Welcome to Fix It!

Welcome to the first book of Fix It! Grammar: The Nose Tree. As your students enjoy reading a sentence or two of this fairy tale each day, they will learn to apply grammar rules to the writing. Over the course of the year, they will become experts in the basic parts of speech and some of the rules involved in writing.

This is not a traditional grammar program, so it will not feel as if you are really learning grammar. Instead, you and your students will be internalizing the tools necessary for editing their own compositions, which is the main goal of grammar.

The Method: Modeling Proper Grammar Within Stories

The traditional method of teaching grammar is to present a grammar rule and then have students apply it in a series of contrived exercises. When that grammar rule is learned, another is taught and practiced in the same manner.

Although students often do well on these traditional worksheets, the learning does not usually transfer to their own writing and editing. Why? The grammar involved in real-life sentences is usually much more complicated than what is in the grammar exercise book, so students are often unable to edit their own work.

Fix It! Grammar overcomes these difficulties by teaching grammar at the point of need. Instead of a page full of grammar exercises, students will tackle real-life sentences with limited instruction. Thus, students will learn to think about their writing and incrementally learn how to apply the grammar rules to written work. Moreover, it is this daily practice in editing that will help instill the habit of editing anything they write.

For this to work, you as the teacher need to approach this book as a series of modeling exercises. Discuss each rule as it is presented, and then model for your students how to label the sentences and make the corrections. As your students gain confidence, they will often complete the labels and corrections accurately, but that is not always the case. Consider that mistakes are an opportunity to learn. If your students mismark a word or miss a correction, laugh! Show them what they missed, revisit the grammar rule involved, and encourage them that they can catch it next time.

After all, everyone needs an editor. Even professional writers and editors miss errors. The important thing is to understand the process and catch as much as you can. Knowing the reasons behind the fixes will make your students much better editors in the long run, and you will also gain the expertise to evaluate your students’ papers better when they are older.

The Process: 15 Minutes a Day

This book is intended to provide 33 weeks of grammar instruction and practice. The process should take about fifteen minutes a day, four days a week. If you are using it with an older student, the book might be completed in a semester by doubling up the weeks.

If you are using this course with a writing class that meets weekly, we recommend having each family purchase the teacher’s manual. Ask the parents to go over the passages at home with their children. That frees you up to focus on just some of the concepts so it does not take up too much class time.
Get Ready

Follow the instructions on the blue page in the front of this manual to download the student book. Print out one copy per student. You can also purchase a spiral-bound version of the student book at IEW.com/FIX-1-SB.

Student Notebook. If you printed a copy of the student book, each student will need a two-pocket notebook with three-hole fasteners to store the Fix It student pages. The lessons and student pages can be added to the middle section while the pockets may be used to house the Grammar Glossary, which students will not usually need at this level, and the Grammar Cards. If you purchased the spiral-bound student book, then all you need is a place to store the grammar cards.

Grammar Cards. At the back of the student book is a collection of grammar cards, which provide students with easy access to grammar terms and rules after the concepts are introduced in Fix It instructions. Students may keep the cards in a resealable plastic pouch or tape the cards to a piece of card stock so that they can easily flip the cards to see the back, as illustrated at right.

Spiral Notebook. Each day your student will be invited to record the vocabulary word with its definition and rewrite the passage neatly. The story rewrite can be kept in the front of a single-subject spiral notebook while the vocabulary list can be kept in the back.

Get Started

Begin the program by reading the directions presented on page 3 of the student book (page 7 of this Teacher’s Manual). Tell your student that this program works like a puzzle. It is a series of daily games to practice the elements of grammar that they will learn over many weeks.

Your students will likely miss many of the fixes and markings as they work through the program, so stress that “a mistake is an opportunity to learn.” They can use their mistakes to learn grammar better. Thus, keep the lessons light and fun, and teach your students to laugh and learn from the elements they miss.

