannot connect main clauses.

Fix by adding a comma + cc.

The cc *and* cannot connect a noun (*dress*) with a verb (*was*). The cc cannot connect the two verbs (*splattered*, *was*) because *mud* is the subject of only the first verb, not the second. It was the dress that was ruined, not the mud.

Fix by inserting the word *dress* to form two main clauses. Use two periods or a comma + cc.

A comma + cc is a correct way to join two main clauses: MC, cc MC. However, a sentence with more than one of these patterns is not stylish. It feels as if it will never end!

Fix by removing the cc *and*. Form two sentences.

## Coordinating Conjunctions

Figure out what is wrong with the following sentences.

Consider what the coordinating conjunction is connecting.

Rewrite the sentences correctly.

Dorinda cried out but when she pricked her finger on the thorn.

Dorinda cried out when she pricked her finger on the thorn.

The sisters argued then they reunited.

The sisters argued, but then they reunited.

Mud splattered her dress and was ruined.

Mud splattered her dress. The dress was ruined. OR

Mud splattered her dress, and the dress was ruined.

Dorinda teased Maribella, but Maribella laughed, and the sisters argued, yet they hugged each other in the end.

Dorinda teased Maribella, but Maribella laughed. The sisters argued, yet they hugged

each other in the end.





**Read It!**

She once stole, into the Throne Room swung on the chandeliers and landed, at the feet of the scandalized **courtiers**

**courtiers**

members of a royal court

**Mark It!**

- 1 coordinating conjunction (cc)
- 4 prepositional phrases
- 1 [main clause]
- 1 subject-verb pair (s v)

**Fix It!**

- 2 capitals
- 4 commas
- 1 end mark

s
v
prep
op
v

[She once stole, into the Throne Room, swung

prep op cc v prep op prep

on the chandeliers, and landed, at the feet of the

op

scandalized **courtiers**].

Prep Phrase	Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of room? <i>throne</i> What kind of courtiers? <i>scandalized</i>
Conjunction	<b>and</b> connects three verbs: <i>stole</i> , <i>swung</i> , and <i>landed</i> a, b, and c
<b>Ask Students</b>	Why does <i>and</i> not connect <i>chandeliers</i> and <i>landed</i> ? A coordinating conjunction (cc) connects items that are grammatically the same. <i>Chandeliers</i> is a noun; <i>landed</i> is a verb.
S V Pairs	MC <b><i>She stole, swung, landed</i></b>
Commas	Use commas to separate three or more items in a series connected with a cc. <b>PATTERN a, b, and c</b> Because the prepositional phrases modify the verbs they follow, place the commas at the end of the prepositional phrases. Do not use a comma in front of a prepositional phrase.

**Rewrite It!** She once stole into the throne room, swung on the chandeliers, and landed at the feet of the scandalized courtiers.



Read It!	Mark It!	Fix It!
Dorinda sneaked a taste, and expected a sweet treat but instead of bits of chocolate the taste of salty fish eggs first surprised and then <b>repulsed</b> her	3 coordinating conjunctions (cc) 3 <u>prepositional phrases</u> 2 [main clauses] 2 subject-verb pairs (s v)	3 commas 1 end mark
<b>repulsed</b> caused disgust		

[Dorinda sneaked a taste, and expected a sweet treat], but instead of bits of chocolate, [the taste of salty fish eggs first surprised and then **repulsed** her].

