

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

Frog Prince

STUDENT BOOK

LEVEL 5

Pamela White

Fourth Edition, January 2022

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

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## Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Editing Marks

¶ indent

^ insert

⌫ delete

t capitalize

⌵ lowercase

↶ reverse order

# add a space

○ close the space

### Helpful Hints

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

When you complete the book, remove the daily passages.

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

## Additional Resource

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

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

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

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

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

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



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book.

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



Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### Commas, cont.

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

### Clauses

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

### Phrases

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

### Other Concepts

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



# Contents

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## Weekly Lessons

Week 1 .....	1	Week 16 .....	91
Week 2 .....	7	Week 17 .....	97
Week 3 .....	13	Week 18 .....	103
Week 4 .....	19	Week 19 .....	109
Week 5 .....	25	Week 20 .....	115
Week 6 .....	31	Week 21 .....	121
Week 7 .....	37	Week 22 .....	127
Week 8 .....	43	Week 23 .....	133
Week 9 .....	49	Week 24 .....	139
Week 10 .....	55	Week 25 .....	145
Week 11 .....	61	Week 26 .....	151
Week 12 .....	67	Week 27 .....	157
Week 13 .....	73	Week 28 .....	163
Week 14 .....	79	Week 29 .....	169
Week 15 .....	85	Week 30 .....	175

## Appendices

Appendix I: Complete Story	
Frog Prince .....	185
Appendix II: Collection Pages	
-ly Adverb .....	195
Strong Verb .....	197
Quality Adjective .....	199
Appendix III: Lists	
Pronoun .....	201
Preposition, Verb, Conjunction.....	202
Clause.....	203
Phrase .....	204
Sentence Opener .....	205

## Learn It!

### Capitalization

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

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

The king was King Morton.

### End Mark

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

### Indentation

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

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

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

### Subject and Verb

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

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

Verb Test:

I \_\_\_\_.

It \_\_\_\_.

Verb Lists:  
Appendix III

### Main Clause

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

**MC**  
Main Clause

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

- Mark It!**
- Write v above each verb and s above each subject.
  - Place square brackets around the main clause [MC].

<sup>s</sup> [King <sup>v</sup> Morton ruled wisely].

Contains:  
subject + verb  
stands alone

Clause Overview:  
Appendix III

### Strong Verb

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



**Read It!**

**Mark It!**

**Fix It!**

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

5 prepositional phrases

1 indent

2 [main clauses]

5 capitals

2 subject-verb pairs (s v)

3 commas

1 end mark

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

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

**Fix It!**

- 3 capitals
- 2 commas
- 1 end mark

King Morton had inherited the Throne, from his Father nearly three decades before. Like his Father, King Morton ruled fairly and showed **compassion** to all

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

- 3 prepositional phrases
- 3 [main clauses]
- 3 subject-verb pairs (s v)

**Fix It!**

- 4 capitals
- 1 comma
- 1 end mark

As a kindhearted Ruler, King Morton loved his subjects.  
 The people, of the land **esteemed** him. maribella and  
 dorinda, the King’s daughters, lived with him

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**2 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

**Fix It!**

1 capital

1 comma

1 end mark

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

**Rewrite It!**

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## Learn It!

### Conjunction

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

## 8 Parts of Speech

### Coordinating Conjunction

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

#### FANBOYS

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

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

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

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

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

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

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

Dorinda raced through the gardens, and Maribella collected daisies.

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

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

Compare the last sentence to this sentence:

Dorinda raced through the gardens and collected daisies.

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

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

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

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

Dorinda ran through the gardens, smelled the roses, and picked daisies.

Use comma: a, b, and c

Do not use comma: a and b

Dorinda was lovely, but spoiled.

Use comma: MC, cc MC

Maribella sketched the flowers, and Dorinda bounced a ball.

Do not use comma: MC cc 2nd verb

The king groaned at Dorinda's mischief, yet loved her anyway.

### Coordinating Conjunctions

Figure out what is wrong with the following sentences.

Consider what the coordinating conjunction is connecting.

Rewrite the sentences correctly.

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

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---

The sisters argued then they reunited.

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---

Mud splattered her dress and was ruined.

---

---

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

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**Read It!****Mark It!****Fix It!**

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

1 coordinating conjunction (cc)

1 indent

3 prepositional phrases

3 commas

2 [main clauses]

1 end mark

2 subject-verb pairs (s v)

Princess Dorinda had been an **obstinate** child, from toddlerhood. As a child, she often escaped from the nursery, and found mischief

**Rewrite It!**


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**Read It!**

1 vocabulary

**Mark It!**

1 coordinating conjunction (cc)

4 prepositional phrases

1 [main clause]

1 subject-verb pair (s v)

**Fix It!**

2 capitals

4 commas

1 end mark

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

1 coordinating conjunction (cc)

2 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

**Fix It!**

1 capital

3 commas

1 end mark

On another occasion, she upset the prestigious new chef, and her staff. They were experimenting, with Sturgeon **roe** ice cream

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

3 coordinating conjunctions (cc)

3 prepositional phrases

2 [main clauses]

2 subject-verb pairs (s v)

**Fix It!**

3 commas

1 end mark

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

**Rewrite It!**

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## Learn It!

### Clause

A **clause** is a group of related words that contains both a subject and a verb.

Clause Overview:  
Appendix III

### Main Clause

Week 1 you learned that a **main clause** contains a subject and a verb and expresses a complete thought.

**MC**  
Main Clause

<sup>s</sup> [Dorinda's dress <sup>v</sup> was expensive].

Every sentence must have a main clause.