Learn It

Start the week by reading through the “Learn It” section of the student book. Cut out the related grammar cards located near the back of the student book. Your student may keep these cards handy throughout the year and reference them as needed.

Next, show your student how to apply the lesson to the Day 1 passage. Model how to make the editing marks and grammar notations. Since all the markings are illustrated in this Teacher’s Manual, you can easily guide your student.

The explanations below the edited text are for the teacher. The discussion notes provide you with the reasons behind each of the fixes as well as some of the other elements of grammar that may come up in your discussion.

Notice that they are organized into two sections: Fixes and Grammar Notations. You will likely need to reference the grammar notations in order to make the corrections, so do not feel that you have to follow the discussion notes in order. Simply use them as a reference as you work through the passage.
The Layout

You can teach the information in any order that makes sense to you and your students. To keep things organized, the material is arranged like this:

Fixes. These notes provide the reasons for each of the corrections. Use them to explain why a fix was needed or to quiz your students on their understanding.

Grammar Notations. These notes explain the grammar markings and suggest questions that can help you guide your student to see how the grammar works.

Do not feel like you need to read everything in these sections to your students. Teach at the point of need. If it is too much, teach less. If they know it already, skip it.

Style. This section is introduced in Week 9. The style section deals with dress-ups and typically appears on Day 4 of every week.

Fix It

On the remaining three days of the week, continue to fix and mark the passage. Review the directions presented on page 7 of this Teacher’s Manual and continue to model the process as needed. Students may do some of the lesson on their own, such as looking up the vocabulary word and attempting to fix and mark the passage. However, it can also be done together.

The discussion should not take more than fifteen minutes per day. If you cannot touch on everything in that period of time, that is fine.

Use the discussion notes as needed to explain the fixes and discuss the grammar involved. Use the questions to help your student understand the grammar better, but do not feel compelled to read it all to your student. The principles will be repeated over and over, so there is plenty of time to learn. The daily discussion and practice will bring mastery, so keep this part of the lesson light and fun.
In addition to the regular discussion of grammar, the discussion notes include advanced concepts, teacher's notes, and tidbits for the grammar lovers among you. These additions, set off with icons, are primarily for the teacher's information to explain something that might be confusing in the discussion. If a student is curious, go ahead and discuss those concepts. However, they are generally above the scope of this course and can be just for a teacher's enjoyment and training.

**Rewrite**

Finally, the rewrite is the key to success. By rewriting the passage and paying careful attention to detail, your student will internalize the corrections. For your convenience, the corrected passage rewrite is printed in the Teacher's Manual at the end of each week's fixes.

**Pacing**

Adjust the pace of the teaching as needed. If your student is not understanding all the details, then do not require him to add new markings until the previous ones are easy. This mastery learning approach should be fun and low stress. If your students start to groan when you say, “Time for Fix It!” something is wrong.

For more on a mastery learning approach to teaching, listen to Andrew Pudewa’s “Mastery Learning” talk. It has been included as a free download with your Fix It! purchase. See the blue page in the front of this manual for download instructions.

**Grammar Glossary**

The Grammar Glossary, found at the end of the teacher and student books, is a tool that can be used for all six Fix It! Grammar books. It summarizes most of the information that is taught in the books. Reference it if you want a little more information than was provided with the passage. It will also be a handy grammar guide for your student to use in the future.

**Grading**

This course is intended to be used as a teaching tool and thus should not be graded. If you must assign a grade, assess the students' rewrite of the passage. You can simply choose one of the passages from the week to evaluate. The passage can be worth ten points. Deduct one point for each error.

**Find Help**

The scope and sequence for this book is on pages 178-180.

If you would like to see a demonstration of how to do the Fix It! lessons, please watch the webinar on the IEW website. It is on the Fix It! Overview page. See: IEW.com/Fix

The Institute for Excellence in Writing also provides teacher forums for those using our materials. It is a great place to meet other IEW teachers and find answers to specific writing and grammar questions. To join: IEW.com/forum
Instructions

Welcome to Fix It! Grammar. This year you can enjoy learning grammar by seeing how it works in a real-life story.