Prep Phrase	Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of eggs? <i>salty fish</i>
Conjunction	<b>and</b> connects two verbs: <i>sneaked</i> and <i>expected</i> A subject and verb (Dorinda sneaked) come before the cc, but only a verb ( <i>expected</i> ) comes after the cc. A comma is not used. MC cc 2nd verb <b>but</b> connects two main clauses. A subject and verb pair (Dorinda sneaked, expected) comes before the cc, and a subject and verb pair ( <i>taste surprised, repulsed</i> ) comes after the cc. A comma is required. MC, cc MC <b>and</b> connects two verbs: <i>surprised</i> and <i>repulsed</i> A subject and verb ( <i>taste surprised</i> ) come before the cc, but only a verb ( <i>repulsed</i> ) comes after the cc. A comma is not used. MC cc 2nd verb
S V Pairs	MC <b><i>Dorinda sneaked, expected</i></b> MC <b><i>taste surprised, repulsed</i></b>
Commas	Do not use a comma before a cc when it connects two verbs. <b>PATTERN MC cc 2nd verb</b> Use a comma to separate main clauses connected with a cc. <b>PATTERN MC, cc MC</b> Use a comma if two + prepositional phrases open a sentence. Put the comma after the last phrase.
Note	Although <i>instead of bits of chocolate</i> initially appears to be a mid-sentence prepositional phrase, after analyzing the sentence, it is clear that <i>instead of bits of chocolate</i> comes before the main clause that it modifies. Do not include <i>instead of bits of chocolate</i> in the main clause square brackets. Punctuate it as if it were a prepositional opener.

**Rewrite It!** Dorinda sneaked a taste and expected a sweet treat, but instead of bits of chocolate, the taste of salty fish eggs first surprised and then repulsed her.



Ask students to identify the subject and verb in the adverb clause.

What is the verb?

**did need**

Who did need? **Dorinda**

What is the verb? **had**

What had? **it**

Use a comma after, not before, an adverb clause.

Week 16 students will learn that subordinating conjunctions can also start adjective clauses. When they do, different punctuation rules apply.

For the reader, the ability to recognize clauses results in greater comprehension.

For the writer, the ability to organize and punctuate clauses results in clearer communication.

## Adverb Clause

AC                    s                    v                    v  
(Although Dorinda did not need another dress), [she

purchased this one] AC                    s                    v  
(because it had real gold).

An **adverb clause** is a dependent clause that begins with a *www* word (a subordinating conjunction) and contains a subject and a verb.

The acronym *www.asia.b* reminds you of the eight most common *www* words. However, these are not the only words that begin an adverb clause. Other words can function as *www* words too.

**Memorize It!** when while where as since if although because  
after before until unless whenever whereas than

A *www* word must have a subject and verb after it to begin an adverb clause.

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

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

## Mark It! and Fix It!

Recognizing the basic clause and phrase structures in a sentence will help you punctuate sentences properly. Label the subject-verb pairs to determine how many clauses are in each sentence. Focus on the word that begins the clause to determine if it is a dependent clause or a main clause. After you have identified each clause, check its placement in the sentence and follow the comma rules.

**Mark It!** Place parentheses around the dependent clause.  
Write *v* above each verb and *s* above each subject.  
Identify the dependent clause by looking at the first word of the clause.  
Write *w/w* above the word *who*, *which*, or *whose*.  
Write *that* above the word *that*.  
Write *AC* above the *www* word.

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

w/w                    s                    v  
[King Morton, (whose castle was vast), had lost his crown].

that                    s                    v                    v  
[It frustrated the king], (that he had lost his crown).

AC                    s                    v                    v  
[The king was irritable], (since he had lost his crown).

**Read It!**

**Mark It!**

**Fix It!**

Day 1

Students complete the passage in this order: Read It! Mark It! Fix It!

The princess who had earned a reputation for beauty considered herself quite **chic**, because she wore her hair, in a french twist, and had a beauty spot on her cheek

**chic**  
attractive and fashionable; stylish

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

- 1 indent
- 1 capital
- 5 commas
- 1 end mark

¶ [The princess, (who had earned a reputation for beauty), considered herself quite **chic**], (because she wore her hair, in a french twist, and had a beauty spot on her cheek).

