

Fix It! Grammar Placement Tests

Placement Test 1: The Nose Tree

Because every book in *Fix It! Grammar* is foundational to the book after it, our recommendation is that all students begin with the first book: *The Nose Tree*. Each book includes advanced concepts, so if your students know much of the material, you can still use the first book and simply add the advanced concepts if they are ready for them.

These are the concepts presented in *The Nose Tree*:

- **Identify these parts of speech:** nouns, articles, pronouns, verbs, helping verbs, adjectives, -ly adverbs, prepositions, coordinating conjunctions, clause starters (www.asia.b words).
- **Use these punctuation marks correctly:** end marks (periods, question marks, and exclamation points), quotation marks, apostrophes to show ownership and in contractions.
- **Choose the correct homophone or usage** when given a choice: *their/their/they're*, *to/two/too*, *its/it's*, *your/you're*.
- **Understand basic rules for capitalization and indentation.**

If you think your students have mastered the concepts presented in *The Nose Tree*, use the placement test that begins on the next page to make sure.

1. Show them how to mark the Day 1 passage.
2. Have them mark the Day 2 passage independently. Use the remaining teacher's notes to check their work.
3. Ask them all the questions included in the teacher's notes to evaluate mastery of the material.

If your students missed several items or are not confident of the grammar at this level, start with *The Nose Tree*. It is better to start with an easier level and build a strong foundation than move too quickly. Also, *The Nose Tree* includes advanced notations that can be discussed with students who are progressing quickly. For older students, you may wish to double up and cover two books in one year.

If you believe your students understand these concepts well and have mastered the basic elements included in the teacher's notes, then have them begin with *Robin Hood* or take Placement Test 2 to see if they can begin with Book 3.

Test 1

The Nose Tree Placement Test, Student Page

The student page below is from Week 22 of *The Nose Tree*. Using the teacher's notes pages to follow, show your students how to mark the Day 1 passage following this procedure:

1. Put three underlines under letters that should be capitalized.
2. Choose the correct homophone or usage (there/their/they're or its/it's) by crossing out the incorrect ones.
3. Add the correct end mark.
4. Mark the following parts of speech by writing the indicated initials above the word.
 - a. noun (*n*)
 - b. article (*ar*)
 - c. pronoun (*pr*)
 - d. who-which (*w-w*)
 - e. verb (*vb*)
 - f. adjective (*adj*)
 - g. -ly adverb (*ly*)
 - h. coordinating conjunction (*cc*)
 - i. preposition (*prep*)
5. Underline any prepositional phrases. Start with the preposition and end with the noun. Example: She hurried to the store.
6. The bolded word is a vocabulary word. You may look up its meaning if desired.

vocabulary
¶ (indent)
homophones
capitals

end marks (. ? !)
quotation marks (" ")
apostrophes (')

n ar pr w-w vb adj ly cc
prep (preposition + noun,
no verb)

DAY 1

meantime his comrades, who continued there/their/they're journey,

came to that same wood

DAY 2

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

Test 1

The Nose Tree Teacher's Notes (Day 1)

Use this page to show your students how to mark the Day 1 passage on the student page.

Ask your students all the questions to ensure understanding.

DAY 1

¶ meantime ^{pr} his ⁿ comrades, ^{w-w} who ^{vb} continued ~~there~~ ^{pr} / ~~their~~ ⁿ / ~~they're~~ journey,
^{vb} came ^{prep} to ^{adj} that ^{adj} same ⁿ 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.

meantime:
meanwhile; at the same time

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!"

Test 1

The Nose Tree Teacher's Notes (Day 2)

Have your students mark the Day 2 passage on the student page independently. Use the Day 2 teacher's notes below to check their work.

Again, ask your students all the questions to determine their level of understanding.

DAY 2

^{ly} ⁿ ^{prep} ^{pr} ^{vb} ^{prep} ⁿ ^{adj}
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.

bizarre: unusual;
strange; unexpected

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.

If your students missed several items or are not confident of the grammar at this level, start with Book 1: *The Nose Tree*. It is better to start with an easier level and build a strong foundation than to move too quickly. Also, *The Nose Tree* includes optional advanced concepts that can be discussed with students who are progressing quickly. For older students, you may wish to double up and cover two books in one year.

If you believe your students have mastered the concepts included in the teacher's notes, then have them begin with Book 2: *Robin Hood*.