GET READY

To organize your work, you will need a two-pocket notebook with three-hole fasteners and a single-subject spiral notebook. If you have the spiral-bound Fix It! student book, then all you need is a single subject spiral notebook.

Use the center of the two-pocket notebook to collect the lesson and Fix It! pages as your teacher distributes them each week. Rewrite the passage in the front of the spiral notebook and use the back of the book to write down the vocabulary words and their definitions, working from the back forward.

Grammar cards are located in the back of the student book after page 72 and before the Grammar Glossary section. These may be cut out as they are needed and stored in a resealable plastic pouch or taped to a piece of card stock, as illustrated at right. The cards may be kept in the notebook pocket or tucked into the spiral-bound student book.

LEARN IT

With your teacher, read through the “Learn It” section for the week. This will show you what you will be looking for that week and for weeks to come.

To help you remember and review what you learned, use the grammar card(s) for the week. Keep them handy each time you work on Fix It! so that the information is at your fingertips.

FIX IT

Every Day

Read the sentence. Look up the bolded word in a dictionary. Decide which definition best fits the meaning of the word in this sentence. In the vocabulary section of your notebook, write a brief definition (using key words) labeled with the appropriate week. Add to this list every day.

Day 1

Read the instructions for the week with your teacher. Mark and fix the first passage with your teacher’s help. Discuss what you missed with your teacher, and then complete the rewrite after fixing.

Days 2–4

Use the abbreviations at the top of the page along with the grammar cards to help you remember how to mark the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Rewrite

After marking, correcting, and discussing the passage with your teacher each day, copy the corrected passage into your notebook so that you end up with a handwritten copy of the complete story. Your teacher can show you an example of the rewrite in the teacher’s book.

- Be sure to double-space.
- Do not copy the markings, just the story.
- Be careful to indent where indicated and use capital letters properly.
- Carefully copy the punctuation and use end marks.

Page 3, Fix It! Grammar: The Nose Tree, Student Book 1
Nouns, Homophones, and End Marks

**LEARN IT**

Since this is the first day, there are several things you need to know to get started. But do not worry; they are easy! Read through these few things with your teacher, who will use the Day 1 passage to show you how they work.

**Indent**

Notice the ¶ symbol at the beginning of the Day 1 sentence. This is a paragraph mark, and it means that this sentence needs to start a new paragraph with an indent. In a later lesson you will learn the rules for when to begin a new paragraph.

For now, all you have to do is watch for the paragraph marks (¶). Whenever you see one at the start of a sentence, be sure to start a new paragraph when you copy the sentence into your notebook. Do not copy the ¶ symbol in your rewrite.

**Nouns (n)**

Grammarians have sorted words into different categories, and you can learn how to do it, too. They call these labels “parts of speech.” This week you will look for nouns. Label them by printing a little n over each one.

Nouns are things, people, animals, places, and ideas. To determine if a word is a noun, apply these two tests, which work best for objects and animals:

1. Is it countable? two _______
2. Can an article come in front of it? the _______; a/an _______.

**Homophones**

Homophones are words that sound alike but are spelled differently and have different meanings. Where indicated with underlining, choose the correct homophone for there, their, or they’re by crossing out the incorrect words. Use there when it is indicating a place (here or there), their when it belongs to someone, and they’re when it is a contraction meaning they are.

**End marks**

You have likely learned that every sentence must have an end mark. End marks are missing in this week’s sentences. Decide which kind of end mark (period, question mark, or exclamation point) each sentence needs and add it on.

To help you remember these things for future lessons, cut out the Week 1 grammar cards located in the back of this book. Keep them handy so you can reference them as needed.

**FIX IT**

Follow the process detailed on the previous page to complete the fixes this week.