Indentation	new topic
Capitalization	<b>French</b> uppercase, proper adjective Capitalize proper adjectives formed from proper nouns. The proper adjective <i>French</i> comes from the proper noun <i>France</i> , the name of a specific country.
Prep Phrase	<i>For beauty</i> is a prepositional phrase. In this sentence <i>for</i> functions as a preposition. <b>PATTERN preposition + noun (no verb)</b> When <i>for</i> functions as a conjunction, it connects equal items and means <i>since</i> . A word can perform only one function in a sentence.
Conjunction	<b>and</b> connects two verbs: <i>wore</i> and <i>had</i> A subject and verb (she wore) come before the cc, but only a verb ( <i>had</i> ) comes after the cc. A comma is not used. MC cc 2nd verb
S V Pairs	MC <b>princess considered</b> w/w <b>who had earned</b> The subject of the clause is <i>who</i> . The <i>who</i> clause describes <i>princess</i> , the noun it follows. AC <b>because she wore, had</b>
<b>Ask Students</b>	How do you know <i>because she wore her hair in a French twist and had a beauty spot on her cheek</i> is an adverb clause? The word group begins with <i>because</i> and includes a subject + verb.
Commas	Place commas around a nonessential <i>who/which</i> clause. Do not put a comma in front of an adverb clause. <b>PATTERN MC AC</b> Do not put a comma in front of a prepositional phrase. Do not use a comma before a cc when it connects two verbs. <b>PATTERN MC cc 2nd verb</b>

**Rewrite It!** The princess, who had earned a reputation for beauty, considered herself quite chic because she wore her hair in a French twist and had a beauty spot on her cheek.



Read It!	Mark It!	Fix It!	Day 2
Her beauty was flawed by her reputation for <b>fastidiousness</b> , and self-centeredness. King Morton hoped, that she would consider several young Suitors	1 coordinating conjunction (cc) 2 <u>prepositional phrases</u> 2 [main clauses] 1 <i>that</i> clause (that) 3 subject-verb pairs (s v)	1 indent 1 capital 2 commas 1 end mark	
<b>fastidiousness</b> excessively particular, critical, or demanding			

[Her beauty was flawed <sup>s</sup> <sup>v</sup> <sup>v</sup> <sup>prep</sup> by her reputation for <sup>op</sup> <sup>prep</sup> fastidiousness, and self-centeredness]. <sup>op</sup> <sup>cc</sup> <sup>op</sup> <sup>s</sup> [King Morton hoped], <sup>v</sup> <sup>that</sup> <sup>s</sup> <sup>v</sup> <sup>v</sup> (that she would consider several young ~~Suitors~~).

Indentation	new topic
Conjunction	<b>and</b> connects two nouns: <i>fastidiousness</i> and <i>self-centeredness</i> Both nouns function as the objects of the preposition <i>for</i> . For what? <i>for fastidiousness</i> and ( <i>for</i> ) <i>self-centeredness</i> a and b
S V Pairs	MC <b>beauty was flawed</b> MC <b>King Morton hoped</b> that <b>that she would consider</b>
<b>Ask Students</b>	How do you know <i>that she would consider consider several young suitors</i> is a <i>that</i> clause? The word group begins with <i>that</i> and includes a subject + verb.
Commas	Do not use a comma to separate two items connected with a cc. <b>PATTERN a and b</b> Do not put a comma in front of a <i>that</i> clause.
Note	Compound words can be spelled as one word, one hyphenated word, or two words. If in doubt, consult a dictionary. <i>self-centeredness</i>

**Rewrite It!** Her beauty was flawed by her reputation for fastidiousness and self-centeredness.  
King Morton hoped that she would consider several young suitors.



