

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

Robin Hood

STUDENT BOOK

LEVEL 3

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

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

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

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

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

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

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

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

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


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


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

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

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

### Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

### Helpful Hints

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

When you complete the book, remove the daily passages.

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

## Additional Resource

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

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

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

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

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

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



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

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







Sample



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Sample

## Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.



### Noun

A **noun** names a person, place, thing, or idea.

A **compound noun** is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as *King Richard*.

### Article Adjective

The **article adjectives** are *a, an, the*. A noun follows an article adjective.

### Pronoun

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. **Personal pronouns** take the place of common and proper nouns. Review the personal pronouns in Appendix III.

### Preposition

A **preposition** starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence. A prepositional phrase always begins with a preposition and ends with a noun or pronoun. Review the prepositions in Appendix III.

**Memorize It!** preposition + noun (no verb)

**Mark It!** Write *n* above each noun. Use a single *n* for a compound noun. Write *ar* above each article and *pr* above each pronoun. Underline each prepositional phrase.

<sup>*n*</sup> Robin <sup>*pr*</sup> Hood <sup>*n*</sup> and <sup>*ar*</sup> his <sup>*n*</sup> men lived in the forest.

### Noun

**Definition:**  
A noun names a person, place, thing, or idea.

**Tests:**

the \_\_\_\_\_

two \_\_\_\_\_

### Pronoun

**Definition:**  
A pronoun replaces a noun in order to avoid repetition.

List: Appendix III

### Preposition

**Definition:**  
A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence.

**Pattern:**  
preposition + noun (no verb)

List: Appendix III

## Capitalization

Capitalize the first word of a sentence.

Capitalize proper nouns.

Capitalize the personal pronoun *I*.

**Fix It!** Place three short lines below letters that should be capitalized.

    robin lived in     sherwood     forest.     he told his men, “    i will hunt  
with you.”

## End Mark

Use a period at the end of a statement.

Use a question mark at the end of a question.

Use an exclamation mark at the end of a sentence that expresses strong emotion.

**Fix It!** Place the correct end mark at the end of each sentence.

Did Robin give up? He would never quit! He was used to  
challenges.

## Indentation

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

**Read It!**

1 vocabulary

**Mark It!**

2 articles (ar)

4 nouns (n)

3 prepositional phrases

**Fix It!**

4 capitals

1 end mark

in the olden days of england, king richard

**reigned** over the land

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

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

**Fix It!**

7 capitals  
1 end mark

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

3 articles (ar)

4 nouns (n)

2 pronouns (pr)

3 prepositional phrases

**Fix It!**

2 capitals

1 end mark

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 5 nouns (n)
- 1 pronoun (pr)
- 3 prepositional phrases

**Fix It!**

- 3 capitals
- 1 end mark

robin was skilled with the bow. in truth, he was  
 the most **experienced** archer in england

**Rewrite It!**

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## Learn It!

### Verb

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

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

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

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

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

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

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

### Subject

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

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

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

*s*      *v*      *v*  
 Robin had practiced archery for many years.

*s*      *v*  
 His skills were incredible.

### Strong Verb

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



### Verb

**Definition:**  
 A verb shows action, links the subject to another word, or helps another verb.

### Verb Test:

I \_\_\_\_ .

It \_\_\_\_ .

**Verb Lists:**  
 Appendix III

**Coordinating Conjunction**

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

Acronym:  
FANBOYS

**Conjunction**

A conjunction connects words, phrases, or clauses.

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

*Memorize It!*

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

Robin strolled through the forest and whistled happily.

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

**Comma**

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

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

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

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

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

✗ a and b

’ a, b, and c

Robin was brave, but reckless.

cc

He chose his arrow, pulled it back, and let it fly.

cc

**Contraction**

A **contraction** combines two words into one. It uses an apostrophe to show where a letter or letters have been removed.

*Fix It!* Place an apostrophe to show where a letter or letters have been removed.

Robin decided that he shouldn't give up.

