

Announcing *Fix It! Grammar*:

The Much-Improved Edition

IEW.com/FIX



Andrew Pudewa
Founder and Director
Institute for Excellence in Writing

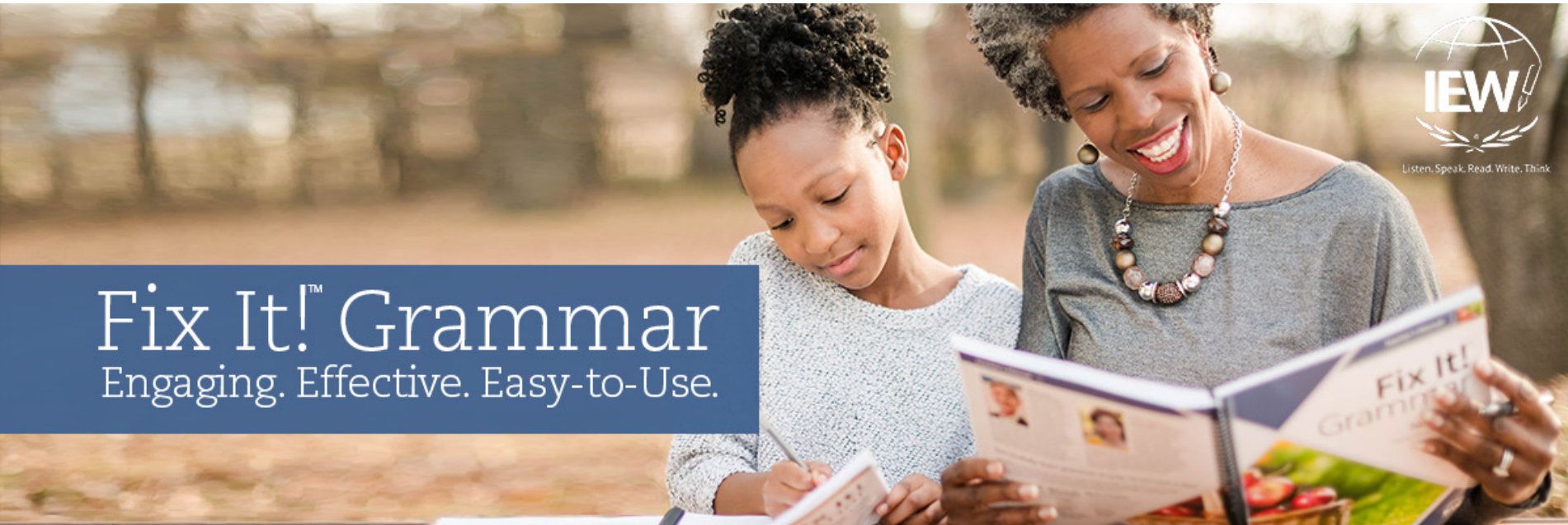


Julie Walker
Chief Marketing Officer
Institute for Excellence in Writing



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What is *Fix It! Grammar*?



Fix It!™ Grammar
Engaging. Effective. Easy-to-Use.

In just **15 minutes** a day students hunt for and fix embedded errors in daily passages that cumulatively tell a story.

Fix It! encourages students to immediately apply new grammar knowledge in context, aiding in the **transfer of grammar skills into their own writing.**



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When was *Fix It! Grammar* developed?

“Not Me”

2001



Lesson 5

“Two Frogs” Editing Practice

Editing marks: To make it a capital, write over it with a capital or underline it 3 times.
Use a caret (^) to insert a word
To make a capital letter a lower case, put a slash (/) through the letter

Two Frogs
by
Not Me

Once there lived too frogs. One was a carefree young fellow named Freddy. Although
the other one was a little crabby and named Phineas. Summer came and sadly there was not
much rain. Sadly there was a drought. Which made their swamp dry up. Because of the lack of





Pamela White

When was *Fix It! Grammar* developed?