Read It!	Mark It!	Fix It!	Day 3
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Dorinda refused them time after time yet they continued to **court** her. None were wealthy handsome or Titled enough, for her highness

2 coordinating conjunctions (cc)  
 2 prepositional phrases  
 3 [main clauses]  
 3 subject-verb pairs (s v)

1 capital  
 4 commas  
 1 end mark

**court**

try to win the favor of

[<sup>s</sup> Dorinda <sup>v</sup> refused them time after time ], <sup>prep</sup> yet [ <sup>op</sup> they <sup>cc</sup> continued to **court** <sup>s</sup> her ]. [ <sup>s</sup> None <sup>v</sup> were wealthy, handsome, <sup>cc</sup> or <sup>prep</sup> Titled enough, <sup>op</sup> for her highness ].

Conjunction	<b>yet</b> connects two main clauses. A subject and verb pair (Dorinda refused) comes before the cc, and a subject and verb pair (they continued) comes after the cc. A comma is required. MC, cc MC <b>or</b> connects three adjectives: <i>wealthy, handsome, or titled</i> a, b, and c
S V Pairs	MC <b>Dorinda refused</b> MC <b>they continued</b>
<b>Ask Students</b>	How do you know <i>they continued to court her</i> is a main clause? The word group includes a subject + verb and expresses a complete thought. It does not begin with a word that starts a dependent clause (who, which, that, www word).
Note	MC <b>None were</b> The phrase <i>to court</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 because they include a verb. Do not mark infinitives as verbs because they do not have a subject. They function as neither a prepositional phrase nor a verb. Infinitives function as adjectives, adverbs, or nouns.
Commas	Use a comma to separate two main clauses connected with a cc. <b>PATTERN MC, cc MC</b> Use commas to separate three or more items in a series connected with a cc. <b>PATTERN a, b, and c</b> Do not put a comma in front of a prepositional phrase.

**Rewrite It!** Dorinda refused them time after time, yet they continued to court her. None were wealthy, handsome, or titled enough for her highness.

Read It!	Mark It!	Fix It!
King Morton whose patience was <b>dwindling</b> shook his head in despair, and sighed deeply when his daughter voiced her desires	1 coordinating conjunction (cc) 1 <u>prepositional phrase</u> 1 [main clause] 1 <i>who/which</i> clause (w/w) 1 adverb clause (AC) 3 subject-verb pairs (s v)	3 commas 1 end mark
<b>dwindling</b> gradually becoming smaller or less		

[King Morton, (whose patience was **dwindling**), shook his head in despair, and sighed deeply] (when his daughter voiced her desires).

Conjunction	<b>and</b> connects two verbs: <i>shook</i> and <i>sighed</i> A subject and verb (King Morton shook) come before the cc, but only a verb ( <i>sighed</i> ) comes after the cc. A comma is not used. MC cc 2nd verb
S V Pairs	MC <b>King Morton shook, sighed</b> w/w <b>whose patience was dwindling</b> The subject of the clause is <i>patience</i> . The word <i>whose</i> functions as an adjective. ( <i>Whose</i> (King Morton's) <i>patience</i> was <i>dwindling</i> .) The <i>whose</i> clause describes <i>King Morton</i> , the noun it follows.
Ask Students	How do you know <i>whose patience was dwindling</i> is a <i>who/which</i> clause? The word group begins with <i>whose</i> (a form of <i>who</i> ) and includes a subject + verb.
Commas	AC <b>when daughter voiced</b> Place commas around a nonessential <i>who/which</i> clause. Do not use a comma before a cc when it connects two verbs. <b>PATTERN MC cc 2nd verb</b>

**Rewrite It!** King Morton, whose patience was dwindling, shook his head in despair and sighed deeply when his daughter voiced her desires.

## Review It!

### Commas with Coordinating Conjunctions

#### ACRONYM FANBOYS

Coordinating conjunctions connect the same type of words, phrases, or clauses.

’ a, b, and c  
MC, cc MC

✗ a and b  
MC cc 2nd verb

Read the following sentences and underline the words, phrases, or clauses that each cc connects. Insert commas where needed.

The king was thirsty and eager to drink the water.

Balin grew anxious, barked loudly, and tried to warn the king.