<sup>s</sup> [Dorinda's dress was expensive], <sup>s</sup> and [this frustrated her father]. <sup>v</sup>

Two main clauses can be placed in the same sentence if they are connected with a comma and a coordinating conjunction. **MC, cc MC**

Contains:  
subject + verb  
stands alone

### Dependent Clause

A **dependent clause** contains a subject and a verb but does not express a complete thought. It cannot stand alone as a sentence but must have a main clause before or after it. In this book you will mark three types of dependent clauses.

**DC**  
Dependent Clause

### Who/Which Clause

<sup>w/w</sup> [Dorinda's dress, <sup>s</sup> (which she purchased online), <sup>v</sup> was expensive].

Contains:  
subject + verb  
cannot stand alone

A **who/which clause** is a dependent clause that begins with *who* or *which*. It is an adjective clause because it follows the noun it describes. Use the pronoun *who* when referring to people, personified animals, and pets. Use the pronoun *which* when referring to things, animals, and places.

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

When the first word of either a *who* or a *which* clause functions as an adjective, use *whose*. *Whose* is a possessive case pronoun, which functions as an adjective to show ownership.

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

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

Weeks 3–6 contain only nonessential *who/which* clauses. They require commas.

Week 7 you will learn how to determine if a clause is essential or nonessential.

### Who/Which Clause

First Word:  
who or which

Commas:  
unless essential

Marking:  
w/w

### That Clause

<sup>that</sup> [It frustrated the king] <sup>s</sup> (that Dorinda <sup>v</sup> purchased the dress).

A **that clause** is a dependent clause that begins with the word *that* and contains a subject and a verb. Because *that* clauses are essential to the sentence, they do not take commas.

*That* clauses do not take commas.

### That Clause

Pattern:  
that + subject + verb

First Word:  
that

Commas:  
none

Marking:  
that

## Adverb Clause

Pattern:  
www word +  
subject + verb

First Word:  
www word

Commas:  
after, not before

Marking:  
AC

## Adverb Clause

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

purchased this one] <sup>AC                    s                    v</sup> (because it had real gold).

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

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

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

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

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

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

## Mark It! and Fix It!

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

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

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

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

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

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

**Read It!**

**Mark It!**

**Fix It!**

Complete the passage in this order: Read It! Mark It! Fix It!

1 vocabulary

1 coordinating conjunction (cc)

1 indent

3 prepositional phrases

1 capital

1 [main clause]

5 commas

1 *who/which* clause (w/w)

1 end mark

1 adverb clause (AC)

3 subject-verb pairs (s v)

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

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

1 coordinating conjunction (cc)

2 prepositional phrases

2 [main clauses]

1 *that* clause (that)

3 subject-verb pairs (s v)

**Fix It!**

1 indent

1 capital

2 commas

1 end mark

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

**Rewrite It!**


---



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---

**Read It!**

1 vocabulary

**Mark It!**

2 coordinating conjunctions (cc)

2 prepositional phrases

3 [main clauses]

3 subject-verb pairs (s v)

**Fix It!**

1 capital

4 commas

1 end mark

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

**Rewrite It!**

---

---

---

---

---

**Read It!**

1 vocabulary

**Mark It!**

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

**Fix It!**

- 3 commas
- 1 end mark

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

**Rewrite It!**

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## Review It!

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### Commas with Coordinating Conjunctions

#### ACRONYM FANBOYS

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

’ a, b, and c  
MC, cc MC

✗ a and b  
MC cc 2nd verb

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

The king was thirsty and eager to drink the water.

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

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

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

Robert knew that Balin was warning them and the water could be tainted.

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

## Dialogue Review

Dialogue includes quoted sentences and attributions.

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

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

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

The king cried. "Stay where you are".

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

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

**Read It!**

1 vocabulary

**Mark It!**

- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 4 [main clauses]
- 1 *that* clause (that)
- 5 subject-verb pairs (s v)
- 3 openers

**Fix It!**

- ? indents
- ? capitals
- ? commas
- ? end marks
- 1 semicolon
- 1 apostrophe  
(fix run-on with cc)

Robert knew that he should not interrupt the king,  
 he had to find a way to alert him; thinking quickly  
 Robert rushed to his uncles side, and knocked the  
 water, from his hands. This **agitated** the king.

**Rewrite It!**

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**Read It!**

1 vocabulary

**Mark It!**

1 coordinating conjunction (cc)

1 prepositional phrase

6 [main clauses]

6 subject-verb pairs (s v)

1 opener

**Fix It!**

? indents

? capitals

? commas

? end marks

4 quotation marks

1 usage

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

**Rewrite It!**


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**Read It!**

1 vocabulary

**Mark It!**

- 2 prepositional phrases
- 3 [main clauses]
- 1 *who/which* clause (w/w)
- 1 adverb clause (AC)
- 5 subject-verb pairs (s v)

**Fix It!**

- ? indents
- ? capitals
- ? commas
- ? end marks
- 3 quotation marks
- 1 apostrophe

Humans can be foolish stubborn creatures  
 whereas animal's instinctively sense danger,  
 which humans cannot **detect** Frederick  
 commented listen to the rest of the story

No closing quotation mark because quote continues.

**Rewrite It!**

---



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**Read It!**

1 vocabulary

**Mark It!**

- 1 prepositional phrase
- 2 [main clauses]
- 1 *that* clause (that)
- 1 adverb clause (AC)
- 4 subject-verb pairs (s v)
- 2 openers

**Fix It!**

- ? indents
- ? capitals
- ? commas
- ? end marks
- 1 apostrophe
- 1 usage

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

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

**Rewrite It!**

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