2014

2022

2007



Who is *Fix It! Grammar* for?

- Six levels spanning three age groups

1. Nose Tree
2. Town Mouse and Country Mouse
3. Robin Hood
4. Mowgli and Shere Khan
5. Frog Prince
6. Little Mermaid



Elementary



Middle School



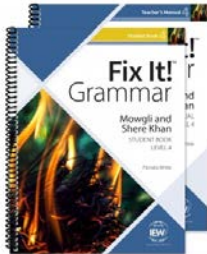
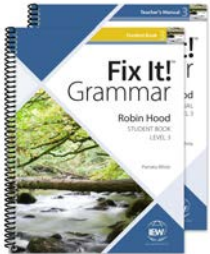
High School



Who is *Fix It! Grammar* for?



Elementary



Middle School



High School

- Recommended age/grade level to start: 9 years/4th grade
- To place your older student in *Fix It! Grammar*, review the book descriptions and the student samples.
- Level 4, *Mowgli and Shere Kahn* is a good place to start for high school students with some grammar knowledge.

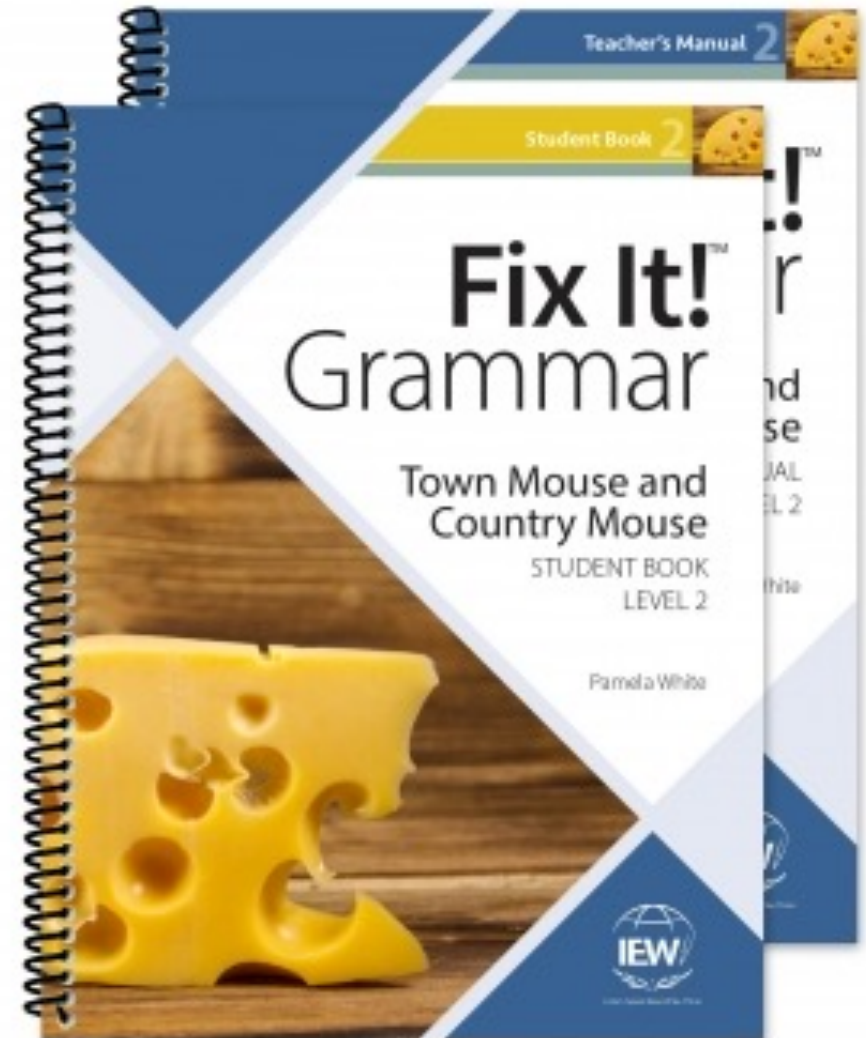


How does *Fix It! Grammar* teach grammar?