To determine if they are beyond Book 2, have them take Placement Test 2 (next page) to see if they can begin with Book 3.

Placement Test 2: Robin Hood

Because every book in *Fix It! Grammar* is foundational to the book after it, our recommendation is that all students begin with the first book: *The Nose Tree*.

This placement test is for those who have passed Placement Test 1 and would like to determine if they are ready for Book 3: *Frog Prince, or Just Deserts*.

In addition to a quick review of the grammar presented in the first book, *The Nose Tree*, *Robin Hood* teaches students to

- identify subject-verb pairs
- identify clauses and phrases
- distinguish main and dependent clauses
- correctly use *then/than* and *lie/lay*
- combine sentences with a *who* or *which*
- identify and correctly punctuate five of the six sentence openers (#1 subject, #2 prepositional, #3 -ly, #5 clausal, and #6 vss)
- correctly punctuate coordinate and cumulative adjectives
- use the rules for writing numbers

If you think your students have mastered the concepts presented in both books, use the placement test that begins on the next page to make sure.

1. Show them how to mark the Day 1 passage.
2. Have them mark the Day 2 passage independently. Use the remaining teacher's pages to check their work.
3. Ask them all the questions included in the teacher's notes to evaluate mastery of the material.

If your students know their parts of speech cold but are not confident of the grammar at this level, start with *Robin Hood*. It is better to start with an easier level and build a strong foundation than move too quickly. Also, *Robin Hood* includes advanced notations that can be discussed with students who are progressing quickly.

If you believe your students understand these concepts well and have mastered the elements included in the teacher's notes, then have them begin with *Frog Prince, or Just Deserts*, or take Placement Test 3 to see if they can begin with Book 4.

Test 2

Robin Hood (Book 2) Placement Test, Student Page

The student page below is from Week 28 of *Robin Hood*. Using the teacher's notes pages to follow, show your students how to mark the first passage following this procedure:

Fixes

1. Add paragraph indicators (¶) where indentations are needed.
2. Put three underlines under letters that should be capitalized.
3. Add quotation marks as needed.
4. Add commas where needed.
5. Choose the correct usage (then/than) by crossing out the incorrect one.
6. Write out numbers when they can be written in one or two words.
7. Add the correct end mark.
8. The bolded word is a vocabulary word. You may look up its meaning if desired.

Grammar notations

9. Mark the following parts of speech and sentence elements by writing the indicated initials above the word.
 - a. subject (*S*)
 - b. verb (*V*)
 - c. -ly adverb (*ly*)
 - d. preposition (*prep*)
 - e. coordinating conjunction (*cc*)
 - f. clause starter (subordinating conjunctions, or *www* words) (*cl*)
10. Place all main clauses in brackets [] and mark them *MC*.
11. Place all dependent clauses in parenthesis (). Mark adverb clauses *AC* and all other dependent clauses *DC*.
12. Underline any prepositional phrases. Start with the preposition and end with the noun.
Example: She hurried to the store.
13. If you know the IEW system, mark each of the following sentence openers by number:
#1 subject, #2 prepositional, #3 -ly adverb, #5 clausal, #6 vss (very short sentence).

Test 2

Week 28

vocabulary

¶ (indent)

capitals

homophones and
usage

commas (,)

end marks (. ? !)

quotation marks (“ ”)

*cc prep cl**S S/w-w V [MC] (DC) (AC)**#1 MC #2 prep**#3 -ly #5 AC**#6 vss***DAY 1**

Think about whether to start a new paragraph when Robin addresses Will Stutely. Also, at the end of this passage, Robin is not finished speaking.

robin accepted the challenge. i will **stoop** to you as i have never stooped to man

before. friend stutely cut down a white piece of bark 4 fingers tall and wide

DAY 2

nail it fourscore yards distant on yonder white oak. if stranger you hit that target

then/than you can **dub** yourself an archer

Test 2

Robin Hood Teacher's Notes (Day 1)

Use this page to show your students how to mark the Day 1 passage on the student page.

Ask your students all the questions to ensure understanding.

DAY 1

Think about whether to start a new paragraph when Robin addresses Will Stutely. Also, at the end of this passage, Robin is not finished speaking.

#1 MC S V #1 MC S V V prep AC cl S V V prep
 ¶ [Robin accepted the challenge]. “[i will stoop to you] (as i have never stooped to man
 before). ¶ “friend stutely, [cut down a white piece of bark ^{four} 4 fingers tall and wide].”