- Read the sentence.
- Define the bolded vocabulary word.
- Fix and mark the sentence.
- Discuss your work with your teacher.
- Rewrite the sentence in another notebook.
Show your student how to complete the Fix It part of the instructions. Cut out the Week 1 grammar cards located in the back of the student book. These cards can serve as reminders throughout the year.

**Read the sentence.** Read the sentence together. Explain to your student that you will be working on a story this year, one sentence per day.

**Define the bolded vocabulary word.** Find the bolded vocabulary word and talk about its meaning. If your students do not know the word, show them how to look it up in the dictionary. Choose the specific meaning that applies in this context.

**Fix and mark the sentence.** Mark the sentence as illustrated above.

**Fixes**

**Indent.** This sentence will start on a new line and include an indent of about ½ inch because it is the start of the story and therefore a new topic.

To help your students remember to indent when copying the passage into their notebook, the editing mark for paragraph (¶) has been added to the indented sentences on the student pages.

**End marks.** The sentence asks a question so closes with a question mark.

Once the passage is marked and you have discussed the marking with your students, show them how to begin their rewrite on a fresh sheet of paper. Review the rewrite instructions on page 3 of the Student Book (page 7 of this Teacher’s Manual). Show your students what is meant by writing something double-spaced (by skipping a line between lines). Instruct them to indent when indicated and include capital letters and punctuation. They should not copy the markings.

**Grammar Notations**

**Nouns** to mark with n: story, soldiers.

Guide students to find nouns they missed with hints and questions. E.g., “I found two nouns in this passage, one referring to some people and the other a thing. Can you find either? Hint: the word the always has a noun close after it.”

**Rewrite.** Each day, after students mark, correct, and discuss the passage with you, they should copy the corrected passage into a separate notebook so that, by the end of the class, they have a handwritten copy of the complete story. You can show them the examples of rewrites from this teacher’s book.

Students should follow these guidelines:

- Be sure to double-space.
- Do not copy the markings, just the story.
- Be careful to indent where indicated and use capital letters properly.
- Carefully copy the punctuation and use end marks.

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**poor:** lacking sufficient money. Explain that many words have more than one meaning, but the student’s job is to write the meaning that best fits the context. In this case, poor could also mean unhappy or unfortunate, but destitute in the second sentence suggests that impoverished is the best meaning.

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**Teacher’s note.** The rules for indentation will be taught Week 12. If you wish to read them now for your reference, see Grammar Glossary: Additional Rules and Concepts: Indentation Rules, page G-29.
They had fought well in the wars, but now they were out of work and 

**destitute.**

Invite your students to mark the sentence as described on Day 1. When they are done, use the passage to discuss the markings. When the discussion is complete, students may begin their rewrite. Continue this process as you work through the book.

**Fixes**

**End mark.** This is a statement so add a period.

**Grammar Notations**

**Nouns** to mark with *n*: wars, work. Remind your students that nouns always follow close after the word *the*.

✨ **Advanced.** If students recognize that *they* is a noun, praise them for it! It is actually a pronoun, but most pronouns are basically types of nouns. However, this is an advanced concept that will be addressed later.

Advanced concepts are included here for your reference, but you do not need to discuss them with your students.
They had journeyed a long way, sick at heart with their wretched luck.

Fixes

Homophones. Review there/their/they're because it will show up in the next passage.

- there = the adverb pointing to a place or point
- their = the possessive pronoun
- they're = the contraction for they are, which does not appear anywhere in the story since it is told in past tense

Discuss the spelling of each word, especially their.

End marks. This is a statement so add a period.

Grammar Notations

Nouns to mark with n: way, heart, luck. Praise students if they count they as a noun.

Tests to determine if a word is a noun:

- If it is a person or thing, it is a noun.
- If it has a, an, or the in front of it, it is a noun. Sometimes there are adjectives in between, as in “a long way.” Also, if it is a word that could have a, an, or the in front of it, it is likely a noun: “with the luck they had.”
- If it is something you can count (such as two ways or two hearts), it is likely a noun.
One evening a road brought them to a deep, gloomy wood.

