

Reference Section

Reference 20: Subject-Verb Agreement Rules

Rule 1: A singular subject must use a singular verb form that ends in **s**: *is, was, has, does, or verbs ending with es.*

Rule 2: A plural subject, a compound subject, or the subject **YOU** must use a plural verb form that has **no s** ending: *are, were, do, have, or verbs without es endings.* (A plural verb form is also called the *plain form.*)

Examples: For each sentence, do these four things: (1) Write the subject. (2) Write **S** if the subject is singular or **P** if the subject is plural. (3) Write the rule number. (4) Underline the correct verb in the sentence.

Subject	S or P	Rule	
girl	S	1	1. The girl (jump, <u>jumps</u>) over the mud puddle.
comb and brush	P	2	2. Your comb and brush (is, <u>are</u>) on the shelf.
You	P	2	3. You (<u>ride</u> , rides) with my mother.

Reference 21: Homonym Chart

Homonyms are words which sound the same but have different meanings and different spellings.

<ol style="list-style-type: none"> 1. capital - upper part, main 2. capitol - statehouse 3. coarse - rough 4. course - route 5. council - assembly 6. counsel - advice 7. forth - forward 8. fourth - ordinal number 9. its - possessive pronoun 10. it's - it is 	<ol style="list-style-type: none"> 11. lead - metal 12. led - guided 13. no - not so 14. know - to understand 15. right - correct 16. write - to form letters 17. principle - a truth/rule/law 18. principal - chief/head person 19. stationary - motionless 20. stationery - paper 	<ol style="list-style-type: none"> 21. their - belonging to them 22. there - in that place 23. they're - they are 24. threw - did throw 25. through - from end to end 26. to - toward, (a preposition) 27. too - denoting excess 28. two - a couple 29. your - belonging to you 30. you're - you are
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Examples: Underline the correct homonym.

1. The old desks were (stationary, stationery) because they were bolted to the floor.
2. Misty bought her secret pal (stationary, stationery) for her birthday.

Reference Section

Reference 22: Three-Point Paragraph Example

Topic: **My favorite foods**

Three main points: 1. **pizza** 2. **hamburgers** 3. **ice cream**

Sentence #1 – Topic Sentence (Use words in the topic and tell how many points will be used.)

I have three favorite foods.

Sentence #2 – 3-Point Sentence (List the 3 points in the order you will present them.)

These foods are pizza, hamburgers, and ice cream.

Sentence #3 – First Point

My first favorite food is pizza.

Sentence #4 – Supporting Sentence for the first point.

I like pizza because of its great Italian taste.

Sentence #5 – Second Point

My second favorite food is hamburgers.

Sentence #6 – Supporting Sentence for the second point.

To me, the best kind is the hamburger that has all the trimmings, even onion.

Sentence #7 – Third Point

My third favorite food is ice cream.

Sentence #8 – Supporting Sentence for the third point.

I love ice cream because I love sweet, creamy things to eat.

Sentence #9 – Concluding (final) Sentence. (Restate the topic sentence and add an extra thought.)

I enjoy eating all kinds of foods, but my favorites will always be pizza, hamburgers, and ice cream.

SAMPLE PARAGRAPH My Favorite Foods

I have three favorite foods. These foods are pizza, hamburgers, and ice cream. My first favorite food is pizza. I like pizza because of its great Italian taste. My second favorite food is hamburgers. To me, the best kind is the hamburger that has all the trimmings, even onion. My third favorite food is ice cream. I love ice cream because I love sweet, creamy things to eat. I enjoy eating all kinds of foods, but my favorites will always be pizza, hamburgers, and ice cream.