- **Learn It!** or **Review It!** Each week, students learn or review grammar and punctuation concepts.
- **Read It!** Students read the daily passage and define new vocabulary words.
- **Mark It!** Students label the passage using the guide at the top of the page.
- **Fix It!** Students apply new and previously learned concepts to correct the passage.
- **Rewrite It!** Students copy the corrected passage, eventually rewriting the complete story!



Let's try a couple together!



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Student Book Week 3

Teacher Book Week 3

Learn It!

Week 3

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. The phrase may have adjectives in between but never a verb.

The noun or pronoun that ends the prepositional phrase is called the object of the preposition. When the object of the preposition is a pronoun, it will be one of the objective case pronouns: *me, you, him, her, it, us, you, them*.

Memorize It! preposition + noun (no verb)

Find It! Use the list below to find the prepositions in the sentence. Once you find a preposition, ask “What?” to identify the noun or pronoun that ends the prepositional phrase.

Mark It! Underline each prepositional phrase. Start the line under the preposition and end with the noun.

Near the garden Timmy climbed into a large basket that was filled with vegetables.

Prepositions List

about	around	between	in	opposite	toward
about	as	beyond	inside	out	under
above	at	by	instead of	outside	underneath
according to	because of	concerning	into	over	unlike
across	before	despite	like	past	until
after	behind	down	minus	regarding	unto
against	below	during	near	since	up, upon
along	beneath	except	of	through	with
amid	beside	for	off	throughout	within
among	besides	from	on, onto	to	without

Learn It!

Week 3

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among	besides	from	on, onto	to	without

For more information about prepositions, see page G-8.

Ask students to identify the prepositional phrase and explain how it follows the pattern.

near what? **garden**
Near the garden starts with a preposition (near) and ends with a noun (garden). It has an article in between but no verb.

into what? **basket**
into a large basket starts with a preposition (into) and ends with a noun (basket). It has an article and an adjective in between but no verb.

with what? **vegetables**
with vegetables starts with a preposition (with) and ends with a noun (vegetables).

When *to* is followed by a verb, as in *to finish*, it is called an infinitive. It does not fit the prepositional phrase pattern because *finish* is not a noun or pronoun. Do not mark infinitives as prepositional phrases.



Student Book Week 3, Day 4

Teacher Book Week 3, Day 4

Read It!	Mark It!	Fix It!	Week 3 Day 4
1 vocabulary	3 articles (ar) 4 nouns (n) 2 pronouns (pr) 2 prepositional phrases	2 capitals 1 end mark	

timmy noticed a basket beside the gate. he **approached**
it without a sound

Rewrite It! _____

Read It!	Mark It!	Fix It!	Week 3 Day 4
timmy noticed a basket beside the gate. he approached it without a sound	3 articles (ar) 4 nouns (n) 2 pronouns (pr) 2 prepositional phrases	2 capitals 1 end mark	

approached
came near

ⁿ ^{ar} ⁿ ^{ar} ⁿ ^{pr}
timmy noticed a basket beside the gate. he **approached**
^{pr} ^{ar} ⁿ
it without a sound.

Capitalization	Timmy 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>Timmy</i> it replaces <i>basket</i>

Rewrite It! Timmy noticed a basket beside the gate. He approached it without a sound.



Student Book Week 14

Teacher Book Week 14

Review It!

Week 14

Who/Which Clause, That Clause, and Adverb Clause

A *who/which* clause, a *that* clause, and an adverb clause add detail to a sentence.

Who/Which Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with the word *who* or *which*
- usually uses commas

That Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with the word *that*
- does not use commas

Adverb Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with a *www* word
- uses a comma after but not before

Complete this exercise orally. Change the sentence by adding different types of clauses. There are multiple right answers.