**Fixes**

**Indent.** Start a new paragraph because of a switch in time. To begin a new paragraph, write on a new line and indent ½ inch.

**Homophone.** Have students cross out the incorrect *there/their/they’re* and write the correct one in their rewrite.

- Remind them to check the spelling of *their* since it does not fit the usual “*i* before *e*” spelling rule (*i* before *e*, except after *c* or when sounding like *a* as in *neighbor* or *weigh*).

**End marks.** Period at end of statement.

**Grammar Notations**

**Nouns** to mark with *n*: *evening, road, wood*.

- Apply the noun tests (see Week 1 Day 3 and Grammar Glossary: Parts of Speech: Nouns, page G-5). All three could have more than one (*two evenings, two roads, two woods*), so they are nouns. *Wood* also has the article *a* (plus two adjectives) before it, which signals a noun to follow.

- Students may have trouble recognizing that *evening* is a thing since we do not touch it as we could a *road* or *wood*. Ask them: Can you put an, *the* in front of it? Could we say “an evening” or “the evening” here instead of “one evening”? Could we have two evenings? Yes to all these questions, so it is a noun.

**gloomy:** deeply shaded; dark; dismal
STUDENT REWRITE

Did you ever hear the story of the three poor soldiers? They had fought well in the wars, but now they were out of work and destitute. They had journeyed a long way, sick at heart with their wretched luck.

One evening their road brought them to a deep, gloomy wood.
Week 22

Review

LEARN IT

There are no new concepts for today. See if you can answer the questions below. If not, check your grammar cards for the answers.

- What is a test for verbs?
- Can you list the coordinating conjunctions? (Hint: FANBOYS)

Do you remember what these vocabulary words mean? If not, look them up in your vocabulary list in the back of your notebook.

- abundant
- curious
- sociable
- survey
- splendid

FIX IT

Read

Read the sentence.

Vocabulary

Look up the bolded word in a dictionary and decide which definition best fits the meaning of the word in this sentence. Add the definition to the list in the back of your notebook.

Day 1

Your teacher will help you mark and fix the first passage. Complete the rewrite after fixing.

Days 2–4

Use the abbreviations at the top of the next page and the grammar cards to help you remember how to mark the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Continue to evaluate the dress-ups used this week. Out of all the choices, circle the single strongest verb, adjective, and -ly adverb from the week.

Rewrite

Copy the corrected passage into a separate notebook.

- Be sure to double-space and indent where indicated.
- Do not copy the markings, just the story.
- Remember to use capital letters properly.
- Carefully copy the punctuation and use end marks.

Discuss the Learn It part with your students.

Adjust the lessons as needed.

This week is a review week.
DAY 1

\[
\text{meantime} \quad \text{his comrades, who continued there/their/they're journey,}
\]

\[
\text{came to that same wood.}
\]

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new place.

Capitalization. Capitalize the first word of a sentence.

Homophones. Have students cross out the incorrect there/their/they're and check the spelling when copied.

End marks. Period at end of statement.

Grammar Notations

Adjectives. that, same.

Advanced. If your students do not mark these, let it go. Since they are not descriptive, it will be hard for many students to recognize that these are adjectives. Optional: Point out that both words describe the noun wood (that wood; same wood), and only adjectives can describe nouns.

Prepositional phrases. to that same wood.

Ask: What is the noun at the end of the prepositional phrase? Answer: wood.

Ask: How does the phrase fit the pattern (preposition + noun, no verb)? Use the parts of speech notations to help show this. Answer: to … wood.

Who-which clauses. Mark with w-w and read aloud: who continued their journey.

Ask: What noun immediately before it does this who clause describe? Answer: comrades.

Ask students to show you where the commas are placed.

Advanced. Point out that the who clause has its own verb (who were journeying) and that there must be another verb in the sentence that is not inside the who clause: his comrades came. Tell them Mr. Pudewa's words: “Don't let your who clause steal your sentence!”
DAY 2

suddenly one of them stumbled over something **bizarre**.