Balin sensed something was wrong, but Robert could not call out a warning.

Robert realized that something was wrong but could not call out a warning.

Robert knew that Balin was warning them and <sup>(that)</sup> the water could be tainted.

Robert wiggled the king’s hands, and the water spilled.

Review the FANBOYS and the comma rules.

#### FANBOYS

for, and, nor, but, or, yet, so

Use a comma before a cc that joins three items in a series or two main clauses.

Do not use a comma before a cc that joins two items in a series, including two verbs with the same subject.

**and** connects two adjectives

a and b

**and** connects three verbs

a, b, and c

**but** connects two main clauses

MC, cc MC

**but** connects two verbs

MC cc 2nd verb

**and** connects two dependent (that) clauses. The second *that* is an invisible *that* clause. The sentence does not make sense with two MCs.

a and b

**and** connects two main clauses

MC, cc MC

## Dialogue Review

Dialogue includes quoted sentences and attributions.

These principles are found on pages 25 and 56.

Capitalize the first word of a quoted sentence.

Capitalize the first word of an attribution if it is the first word of the sentence.

Use quotation marks with a direct quote.

Do not use quotation marks with attributions or indirect quotes.

Use a comma to separate an attribution from a direct quote.

Always place commas and periods inside closing quotation marks.

What is an attribution? \_\_\_\_\_

***An attribution is the person speaking and the speaking verb.***

What is the difference between a direct quote and an indirect quote?

***A direct quote is the exact words a person spoke. An indirect quote is a***

***paraphrase of what someone spoke. It often begins with that.***

Capitalization and punctuation mistakes in quotations are common. Read the following passage and fix the errors.

The king cried. "Stay where you are".

Robert longed to explain that, "he did not trust the water". If he could speak, he would say "the hound is warning you".

"Be quiet. The king commanded Balin we will leave only after I drink some water".

Here is the corrected passage with correct punctuation bolded.

The king cried, "Stay where you are."

Robert longed to explain that he did not trust the water. If he could speak, he would say, "The hound is warning you."

"Be quiet," the king commanded Balin. "We will leave only after I drink some water."

*He did not trust the water* is an indirect quote introduced with the word *that*. It should not be in quotation marks. Here is the sentence rewritten with a direct quote: Robert longed to explain, "I do not trust the water."

Read It!	Mark It!	Fix It!	Day 1
Robert knew that he should not interrupt the king, he had to find a way to alert him; thinking quickly Robert rushed to his uncles side, and knocked the water, from his hands. This <b>agitated</b> the king.	1 coordinating conjunction (cc) 2 <u>prepositional phrases</u> 4 [main clauses] 1 <i>that</i> clause (that) 5 subject-verb pairs (s v) 3 openers	? indents ? capitals ? commas ? end marks 1 semicolon 1 apostrophe (fix run-on with cc)	<b>0</b> <b>1</b> <b>3</b> <b>1</b>

1 subject  
s     v     *that*     s     v     v  
 [Robert knew] (that he should not interrupt the king),  
 but s     v     4 -ing  
 ^ [he had to find a way to alert him]; thinking quickly,  
s     v     cc     v  
 [Robert rushed to his uncle's side, and knocked the  
vss  
6 water, from his hands]. [This agitated the king].  
s     v

Conjunction	<b>and</b> connects two verbs: <i>rushed</i> and <i>knocked</i> MC cc 2nd verb
S V Pairs	MC <b>Robert knew</b> that <b>that he should interrupt</b> MC <b>he had</b> MC <b>Robert rushed, knocked</b> MC <b>This agitated</b>
Run-On	This passage contains four main clauses. The first two are in one sentence and form a run-on (comma splice). Fix the run-on by inserting a cc: Robert knew that he should not interrupt the king, <b>but</b> he had to find a way to alert him. <b>PATTERN MC, cc MC</b>
Semicolon	The sentence that begins <i>Thinking quickly, Robert rushed ...</i> differs in length and construction from the sentence before it. Additionally, the clauses express different ideas. Replace the semicolon with a period.
Commas	Use a comma after an -ing opener. <b>PATTERN -ing word/phrase, main clause.</b> The thing after the comma must be the thing doing the inging. <i>Robert</i> is doing the <i>thinking</i> . Do not use a comma before a cc when it connects two verbs. <b>PATTERN MC cc 2nd verb</b> Do not put a comma in front of a prepositional phrase.