**Read It!**

1 vocabulary

**Mark It!**

- 4 articles (ar)
- 7 nouns (n)
- 1 pronoun (pr)
- 1 coordinating conjunction (cc)
- 3 prepositional phrases
- 2 subject-verb pairs (s v)

**Fix It!**

- 4 capitals
- 1 end mark
- 1 apostrophe

why was robin hood an outlaw under the  
**wrath** of the law? its an interesting story for  
 children and adults

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

4 articles (ar)

5 nouns (n)

1 coordinating conjunction (cc)

2 prepositional phrases

1 subject-verb pair (s v)

**Fix It!**

2 capitals

1 comma

1 end mark

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 1 article (ar)
- 4 nouns (n)
- 3 pronouns (pr)
- 1 coordinating conjunction (cc)
- 2 subject-verb pairs (s v)

**Fix It!**

- 2 capitals
- 2 commas
- 1 end mark

robin was just eighteen. he **readily** accepted the  
 challenge grabbed his bow and left his hometown

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 1 article (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 1 coordinating conjunction (cc)
- 2 subject-verb pairs (s v)

**Fix It!**

- 2 capitals
- 1 comma
- 1 end mark
- 1 apostrophe

robin **strolled** merrily. the trip shouldnt take  
 him more than two, or three days

**Rewrite It!**

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## Learn It!

### Adjective

An **adjective** describes a noun or pronoun.

An adjective tells which one, what kind, how many, or whose.

**Memorize It!**      **which one? what kind? how many? whose?**

Robin crossed the slippery bridge.

An adjective usually comes before the word it describes. The adjective *slippery* describes *bridge*. What kind of bridge? *slippery*

The bridge appeared slippery.

An adjective may follow a linking verb. The linking verb (appeared) links the subject (bridge) to an adjective (slippery). The adjective *slippery* describes *bridge*. What kind of bridge? *slippery*

Robin carried his bow.

Because the possessive pronouns *my, your, his, her, its, our, their* function as adjectives, you will now mark them as adjectives. The pronoun *his* replaces *Robin's* and functions as an adjective. Whose bow? *his*

**Find It!**      Find the nouns and pronouns in the sentence.

Once you find a noun or pronoun, ask the adjective questions to identify the adjectives.

**Mark It!**      Write **adj** above each adjective.

Robin strolled through the quiet woods with his bow.  
 Robin's skill in archery was famous.

### Capitalization

Capitalize proper adjectives formed from proper nouns.

The English flag flew at King Richard's castle.

The proper adjective *English* comes from the proper noun *England*, the name of a specific country. The proper adjective *King Richard's* comes from the proper noun *King Richard*, the name of a specific person.

### Quality Adjective

A **quality adjective** dresses up writing because it creates a strong image or feeling.

A quality adjective is more specific than a weak adjective. A weak adjective is overused, boring, or vague. Look for quality adjectives in this book and write them on the Quality Adjective collection page, Appendix II.

## 8 Parts of Speech

### Adjective

Definition:  
An adjective describes a noun or pronoun.

Test:

the \_\_\_ pen

Questions:

which one?

what kind?

how many?

whose?

# Dependent Clause

## Who/Which Clause

A **who/which clause** is a group of words that describes the noun it follows. It begins with the word *who* or *which*, a relative pronoun.

- Who* refers to people, personified animals, and pets.
- Which* refers to things, animals, and places.

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

### Who/Which Clause

Contains:  
subject + verb

Robin eyed the target. (*sentence*)

First Word:  
who or which

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

Commas:  
unless essential

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

Marking:  
w/w

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

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

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

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

## Comma

A **comma** is used to separate items in a sentence. Commas are used to separate the *who/which* clause from the rest of the sentence unless the *who/which* clause changes the meaning of the sentence.

’ Place commas around the *who/which* clause if it is nonessential.

✗ Do not place commas around the *who/which* clause if it is essential (changes the meaning of the sentence).

When you rewrite the passages, copy the commas correctly.



**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 3 adjectives (adj)
- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 1 *who/which* clause (w/w)
- 3 subject-verb pairs (s v)

**Fix It!**

- 2 capitals
- 1 comma
- 1 end mark
- 1 apostrophe

robin whistled, and thought about the contest, which would be **entertaining**. he wasnt worried about the other archers

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 1 article (ar)
- 2 nouns (n)
- 3 adjectives (adj)
- 1 coordinating conjunction (cc)
- 2 subject-verb pairs (s v)

**Fix It!**

- 3 capitals
- 1 end mark

the day seemed pleasant and **carefree**. however,  
 robin's mood would soon change