Fixes

Indent. Is this a new topic, speaker, place, or time? Answer: Yes, twice: a) The first sentence sets up the first part of the quotation (new speaker) and can go in the same paragraph. b) Start another paragraph when Robin turns away from addressing the stranger to give Will Stutely instructions—new topic.

Numbers. *four*. Spell out numbers that can be written in one or two words.

Quotations. “*I will ... before*. “*Friend ... wide*. Robin will have more to say Day 2, so do not close his speech with quotation marks.

✧ **Advanced.** When there is a new topic within one person’s speech, close the first paragraph with no quotation marks (*man before*.) but open the next with opening quotation marks (“*Friend ...*”). When the first paragraph does not close with quotation marks, it indicates that he is not finished; when the second paragraph opens with quotation marks, it reminds us that someone is still speaking.

Ask: Why is there no comma before the first quotation? Answer: There is no speaking verb setting it up.

Commas. Ask students where they added commas. Also discuss where they should not have placed them but may have done so.

- There should not be a comma before the *as* adverb clause. Rule: **MC AC**.
- NDA: *Friend Stutely*, which should be set off with a comma.

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

Grammar Notations

Subjects and verbs. *Robin accepted, I will stoop, I have stooped, cut*. See ♥.

✧ **Advanced.** In *cut down*, *down* is an adverb. Ask: Which makes more sense, *cut down* or *down a white piece*? Only the first, so *down* goes with the verb rather than starting a prepositional phrase.

Clauses and sentence openers.

- #1 subject opener and MC: *Robin accepted the challenge*.
- #1 subject opener and MC: *I will stoop to you*.
- AC (adverb clause): *as I have never stooped to man before*.
- MC: *cut down a white piece of bark four fingers tall and wide*.

stoop: lower oneself; descend from one’s level of dignity.

Robin Hood considers it stooping because the stranger has insulted him.

♥ **Grammar lovers.**

The subject of *cut* is not *Friend Stutely* but an understood *you*. NDAs do not do double duty as subjects. Although *Stutely* and *you* are one and the same in the story line, the words have different functions grammatically. Also, there would not be a comma between a subject and its verb, but there needs to be a comma after the NDA.

Placement Test 3: Frog Prince, or Just Deserts

Because every book in *Fix It! Grammar* is foundational to the book after it, our recommendation is that all students begin with the first book: *The Nose Tree*.

This placement test is for those who have passed the first two placement tests and would like to determine if they are ready for Book 4: *Little Mermaid*.

In addition to a quick review of clauses, phrases, sentence openers, and related concepts presented in the first two books, *Frog Prince, or Just Deserts*, teaches students the following skills:

- identifying and correctly punctuating the six sentence openers as well as the transitional opener
- identifying and correcting both types of run-on sentences: commas splices and fused sentences
- identifying and correcting sentence fragments
- punctuation with transitional expressions, interjections, multiple openers, transitional #2s, and essential/nonessential elements
- imperative mood
- invisible openers (#2 and #4)
- hyphens, semicolons
- usage such as *affect/effect*, *then/than*
- personal pronouns and their antecedents; agreement errors

If you think your students have mastered the concepts presented in both books, use the placement test that begins on the next page to make sure.

1. Show them how to mark the Day 1 passage.
2. Have them mark the Day 2 passage independently. Use the remaining teacher's notes to check their work.
3. Ask them all the questions included in the teacher's notes to evaluate mastery of the material.

If your students know their parts of speech cold but are not confident of the grammar at this level, start with *Frog Prince, or Just Deserts*. It is better to start with an easier level and build a strong foundation than move too quickly. Also, *Frog Prince* includes advanced notations that can be discussed with students who are progressing quickly.

If you believe your students understand these concepts well and have mastered the elements included in the teacher's notes, then have them begin with *Little Mermaid* or take Placement Test 4 to see if they can begin with Book 5.

Test 3

Frog Prince, or Just Deserts (Book 3) Placement Test Student Page

The student page below is from Week 28 of *Frog Prince*. Using the teacher's notes pages to follow, show your students how to mark the first passage following this procedure:

Fixes

1. Add paragraph indicators (¶) where indentations are needed.
2. Put three underlines under letters that should be capitalized.
3. Add or remove punctuation (commas, end marks, apostrophes, and quotation marks) as needed.
4. Write out numbers as needed.
5. Correct run-on sentences.
6. The bolded word is a vocabulary word. You may look up its meaning if desired.