**Fixes**

**Indent.** Is this a new topic, speaker, place, or time? Answer: No, because it continues the topic of their travel in the wood.

**Capitalization.** Capitalize the first word of a sentence.

**End marks.** Period at end of statement.

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**Grammar notations**

**Adjectives.** *bizarre*. Ask: What does *bizarre* describe? Answer: *something*. Adjectives can modify pronouns as well as nouns.

**Prepositional phrases.** *of them, over something*.

Explain that prepositional phrases can end in nouns or pronouns. Ask: What is the noun or pronoun at the end of each prepositional phrase? Answer: *them, something*.

Ask: How does the phrase fit the pattern (preposition + noun/pronoun, no verb)? Use the parts of speech notations to help show this.
“What can that be?” queried the other. “It’s not a tree root or stump.”

**Fixes**

- **Indent.** Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new speaker.
- **Capitalization.** Capitalize the first word of a sentence (What) and of a quoted sentence (It’s).
- **Usage.** Have students cross out the incorrect its/it’s, explain the meaning of the correct one, and check the spelling when copied. This should be It’s for the contraction: It is not a tree root, or It’s not a tree root.
- **Punctuation.** Use a question mark inside the quotes since he is asking a question.
  - **Advanced.** The first quotation is followed by a lowercase word since “queried the other” sets up the quotation and is part of that same sentence even though it follows an end mark.
- **End marks.** Period at end of statement inside closing quotation marks.

**Grammar Notations**

- **Pronouns.** it.
  - **Advanced.** that is also a pronoun here.
- **Verbs.** can be, queried, is (in it’s).
- **Coordinating conjunctions.** or.
  - Ask: What words does this cc join? Answer: tree root and stump.
they carefully inspected the odd thing and could think of nothing that it resembled but a nose.

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes. Start a new paragraph because of a new topic, pulling out of a speech and turning to their inspection.

Capitalization. Capitalize the first word of a sentence.

End marks. Period at end of statement.

Grammar Notations

Pronouns. They, it. Ask: What does it refer to? Answer: the thing they stumbled over, his nose.


Prepositional phrases. of nothing. Ask: How does the phrase fit the pattern (preposition + noun, no verb)? Use the parts of speech notations to help show this.

Coordinating conjunctions. and, but.

أل Advanced. Ask what words these cc's join. Answer: and joins two verbs (inspected and could think) to the same subject (they); but joins two nouns, nothing and nose.

Teacher's note. To be grammatical, coordinating conjunctions must join the same parts of speech.

Style

Have your students choose the single best of the following dress-ups from this week's sentences. Discuss their answers. Best possibilities:

Strong verbs. stumbled, queried, inspected, resembled.

Quality adjectives. bizarre, odd.

-ly adverbs. suddenly, carefully.
STUDENT REWRITE

Meantime his comrades, who continued their journey, came to that same wood. Suddenly one of them stumbled over something bizarre.

“What can that be?” queried the other. “It’s not a tree root or stump.”

They carefully inspected the odd thing and could think of nothing that it resembled but a nose.
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<thead>
<tr>
<th>Week</th>
<th>Parts of Speech</th>
<th>Punctuation</th>
<th>Dress-Ups</th>
<th>Homophones and Usage</th>
<th>Other Concepts</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nouns (n)</td>
<td>End marks</td>
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<td>There, their, they’re</td>
<td>Indent (¶)</td>
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Fix It!
Grammar