The cook could not find the cheese.

The cook, who _____, could not find the cheese.

The cook could not find the cheese that _____.

The cook could not find the cheese when _____.

Review It!

Week 14

Who/Which Clause, That Clause, and Adverb Clause

A *who/which* clause, a *that* clause, and an adverb clause add detail to a sentence.

Who/Which Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with the word *who* or *which*
- usually uses commas

That Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with the word *that*
- does not use commas

Adverb Clause

- contains a subject and verb
- is added to a sentence that is already complete
- begins with a *www* word
- uses a comma after but not before

Complete this exercise orally. Change the sentence by adding different types of clauses. There are multiple right answers.

The cook could not find the cheese.

The cook, who _____, could not find the cheese.

The cook could not find the cheese that _____.

The cook could not find the cheese when _____.

Show students how these clauses are similar.
Each type of clause contains a subject and verb and is added to a sentence that is already complete.

Show students how these clauses are different.
Each type of clause begins with different words and has different comma rules.

The first word of the clause indicates what type of clause it is.

Encourage students to practice forming complex sentences orally. Students who can easily create oral sentences struggle less when writing.

The possibilities are endless. The cook, *who was fired*; *who saw the mouse*; *who forgot her glasses at home*; *who was responsible for making dinner*, could not find the cheese.

Substitute *while* or *where* for *when*.



Student Book Week 14, Day 1

Teacher Book Week 14, Day 1

Week 14

Week 14

Read It! Mark It! Fix It! Day 1

Read It! Mark It! Fix It! Day 1

1 vocabulary
6 nouns (n)
1 pronoun (pr)
2 adjectives (adj)
1 -ly adverb (ly)
1 coordinating conjunction (cc)
1 prepositional phrase
1 adverb clause (AC)
2 subject-verb pairs (s v)

timmy couldnt easily **digest** there food because
he needed fruit nuts, and beans from his garden
digest
break down food in the body
6 nouns (n)
1 pronoun (pr)
2 adjectives (adj)
1 -ly adverb (ly)
1 coordinating conjunction (cc)
1 prepositional phrase
1 adverb clause (AC)
2 subject-verb pairs (s v)
1 capital
1 comma
1 end mark
1 homophone
1 apostrophe

timmy couldnt easily **digest** there food because
he needed fruit nuts, and beans from his garden

^s ^v ^v ^{adj} ⁿ ^{AC}
ⁿ ^{ly} ^{their} ⁿ ^{AC}
timmy couldn't easily **digest** there food (because
^s ^v ⁿ ⁿ ^{cc} ⁿ ^{adj} ⁿ
^{pr} he needed fruit, nuts, and beans from his garden).

Rewrite It! _____

Capitalization **Timmy** proper noun; first word of the sentence
End Marks Use a period at the end of a statement.
Pronoun **he** replaces *Timmy*
Adjective Whose food? **their** The possessive pronoun *their* functions as an adjective.
Whose garden? **his** The possessive pronoun *his* functions as an adjective.
-ly Adverb Couldn't digest how? **easily**
S V Pairs **Timmy could digest; he needed**
The contraction *couldn't* includes both a helping verb (could) and an adverb (not).
Commas Use commas to separate three or more items in a series connected with a coordinating conjunction.
PATTERN a, b, and c *fruit, nuts, and beans*
Homophones Use **their**, the possessive pronoun.

Rewrite It! Timmy couldn't easily digest their food because he needed fruit, nuts, and beans from his garden.



Town Mouse and Country Mouse

Johnny, the town mouse, was born in a kitchen cupboard filled with assorted tins of spices. Timmy, the country mouse, was born in a garden. It overflowed with vegetables. The two mice lived a long way from each other. An adventure brought them together.

It all started when Timmy traveled to town by mistake in a wicker basket. The basket belonged to a master gardener, who lived in northern England. What did he grow? He grew vegetables in his garden and fruit in his orchard. Each week he filled a basket with fresh produce. Then he set it by the gate. On certain days a carrier came. He took the wicker basket to town on a cart.