Grammar notations

7. Mark subject-verb pairs with an *S* and *V* respectively.
8. Place all main clauses in brackets [] and mark them *MC*.
9. Place all dependent clauses in parentheses (). Mark adverb clauses *AC* and all other dependent clauses *DC*.
10. Identify sentence openers by number or letter: #1 subject, #2 prepositional, #3 -ly adverb, #4 -ing, #5 clausal, #6 vss, #T transitional.
11. Underline any prepositional phrases. Start with the preposition and end with the noun, no verb in the middle. Example: She hurried to the store.

vocabulary ¶ (indent) capitals	prep phrases S-V [MC] (DC) (AC)	spelling usage grammar	# openers punctuation quotations	Circle the single strongest verb, adjective, and -ly adverb from the week, but do not choose the first word of any sentence.
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DAY 1

well that seems a **flimsy** excuse to bother his uncle dorinda interrupted. the poor man

just wanted a drink of water, why did robert trust his dog over his uncle

DAY 2

hounds, and other nonhuman creatures, sometimes have a **tad** of wisdom arthur commented

listen to the rest of the story. dorinda waited more patiently

Test 3

Frog Prince Teacher's Notes (Day 1)

Use this page to show your students how to mark the Day 1 passage on the student page.

Ask your students all the questions to ensure understanding.

DAY 1

#T MC S V MC S V MC S
 ¶ “well, [that seems a flimsy excuse to bother his uncle],” [dorinda interrupted]. “[the poor man
 V #Q MC V S V
 just wanted a drink of water] • [why did robert trust his dog over his uncle]?”

Fixes

INDENT ¶ because of a new speaker.

CAPITALIZATION. Well, Dorinda, The, Why, Robert.

COMMAS AND OTHER PUNCTUATION.

- **Quotations.** “Well...uncle,” Dorinda interrupted. “The...uncle?”

Rules:

- ♦ Enclose speech in quotes and add a comma when a speaking verb (*interrupted*) sets up a quote.
- ♦ Keep the period after *interrupted* because Dorinda starts a new thought afterward. See ✎.
- ♦ Dorinda’s last statement is a question so takes a question mark inside the closing quotes.

- **Introductory transitions** take commas. Fix: **Well**, that seems a flimsy excuse.
- **Run-on sentence** (comma splice MC, MC). Ask students to find, explain, and correct the comma splice.

Answer: The comma after *water* should be a period because the two MCs express different ideas; the first is a statement and the second a question. Fix: “The poor man just wanted a drink of water. Why did Robert trust his dog over his uncle?”

flimsy: weak; inadequate; not convincing

✎ **Teacher’s note.**
 This is a comma splice, but you have to look just at the spoken words to tell. What she says needs more than just a comma between her main clauses.

Grammar Notations

PREPOSITIONAL PHRASES. of water; over his uncle.

CLAUSES, PHRASES, AND OPENERS.

- #T transitional opener: Well.
- MC: **that seems** a flimsy excuse to bother his uncle.

If students do not see that the pronoun *that* is the subject of this clause, ask them who or what is doing the action of *seems*. Remind them that pronouns can function as subjects, just as nouns can. It may also help to explain that *that* does not always start a dependent clause.

- MC: **Dorinda interrupted.**
- MC: The poor **man** just **wanted** a drink of water!
- #Q (question) and MC: Why **did Robert trust** his dog over his uncle?

Test 3

Frog Prince Teacher's Notes (Day 2)

Have your students mark the Day 2 passage on the student page independently. Use the Day 2 teacher's notes below to check their work.

Again, ask your students all the questions to determine their level of understanding.

DAY 2

#1 MC S S V MC S V
 ¶ “[hounds, and other nonhuman creatures, sometimes have a tad of wisdom],” [Arthur commented].
 #1 MC V ¶ #6 MC S V
 “[listen to the rest of the story].” [Dorinda waited more patiently].

Fixes

tad: a small amount;
a bit

INDENT. 1) new speaker; 2) new topic, Dorinda's response.

CAPITALIZATION. Hounds, Arthur, Listen, Dorinda.

COMMAS AND OTHER PUNCTUATION.

- **Quotations.** Fix: “Hounds...wisdom,” Arthur commented. “Listen...story.”