General Checklist: Check the Finished Paragraph	The Three-Point Expository Paragraph Outline
(1) Have you followed the pattern for a 3-point paragraph? (<i>Indent, topic sentence, 3-point sentence, 3 main points, 3 supporting sentences, and a concluding sentence.</i>)	Topic 3 points about the topic Sentence #1: Topic sentence Sentence #2: A three-point sentence
(2) Do you have complete sentences?	Sentence #3: A first point sentence Sentence #4: A supporting sentence for the first point
(3) Have you capitalized the first word and put an end mark at the end of every sentence?	Sentence #5: A second point sentence Sentence #6: A supporting sentence for the second point
(4) Have you written your paragraph in the assigned point of view (<i>first or third person</i>)?	Sentence #7: A third point sentence Sentence #8: A supporting sentence for the third point
(5) Have you checked your sentences for capitalization and punctuation mistakes?	Sentence #9: A concluding sentence
(6) Have you checked your verb tenses?	
(7) Have you varied your sentence structure?	

Reference Section

Reference 23: Writing in First Person or Third Person

Events and stories can be told from different viewpoints.

First Person Point of View uses the first person pronouns *I, we, me, us, my, our, mine, and ours* to name the speaker. If any of the first person pronouns are used in a writing, the writing is automatically considered a first person writing, even though second and third person pronouns may also be used. First person shows that you (the writer) are speaking, and that you (the writer) are personally involved in what is happening. (Examples: I will wear **my** new shoes today. He likes **my** new shoes.)

Third Person Point of View uses the third person pronouns *he, his, him, she, her, hers, it, its, they, their, theirs, them* to name the person or thing spoken about. Except for dialogue and direct quotations, you may not use the first person pronouns *I, we, us, me, my, mine, and ours* because using any first person pronouns automatically puts a writing in a first person point of view. Third person means that you (the writer) must write as if you are watching the events take place. Third person shows that you are writing about another person, thing, or event. (Examples: **He** will wear **his** new shoes today. **She** likes **his** new shoes.)

Reference 24: Capitalization and Punctuation Examples

1	6	14	14	11	11	11
1. Yes, I'll go to London, England, for a vacation in June, July, and August.						
10	19	7	8	9	9	1

Editing Guide for Example 1 Sentence: Capitals: 7 Commas: 5 Apostrophes: 1 End Marks: 1

W	M	H	C	O	T	M
2. was mr. hunter transferred to columbus, ohio, on tuesday, may 22, 1996?						

Editing Guide for Example 2 Sentence: Capitals: 7 Commas: 4 Periods: 1 End Marks: 1

Reference Section

Reference 25: Capitalization Rules

SECTION 1: CAPITALIZE THE FIRST WORD

1. The first word of a sentence. (He likes to take a nap.)
2. The first word in the greeting and closing of letters. (Dear, Yours truly)
3. The first and last word and important words in titles of literary works. (books, songs, short stories, poems, articles, movie titles, magazines)
(*Note: Conjunctions, articles, and prepositions with fewer than five letters are not capitalized unless they are the first or last word.*)
4. The first word of a direct quotation. (Dad said, "We are going home.")
5. The first word in each line of a topic outline.

SECTION 2: CAPITALIZE NAMES, INITIALS, AND TITLES OF PEOPLE

6. The pronoun I. (May I go with you?)
7. The names and nicknames of people. (Sam, Joe, Jones, Slim, Shorty)
8. Family names when used in place of or with the person's name. (Grandmother, Auntie, Uncle Joe, Mother - Do NOT capitalize my mother.)
9. Titles used with, or in place of, people's names. (Mr., Ms., Miss, Dr. Smith, Doctor, Captain, President, Sir)
10. People's initials. (J. D., C. Smith)

SECTION 3: CAPITALIZE NAMES OF TIME

11. The days of the week and months of the year. (Monday, July)
12. The names of holidays. (Christmas, Thanksgiving, Easter)
13. The names of historical events, periods, laws, documents, conflicts, and distinguished awards. (Civil War, Middle Ages, Medal of Honor)

SECTION 4: CAPITALIZE NAMES OF PLACES

14. The names and abbreviations of cities, towns, counties, states, countries, and nations. (Dallas, Texas, Fulton County, Africa, America, USA, AR, TX)
15. The names of avenues, streets, roads, highways, routes, and post office boxes. (Main Street, Jones Road, Highway 89, Rt. 1, Box 2, P.O. Box 45)
16. The names of lakes, rivers, oceans, mountain ranges, deserts, parks, stars, planets, and constellations. (Beaver Lake, Rocky Mountains, Venus)
17. The names of schools and specific school courses. (Walker Elementary School, Mathematics II)
18. North, south, east, and west when they refer to sections of the country. (up North, live in the East, out West)