**Rewrite It!** Robert knew that he should not interrupt the king, but he had to find a way to alert him. Thinking quickly, Robert rushed to his uncle's side and knocked the water from his hands. This agitated the king.

Read It!	Mark It!	Fix It!	Day 2
<p>“King Arthur shouted, I am <b>parched</b>, and need water.” “He just wanted a drink Dorinda interrupted Robert should have trusted his uncle not his dog. Of course his uncle was wiser/wisest”</p> <p><b>parched</b> very thirsty</p>	<p>1 coordinating conjunction (cc) 1 <u>prepositional phrase</u> 6 [main clauses] 6 subject-verb pairs (s v) 1 opener</p>	<p>? indents ? capitals ? commas ? end marks 4 quotation marks 1 usage</p>	<p><b>2</b> <b>0</b> <b>4</b> <b>2</b> <b>2</b></p>

① subject

¶ “[King Arthur shouted], ‘[I am **parched**, and need water].’” ¶ “[He just wanted a drink],” [Dorinda interrupted]. “[Robert should have trusted his uncle, not his dog]. Of course, [his uncle was wiser/wisest].”

Indentation	new speaker; new speaker
Quotations	The double quotes are correct because Frederick is reading the story aloud. Place single quotes around the words King Arthur shouted because it is a quote within a quote. <i>Dorinda interrupted</i> is an attribution and should not be inside quotation marks.
Conjunction	<b>and</b> connects two verbs: <i>am</i> and <i>need</i> MC cc 2nd verb
S V Pairs	MC <b>King Arthur shouted</b> MC <b>I am, need</b> The adjective <i>parched</i> follows the linking verb and describes the subject. MC <b>He wanted</b> MC <b>Dorinda interrupted</b> MC <b>Robert should have trusted</b> MC <b>uncle was</b> The adjective <i>wiser</i> follows the linking verb and describes the subject.
Commas	Do not use a comma before a cc when it connects two verbs. <b>PATTERN MC cc 2nd verb</b> Use a comma to separate an attribution from a direct quote. <b>PATTERN “Quote,” attribution.</b> Use a comma to separate contrasting parts of a sentence (his uncle, <b>not</b> his dog). Use a comma if a prepositional opener functions as a transition. <b>Of course,</b>
Usage	Use the comparative adjective <i>wiser</i> because there are two beings: <i>uncle</i> and <i>dog</i> .

**Rewrite It!** “King Arthur shouted, ‘I am parched and need water.’”  
“He just wanted a drink,” Dorinda interrupted. “Robert should have trusted his uncle, not his dog. Of course, his uncle was wiser.”

Read It!	Mark It!	Fix It!	Day 3
Humans can be foolish stubborn creatures whereas animal’s instinctively sense danger, which humans cannot <b>detect</b> Frederick commented listen to the rest of the story	2 <u>prepositional phrases</u> 3 [main clauses] 1 <i>who/which</i> clause (w/w) 1 adverb clause (AC) 5 subject-verb pairs (s v)	? indents ? capitals ? commas ? end marks 3 quotation marks 1 apostrophe	<b>1</b> <b>1</b> <b>4</b> <b>2</b>
<b>detect</b> discover; notice the presence of			

S
V
V
 ¶ “[Humans can be foolish, stubborn creatures],  
AC
S
V
 (whereas animal’s instinctively sense danger),  
w/w
S
V
V
S
 (which humans cannot **detect**),” [Frederick  
V
S
V
 commented]. “[(you) listen to the rest of the story].”