Early one Monday in April, Timmy snuck into the garden. The peas looked delicious! There he sat with his mouth stuffed full of spring peas. The large meal made him drowsy. Timmy stretched his paws and stifled a yawn. Where could he take a nap? Timmy noticed a basket beside the gate. He approached it without a sound. He crept into the basket and was soon asleep. It was perfect!

Timmy awoke abruptly in a fright, and the basket was lifted onto a cart. Suddenly the cart jolted, and the horse trotted to town. For two miles Timmy was tumbled around inside the basket.

Finally, the horse and cart stopped at a fancy house, which was located in a large town. The carrier, who was eager to finish his job, set the basket in the kitchen. Timmy heard the slam of the backdoor. He trembled with fear but was unharmed. Shortly after, the horse and cart rumbled away.

Inside the large house Sarah, the maid, noisily raced up the stairs and down the stairs too. The many noises terrified Timmy. He had lived his entire life in the peaceful and quiet country.

Soon Julia, the cook, opened and unpacked the basket, which contained prized vegetables. Suddenly Timmy jumped out of the basket. The tiny mouse surprised and dismayed Julia.

Julia jumped onto a sturdy chair and shouted, "Eek! It's a mouse! Aah! I need help! Sarah, you fetch the long poker! Where is the cat?"

Naturally, Timmy did not wait for the long poker or the hungry cat, who was oddly

Self check your work!

Complete Story in Student Appendix

Two more helps

Grammar Glossary
Included in the Teacher's Manual



Grammar Cards
[Purchased separately](#)



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Game ideas included!

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Fix It!™ Grammar

Engaging. Effective. Easy-to-Use.

- [Fix It! Podcast](#)



- [Fix It! Explainer Video](#)



We're here to help!



What Others Are Saying

I am very impressed with how advanced it is. My daughter is on Level 2 and knows more grammar than I learned in twelve years. My sons can do it independently, and they grade themselves and see their mistakes. I like that it teaches them to spot errors!

~ Joeina



What Others Are Saying

I love how they build in new concepts and review previous. It is done in small increments and is manageable for the mom teaching.

~ Kerry



What Others Are Saying

I was skeptical. “How can he learn with only about 15-20 minutes a day?” I’m blown away at how clear the instructions are! He does it on his own with little of my help and is excelling in grammar and the grammar rules! Love it!

~ Tonia



What Others Are Saying

Hands down this is the best grammar I've ever tried (and I have tried plenty)! Grammar does not have to be boring. IEW has brought the writer out in my students.

~ Laura B



What Others Are Saying

I began using this program with my daughter her junior year because I wanted her to be familiar with editing and more confident with grammar usage. Little did I know that this one ten-minute addition to our daily schedule would boost her ACT English scores so dramatically. Sophomore April English score: 21; Senior October English score: 34! Thank you for this great product!

~ Christy



What Others Are Saying

My students have not only learned grammar, but more importantly, they have learned how to apply the grammar rules to their writing.

~ Miriam



What Others Are Saying

After ten years of homechooling, we found our favorite grammar program on the market. Short, fun, easy-to-teach lessons that are extremely rich in content. Concepts are mastered through repetition without becoming boring. And the best part is, this grammar program has unlocked the secret of creating better writers through grammar. This actually transfers, and I see them applying what they have learned!

-Jessica F



What Others Are Saying

We've been using Nose Tree (Level 1) with students who struggled forever and hated to do "English" stuff. Every day we've done a sentence in *Fix It!* While they all made growth on their winter NWEA scores, more importantly, they were engaged in all of the activities we did. And they loved not having to use a screen.

~ Beth, Lewis-Palmer Middle School



Thanks for coming!



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Questions and Answers



Announcing the Winners of Tonight's *Fix It! Grammar* recipients

Congratulations!