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

2 articles (ar)  
4 nouns (n)  
1 pronoun (pr)  
2 adjectives (adj)  
1 coordinating conjunctions (cc)  
2 prepositional phrases  
1 *who/which* clause (w/w)  
3 subject-verb pairs (s v)

**Fix It!**

2 capitals  
1 end mark  
1 comma

robin met fifteen foresters who worked  
for the king. they were sitting beneath a huge oak,  
and were feasting **sociably**

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 6 nouns (n)
- 1 pronoun (pr)
- 4 adjectives (adj)
- 2 coordinating conjunctions (cc)
- 1 prepositional phrase
- 1 *who/which* clause (w/w)
- 3 subject-verb pairs (s v)

**Fix It!**

- 4 capitals
- 1 comma
- 1 end mark

a man who had a scar on his face **confronted** robin.

he called robin's bow and arrows cheap, and shoddy

**Rewrite It!**

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## Learn It!

### Adverb Clause

An **adverb clause** is a group of words that begins with a *www* word and contains a subject and a verb. An adverb clause is a dependent clause, which means it must be added to a sentence that is already complete.

Week 8 you learned that an adverb clause begins with a *www* word. A *www* word is called a subordinating conjunction. The acronym *www.asia.b* reminds us of the eight most common subordinating conjunctions.

**Memorize It!**      **when while where as since if although because**

These are not the only words that begin an adverb clause. Other words can function as *www* words too.

**Memorize It!**      **after before until unless whenever whereas than**

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

**Mark It!**      Place parentheses around the adverb clause and write *AC* above the *www* word. Write *v* above each verb and *s* above each subject.

*AC*
*s*
*v*

The stranger would cross (unless Robin stopped him).

**D**ependent  
**C**ause

#### Adverb Clause

Pattern:  
*www* word +  
subject + verb

First Word:  
*www* word

Commas:  
after, not before

Marking:  
*AC*

### Adverb Clause or Prepositional Phrase

These words usually begin adverb clauses.

when	while	where	<b>as</b>	<b>since</b>	if	although	<b>because</b>
<b>after</b>	<b>before</b>	<b>until</b>	unless	whenever	whereas	than	

Pattern:  
*www* word +  
subject + verb

These words usually begin prepositional phrases.

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

Pattern:  
preposition + noun  
(no verb)

The words *after*, *as*, *because*, *before*, *since* and *until* appear on both lists. When you mark the sentences, consider the patterns.

Adverb Clause: (Before they met), Robin won every fight.

*Before they met* is an adverb clause.

**PATTERN *www* word (Before) + subject (they) + verb (met)**

Prepositional Phrase: Before the fight Robin was undefeated.

*Before the fight* is a prepositional phrase.

**PATTERN preposition (Before) + noun (fight) (no verb)**

**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 2 nouns (n)
- 3 pronouns (pr)
- 1 prepositional phrase
- 1 adverb clause (AC)
- 2 [main clauses]
- 3 subject-verb pairs (s v)
- 2 openers

**Fix It!**

- 1 indent
- 1 comma
- 2 capitals
- 2 end marks

after an hour neither had **budged** an inch, both  
 stood where they had begun

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 6 nouns (n)
- 2 pronouns (pr)
- 4 adjectives (adj)
- 1 adverb (adv)
- 2 coordinating conjunctions (cc)
- 2 adverb clauses (AC)
- 2 [main clauses]
- 4 subject-verb pairs (s v)
- 2 openers

**Fix It!**

- 2 capitals
- 2 commas
- 1 end mark
- 2 homophones

as they **battled** both men gave, and received many blows until cuts and bruises covered there bodies. each had aching muscles to

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 1 article (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 1 adverb (adv)
- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 1 [main clause]
- 1 subject-verb pair (s v)
- 1 opener

**Fix It!**

- 1 capital
- 1 comma
- 1 end mark

despite **fatigue** neither considered quitting, or  
 seemed likely to tumble off the bridge

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 2 articles (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 3 adjectives (adj)
- 3 adverbs (adv)
- 1 *that* clause (that)
- 1 adverb clause (AC)
- 1 [main clause]
- 3 subject-verb pairs (s v)
- 1 opener

**Fix It!**

- 1 capital
- 1 comma
- 1 end mark
- 1 number

as the 2 men rested each man **privately**

believed that he had never met a more skillful

opponent

**Rewrite It!**

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