No closing quotation mark because Frederick continues to talk.

Indentation	new speaker
S V Pairs	MC <b>Humans can be</b> AC <i>whereas animals sense</i> Can be why? <i>whereas animals instinctively sense danger</i> (adverb clause) w/w <i>which humans can detect</i> The compound word <i>cannot</i> includes both a helping verb (can) and an adverb (not). The <i>which</i> clause describes <i>danger</i> , the noun it follows. (adjective clause) It is essential because it defines the type of danger animals instinctively sense. Removing it from the sentence changes the meaning.
	MC <b>Frederick commented</b>
	MC <b>(you) Listen</b> The subject of an imperative sentence is always <i>you</i> .
Commas	Use a comma to separate coordinate adjectives (foolish, stubborn creatures). When two comma rules contradict, follow the rule that says to use a comma. A comma is needed after <i>creatures</i> because of this rule: Use a comma to separate contrasting parts of a sentence (Humans can be foolish, stubborn creatures, <b>whereas</b> animals instinctively sense danger). A comma is not needed after <i>creatures</i> because of this rule: Do not put a comma in front of an adverb clause. <b>PATTERN MC AC</b> Do not place commas around an essential <i>who/which</i> clause. Use a comma to separate an attribution from a direct quote. <b>PATTERN “Quote,” attribution.</b>

**Rewrite It!** “Humans can be foolish, stubborn creatures, whereas animals instinctively sense danger which humans cannot detect,” Frederick commented. “Listen to the rest of the story.”

Read It!	Mark It!	Fix It!	Day 4
<p>“Cupping his hands again King Arthur collected more of the precious liquid persistently Robert than/then <b>jiggled</b> his uncles’ hands signaling that they should check the source, before they drank.</p> <p><b>jiggled</b> moved with short, quick jerks</p>	<p>1 <u>prepositional phrase</u></p> <p>2 [main clauses]</p> <p>1 <i>that</i> clause (that)</p> <p>1 adverb clause (AC)</p> <p>4 subject-verb pairs (s v)</p> <p>2 openers</p>	<p>? indents</p> <p>? capitals</p> <p>? commas</p> <p>? end marks</p> <p>1 apostrophe</p> <p>1 usage</p>	<p><b>0</b></p> <p><b>1</b></p> <p><b>3</b></p> <p><b>1</b></p>

This paragraph correctly opens with quotation marks to remind the reader that someone is still speaking.

④ -ing

“Cupping his hands again, [King Arthur collected more of the precious liquid]. [persistently Robert than/then **jiggled** his uncle’s hands], signaling (that they should check the source), (before they drank).

③ -ly adverb

Annotations: s, v, s, v, s, v, AC, s, v, that

Indentation	new topic
Quotations	The paragraph correctly opens with quotation marks to remind the reader that Frederick is reading the book. Since Frederick is not finished reading the story, do not end the passage with quotation marks.
S V Pairs	MC <b>King Arthur collected</b> MC <b>Robert jiggled</b> that <i>that they should check</i> AC <i>before they drank</i> Check when? <i>before they drank</i> (adverb clause)
Commas	Use a comma after an -ing opener. <b>PATTERN -ing word/phrase, main clause</b> The thing after the comma must be the thing doing the inging. <i>King Arthur</i> is doing the <i>cupping</i> . Place commas around a nonessential participial (-ing) phrase. Do not put a comma in front of an adverb clause. <b>PATTERN MC AC</b>
Usage	Use <i>then</i> , an adverb meaning next or immediately after.

**Rewrite It!** “Cupping his hands again, King Arthur collected more of the precious liquid. Persistently Robert then jiggled his uncle’s hands, signaling that they should check the source before they drank.



# Fix It! Grammar

Glossary

FOURTH EDITION

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