SECTION 5: CAPITALIZE NAMES OF OTHER NOUNS AND PROPER ADJECTIVES

19. The names of pets. (Spot, Tweety Bird, etc.)
20. The names of products. (Campbell's soup, Kelly's chili, Ford cars, etc.)
21. The names of companies, buildings, stores, ships, planes, space ships. (Empire State Building, Titanic, IBM, The Big Tire Co.)
22. Proper adjectives. (the English language, Italian restaurant, French test)
23. The names of clubs, organizations, or groups. (Lion's Club, Jaycees, Beatles)
24. The names of political parties, religious preferences, nationalities, and races. (Democratic party, Republican, Jewish synagogue, American)

Reference Section

Reference 26A: Punctuation Rules

SECTION 6: END MARK PUNCTUATION

1. Use a (.) for the end punctuation of a sentence that makes a statement.
(Mom baked us a cake.)
2. Use a (?) for the end punctuation of a sentence that asks a question.
(Are you going to town?)
3. Use an (!) for the end punctuation of a sentence that expresses strong feeling.
(That bee stung me!)
4. Use a (.) for the end punctuation of a sentence that gives a command or makes a request.
(Close the door.)

SECTION 7: COMMAS TO SEPARATE TIME WORDS

5. Use a comma between the day of the week and the month. (Friday, July 23)
Use a comma between the day and year. (July 23, 1986)
6. Use a comma to separate the year from the rest of the sentence when the year follows the month or the month and the day.
(We spent July 23, 1985, with Mom. We spent May, 1986, with Dad.)

SECTION 8: COMMAS TO SEPARATE PLACE WORDS

7. Use a comma to separate the city from the state or country.
(I will go to Dallas, Texas. He is from Paris, France.)
8. Use a comma to separate the state or country from the rest of the sentence when the name of the state or country follows the name of a city.
(We flew to Dallas, Texas, in June. We flew to Paris, France, in July.)

SECTION 9: COMMAS TO MAKE MEANINGS CLEAR

9. Use a comma to separate words or phrases in a series.
(We had soup, crackers, and milk.)
10. Use commas to separate introductory words such as *Yes*, *Well*, *Oh*, and *No* from the rest of a sentence.
(Oh, I didn't know that.)
11. Use commas to set off most appositives. (An appositive is a word, phrase, title, or degree used directly after another word or name to explain it or to rename it.)
(Sue, the girl next door, likes to draw.)
One-word appositives can be written two different ways: (1) *My brother, Tim, is riding in the horse show.* (2) *My brother Tim is riding in the horse show.* Your assignments will require one-word appositives to be set off with commas. (*Further explanation will be given at another level.*)
12. Use commas to separate a noun of direct address (the name of a person directly spoken to) from the rest of the sentence.
(Mom, do I really have to go?)

SECTION 10: PUNCTUATION IN GREETINGS AND CLOSINGS OF LETTERS

13. Use a comma (,) after the salutation (greeting) of a friendly letter. (Dear Sam,)
14. Use a comma (,) after the closing of any letter. (Yours truly,)
15. Use a colon (:) after the salutation (greeting) of a business letter. (Dear Sir:)

Reference Section

Reference 26B: Punctuation Rules

SECTION 11: PERIODS

16. Use a period after most abbreviations or titles that are accepted in formal writing. (Mr., Ms., Dr., Capt., St., Ave., St. Louis) **(Note: These abbreviations cannot be used by themselves. They must always be used with a proper noun.)**
In the abbreviations of many well-known organizations or words, periods are not required. (USA, GM, TWA, GTE, AT&T, TV, AM, FM, GI, etc.) Use only one period after an abbreviation at the end of a statement. Do not put an extra period for an end mark punctuation.
17. Use a period after initials. A person's initials should not be separated from the name. (C. Smith, D. J. Brewton, Thomas A. Jones)
18. Place a period after Roman numerals, Arabic numbers, and letters of the alphabet in an outline. (II., IV., 5., 25., A., B.)