Rules: 1) Enclose speech in quotes. 2) Interruption: Add a comma when a speaking verb (*commented*) sets up a quote. See Run-on sentence below for the reason for the period after the attribution. 3) Close his second sentence with a period inside the closing quotes.

- **Items in a series.** Ask: What does the cc *and* join? Answer: *hounds* and *other nonhuman creatures*, two nouns. Ask: What is the rule? Answer: a and b, no comma when a cc joins just two items. Fix: **Hounds and other nonhuman creatures** sometimes have a tad of wisdom.

✎ **Teacher's note.** Sometimes students put two commas around the second of two items in a series to emphasize it, but there is no reason to dramatize *and other nonhuman creatures*.

- **Run-on sentence.** Ask students to find, explain, and correct the fused sentence (MC MC). Tip: Have them look at what is inside the quotations.

Solution: Arthur makes two statements (two MCs), needing a period between them. Since *Arthur commented* goes with the first, put a period after *commented*. To help, show students his two statements without the interrupter: *Hounds and other nonhuman creatures sometimes have a tad of wisdom listen to the rest of the story*.

Fix: “*Hounds and other nonhuman creatures sometimes have a tad of wisdom*,” Arthur commented. “*Listen to the rest of the story*.”

Grammar Notations

PREPOSITIONAL PHRASES. of wisdom; to the rest; of the story.

CLAUSES, PHRASES, AND OPENERS.

- #1 subject opener and MC: **Hounds** and other nonhuman **creatures** sometimes **have** a tad of wisdom.
- MC: **Arthur commented**.
- #1 subject opener and MC: **Listen** to the rest of the story. This is in the imperative (request or command) mood with the subject, *you*, understood: *You* listen to the story.
- #6 vss and MC: **Dorinda waited** more patiently.

Placement Test 4: Little Mermaid

Because every book in *Fix It! Grammar* is foundational to the book after it, our recommendation is that all students begin with the first book: *The Nose Tree*.

This placement test is for those who have passed the first three placement tests and would like to determine if they are ready for Book 5: *Chanticleer*.

In addition to a quick review of clauses, phrases, sentence openers, and punctuation rules presented in the first three books, *Little Mermaid* teaches students the following skills:

- usage: *lie/lay, like/as*
- sentence fragments
- essential and nonessential elements
- commas with participles
- agreement
- tenses
- parallelism
- imperative mood
- verbals
- appositives

If you think your student has mastered the concepts presented in the previous three books, use the placement test that begins on the next page to make sure.

1. Show them how to mark the Day 1 passage.
2. Have them mark the Day 2 passage independently. Use the remaining teacher's notes to check their work.
3. Ask them all the questions included in the teacher's notes to evaluate mastery of the material.

If your students confidently answer the questions asked in the placement test, start with Book 5: *Chanticleer*. If they are not sure of some of the answers, start with Book 4: *Little Mermaid*. It is better to start with an easier level and build a strong foundation than move too quickly. Also, *Little Mermaid* includes advanced notations that can be discussed with students who are progressing quickly.

If you believe your students understand these concepts well and have mastered the elements included in the teacher's notes to follow, have them begin with *Chanticleer* or take Placement Test 5 to see if they can begin with Book 6.

Test 4

Little Mermaid (Book 4) Placement Test Student Page

The student page below is from Week 27 of *Little Mermaid*. Using the teacher's notes pages to follow, show your student how to mark the first passage following this procedure:

Fixes

1. Add paragraph indicators (¶) where indentations are needed.
2. Put three underlines under letters that should be capitalized.
3. Add or remove punctuation (commas, end marks, apostrophes, and quotation marks) as needed.
4. Write out numbers as needed.
5. Correct run-on sentences.
6. The bolded word is a vocabulary word. Your student may look up its meaning if desired.

Grammar notations

7. Mark subject-verb pairs with an *S* and *V* respectively.
8. Place all main clauses in brackets [] and mark them *MC*.
9. Place all dependent clauses in parentheses (). Mark adverb clauses *AC* and all other dependent clauses *DC*.
10. Identify sentence openers by number or letter: #1 subject, #2 prepositional, #3 -ly adverb, #4 -ing, #5 clausal, #6 vss, #T transitional, #Q question.
11. Underline any prepositional phrases. Start with the preposition and end with the noun, no verb in the middle. Example: She hurried to the store.

DAY 1

Sighing, with grief the thought came to the Little Mermaid, ah he knows not that it was I, who loyally saved his life, while I am by his side, I will watch over him love him and **forfeit** my life for his sake.