Glossary

Pamela White
THIRD EDITION

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# Contents

## Parts of Speech
- Articles (ar) G-5
- Nouns (n) G-5
  - Common and Proper Nouns
  - Compound Nouns
  - Noun Functions
    - Subjects
    - Imperative Mood
    - Subject-Verb Agreement
    - Object of a Preposition
  - Other noun functions (Advanced)
- Pronouns (pr) G-7
- Verbs (vb) G-8
  - Action Verbs
  - Verb + Adverb (Advanced)
  - Helping Verbs
  - Linking Verbs
  - Be Verbs
- Verbals (Advanced) G-9
  - Infinitives
  - Participles
  - Gerunds
- Adjectives (adj) G-10
- Adverbs (adv) G-10
- Prepositions (prep) G-11
- Coordinating Conjunctions (cc) G-12
  - Faulty Parallelism
- Subordinating Conjunctions (cl) G-13
- Conjunctive Adverbs (Advanced) G-13
- Interjections G-14

## Sentences, Clauses, and Phrases
- Sentences G-15
- Clauses and Phrases G-15
  - Phrases
  - Clauses
    - Main Clauses (MC)
    - Dependent Clauses (DC)
    - Dependent Clauses (Advanced)
    - Adverb Clauses
    - Adjective Clauses
    - Noun Clauses

## Punctuation
- End Marks G-19
- Quotations G-19
- Apostrophes G-21
- Commas G-21
- Semicolons G-26
- Colons G-27
- Hyphens G-27
- Em Dashes and Parentheses G-27
- Ellipsis Points G-28

## Additional Rules and Concepts
- Indentation Rules G-29
- Capitalization Rules G-30
- Numbers Rules G-31
- Homophones and Usage G-31
- Idioms G-33
- Passive versus Active Voice (Advanced) G-33
- Past Perfect Tense (Advanced) G-34
- Subjunctive Mood (Advanced) G-34

## Stylistic Techniques
- Dress-Ups G-35
  - -ly Adverb
  - Who-Which Clause
  - Strong Verb
  - Quality Adjective
  - www.asia.b Clause
- Sentence Openers G-39
  - #1 Subject Opener
  - #2 Prepositional Opener
  - #3 -ly Adverb Opener
  - #4 -ing Participial Phrase Opener
  - #5 Clausal Opener
  - #6 vss, or Very Short Sentence
  - “T,” or Transitional Opener
  - “Q,” or Question
- Advanced Style G-44
  - Duals and Triples
  - Noun Clauses
- Decorations G-45
  - Similes and Metaphors
  - Alliteration
Successfully learn grammar in only 15 minutes a day!

**Ingenious!** Students hunt for and correct errors in daily passages that cumulatively tell a story. *Fix It! Grammar* encourages students to apply new grammar knowledge in context, aiding in the transfer of grammar skills into their own writing. Each book in the series of six provides a full year of grammar instruction and editing practice.

**What’s included?**
- 33 weeks of daily passages
- 132 vocabulary words
- Reproducible student pages
- Clear teacher’s notes
- Grammar Glossary

**How does it work?**
- Learn it: Explore a grammar concept.
- Fix it: Locate and fix errors in four short passages a week.
- Discuss it: Explore how the grammar applies to the passage.
- Copy it: Rewrite the corrected passage into a notebook.

**What are its advantages?**
- Grammar is taught in context.
- Repetition ensures mastery.
- Editing skills transfer better to writing.

**Praise for the third edition of Fix It! Grammar:**

“Nose Tree *Fix It! has been perfect for a gentle introduction to writing and grammar. The instructions are so complete and easy to follow, the passages just the right length.

“[My daughter] loves learning the new words and is especially excited when she figures out the meaning of one before we look it up in the dictionary.”

— Danielle O.

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**Pamela White** has an M.A. in English and A.B.D. from Vanderbilt University. She is also certified as an Accomplished Instructor for IEW. Currently teaching online for IEW, she has taught traditional classroom and homeschooled students for more than three decades.

*Fix It! Grammar* emerged from her frustration with traditional methods of teaching grammar. Her high school students would memorize the rules and apply them in artificially contrived sentences, but there was little transfer to their writing. Her first *Fix It! story showed that editing sentences in an ongoing story teaches grammar in a way that sticks and trains students to become self editors.