DAY 2

In due time it was reported, that the prince must wed, and that the noble, virtuous daughter of a neighboring king, would be his bride; a fine ship was being fitted out for the **auspicious** journey.

Placement Test 5: Chanticleer

Because every book in *Fix It! Grammar* is foundational to the book after it, our recommendation is that all students begin with the first book: *The Nose Tree*.

This placement test is for those who have passed the first four placement tests and would like to determine if they are ready for Book 6: *Sir Gawain and the Green Knight*.

In addition to a review of clauses, phrases, sentence openers, and punctuation rules presented in the first four books, *Chanticleer* teaches advanced grammar, including the following:

- advanced comma rules
- colons and semicolons
- faulty parallelism
- pronoun usage and agreement
- *who* versus *whom*
- sentence sense
- subjunctive mood
- verbals
- conjunctive adverbs
- active and passive voice
- em dashes and parentheses

If you think your student has mastered the concepts presented in the previous four books, use the placement test that begins on the next page to make sure.

1. Show them how to mark the Week 26 Day 3 passage.
2. Have them mark the Week 26 Day 4 passage independently. Use the remaining teacher's notes to check their work.
3. Check their understanding of all the rules included in the teacher's notes to evaluate mastery of the material.

If your students can confidently explain the reasons for fixes as discussed in the notes, start with Book 6: *Sir Gawain and the Green Knight*. If they are not sure of some of the answers, start with Book 5: *Chanticleer*. It is better to start with an easier level and build a strong foundation than move too quickly. Also, *Chanticleer* includes advanced notations that can be discussed with students who are progressing quickly.

If you believe your students understand these concepts well and have mastered the elements included in the teacher's notes to follow, have them begin with *Sir Gawain and the Green Knight*.

Test 5

Chanticleer (Book 5) Placement Test Student Page

The student page below is from Week 26 of *Chanticleer*. Using the teacher's notes pages to follow, show your student how to mark the first passage following this procedure:

Grammar notations

1. Mark subject-verb pairs with an *S* and *V* respectively.
2. Place all main clauses in brackets [] and mark them *MC*.
3. Place all dependent clauses in parentheses (). Mark adverb clauses *AC* and all other dependent clauses *DC*.
4. Identify sentence openers by number or letter: #1 subject, #2 prepositional, #3 -ly adverb, #4 -ing, #5 clausal, #6 vss, #T transitional, #Q question.
5. Underline any prepositional phrases. Start with the preposition and end with the noun, no verb in the middle. Example: She hurried to the store.

Fixes

6. Add paragraph indicators (¶) where indentations are needed.
7. Put three underlines under letters that should be capitalized.
8. Add or remove punctuation (commas, end marks, apostrophes, and quotation marks) as needed.
9. Correct run-on sentences.
10. The bolded words are vocabulary words. Your student may look up their meaning if desired.

DAY 3

Standing upon his tiptoes **therewithal** his neck long and small would be stretched forth; indeed he was of such discernment, that never nowhere were there a man, who could of surpassed, or even rivaled, him in song or technique.

DAY 4

 Quotation continues in next week's lesson.

Your father was more **adept** then a certain cock, described in a well known poem. When this fellow was young, and **callow**. He broke his leg, from a blow, a priests son dealt him.

Test 5

Chanticleer Teacher's Notes (Day 3)

Use this page to show your student how to mark the Day 3 passage on the student page.

Ask questions to determine your student's understanding of the reasons behind the fixes based on the explanations in the teacher's notes. Earlier books provide more direct questions-answers. At this level, the questions respond more to what students miss and what they understand.

DAY 3 MC

#4 [he would stretch forth his neck], long and small. #T MC

Standing upon his tiptoes therewithal, ~~his neck long and small would be stretched forth~~; indeed, [he

was of such discernment], DC any was DC have of

(that never ~~nowhere were~~ there a man), (who could ~~of~~ surpassed, or even

rival~~ed~~ him in song or technique).

Grammar Notations

therewithal: in addition to that

Check notations as indicated in the passage: clauses and sentence openers.

Subject-Verb Pairs: he would stretch; he was; was man; who could have surpassed ... rival~~ed~~.

Long and small. IEW writing students may recognize this as an invisible *who-which*.

Fixes

Double negatives. Do not use double negatives (*never nowhere*). Fix: never **anywhere** was there a man. Alternative fix: nowhere **was** there **any** man who could have surpassed.

Usage. Use *have*, not *of*, as a helping verb: not *could of* but *could have*. This mistake comes from slurring speech. Fix: who could **have** surpassed.

Punctuation.

- **Quotations.** No quotations because this continues Sir Russell's speech.
- **#4 -ing openers** always end with a comma. Fix: **Standing upon his tiptoes therewithal**, his neck long and small would be stretched forth.
Ask: Is the subject after the opener the one doing the -ing-ing? Answer: No, his neck is not standing!
Fix the dangling modifier (illegal #4) by making *Chanticleer* or *he* the subject of the main clause instead of *neck*. This has the added advantage of eliminating the wordy passive voice. Fix: Standing upon his tiptoes therewithal, **he would stretch forth his neck**, long and small.
- **Nonessential adjective phrases** take commas. Fix: his neck, **long and small**.
- **Semicolons** join main clauses that express a single idea. These are two separate ideas so should be written as two sentences, not one. Fix: he would stretch forth his neck, long and small. **Indeed**, he was of such discernment
- **#T transitional openers** usually take a comma. Fix: **Indeed**, he was of such discernment.
- **That clauses** do not take commas. Fix: he was of such discernment **that never anywhere was there a man**.
- **Essential who-which clauses** do not take commas. The *who* clause specifies what man is meant (one who could have rival~~ed~~ his father) so is essential to the meaning of the rest of the sentence. Fix: never anywhere was there a man **who could have surpassed**.
- **Items in a series (cc's).** No commas when the cc joins only two verbs in a clause. Fix: who could have **surpassed or even rival~~ed~~** him in song or technique.

ADVANCED. Sometimes students want to set off the second of two options with commas. To emphasize, use em dashes instead: who could have surpassed—or even rival~~ed~~—him in song or technique.

Test 5

Chanticleer Teacher's Notes (Day 4)

Have your student mark the Day 4 passage on the student page independently. Use the Day 4 teacher's notes below to check his work.

Ask questions to determine your student's understanding of the reasons behind the fixes based on the explanations in the teacher's notes. Earlier books provide more direct questions-answers. At this level, the questions respond more to what students miss and what they understand.

DAY 4

¶ “^{MC} [Your father was more ^S **adept** ^V ~~then~~ ^{than} a certain cock, ^{AC} described in a well known poem]. ^S (When this fellow was young, ^V and ^{MC} **callow**) ^S, [he broke his leg, ^{DC} from a blow, ^S (a priest's son dealt him)].

Grammar Notations

Check notations as indicated in the passage: clauses and sentence openers.

Subject-Verb Pairs: father was; fellow was; he broke; son dealt.

Described is not a verb here because there is no helping verb with it. Contrast this: The cock *was described* in a poem. Students using IEW methods may recognize this phrase as an invisible *which*.

A priest's son dealt him has an implied *that*, so this clause is dependent.

adept: skilled; proficient

callow: immature and inexperienced; featherless or unfledged (in reference to a young bird)

Fixes

Indent for new topic, a tale about the power of a cock's crowing.

Spelling and hyphens.

- Not the adverb *then* but the comparison word *than*. Fix: more adept **than** a certain cock.
- Hyphenate compound adjectives before a noun. Fix: a **well-known** poem.

Punctuation.

- Quotations.** Start a new paragraph in continued speech with quotations to remind us that someone is still speaking. No close quotes since Sir Russell is not yet finished. Fix: “Your ... him.
- Essential phrases** do not take commas. *Described in a well-known poem* is essential because it restricts the information to the particular cock described in a well-known poem. Fix: a certain cock **described in a well-known poem**.
- Items in a series (cc's).** No comma when a cc joins only two adjectives. Fix: young **and** callow.
- Sentence fragment.** *When this fellow was young and callow* is a dependent clause and cannot stand alone as a sentence. Fix by combining it with the main clause after it. It then becomes a #5 opener.
- #5 clausal openers** always take commas: AC, MC. Fix: **When this fellow was young and callow**, he broke his leg.
- Mid-sentence prepositional phrases** do not take commas. Fix: he broke his leg **from** a blow.
- Essential clauses** do not take commas. This adjective clause (with *that* implied) is essential because it restricts the information to a blow given by a priest's son. Fix: he broke his leg from a blow [*that*] **a priest's son dealt him**.
- Apostrophes** show possession. Fix: **priest's** son.