SECTION 12: APOSTROPHES

19. Form a contraction by using an apostrophe in place of a letter or letters that have been left out. (I'll, he's, isn't, wasn't, can't)
20. Form the possessive of singular and plural nouns by using an apostrophe. (boy's ball, boys' ball, children's ball)
21. Form the plurals of letters, symbols, numbers, and signs with the apostrophe plus s ('s). (9's, B's, b's)

SECTION 13: UNDERLINING

22. Use underlining or italics for titles of books, magazines, works of art, ships, newspapers, motion pictures, etc. (A famous movie is Gone With the Wind. Our newspaper is the Cabot Star Herald.) (Titanic, Charlotte's Web, etc.)

SECTION 14: QUOTATION MARKS

23. Use quotation marks to set off the titles of songs, short stories, short poems, articles, essays, short plays, and book chapters. (Do you like to sing the song "America" in music class?)
24. The words that tell who is speaking are the explanatory words. Do not set explanatory words off with quotation marks.
25. Quotation marks are used at the beginning and end of the person's words to separate what the person actually said from the rest of the sentence. Since the quotation tells what is being said, it will always have quotation marks around it.
26. A new paragraph is used to indicate each change of speaker.
27. When a speaker's speech is longer than one paragraph, quotation marks are used at the beginning of each paragraph and at the end of the last paragraph of that speaker's speech.
28. Use single quotation marks to enclose a quotation within a quotation. "My teddy bear says 'I love you' four different ways," said little Amy.
29. Use a period at the end of explanatory words that come at the end of a sentence.
30. Use a comma to separate a direct quotation from the explanatory words.

Reference Section

Reference 27: Example Paragraphs in Time-Order Form

Topic: My favorite outdoor activities **3-points:** 1. volleyball 2. croquet 3. lawn darts

Example 1: Three-point paragraph using a standard topic sentence with time-order points

I have three favorite outdoor activities. These activities are volleyball, croquet, and lawn darts. **First**, I enjoy volleyball. I love playing a hard-hitting game of volleyball with my friends down at the park. **Second**, I enjoy croquet. Croquet has been around for years, but it is still lots of fun. **Third**, I enjoy lawn darts. (or **Finally**, I enjoy lawn darts.) Lawn darts help me to improve my aim. My three favorite activities provide me with real fun and give me good exercise.

Example 2: Three-point paragraph using a standard topic sentence with time-order points

I have three favorite outdoor activities. These activities are volleyball, croquet, and lawn darts. **First**, I enjoy volleyball. I love playing a hard-hitting game of volleyball with my friends down at the park. **Next**, I enjoy croquet. Croquet has been around for years, but it is still lots of fun. **Last**, I enjoy lawn darts. Lawn darts help me to improve my aim. My three favorite activities provide me with real fun and give me good exercise.

Example 3: Three-point paragraph using a general topic sentence with standard points

I enjoy participating in several different outdoor activities. Three of these activities are volleyball, croquet, and lawn darts. **My first favorite** activity is volleyball. I love playing a hard-hitting game of volleyball with my friends down at the park. **My second favorite** activity is croquet. Croquet has been around for years, but it is still lots of fun. **My third favorite** activity is lawn darts. Lawn darts help me to improve my aim. My three favorite outdoor activities provide me with real fun and give me good exercise.

Example 4: Three-point paragraph using a general topic sentence with time-order points

I enjoy participating in several different outdoor activities. Three of these activities are volleyball, croquet, and lawn darts. **First**, I enjoy volleyball. I love playing a hard-hitting game of volleyball with my friends down at the park. **Next**, I enjoy croquet. Croquet has been around for years, but it is still lots of fun. **Last**, I enjoy lawn darts. (or **Finally**, I enjoy lawn darts.) Lawn darts help me to improve my aim. My three favorite activities provide me with real fun and give me good exercise.

Reference 28: Direct Object, Verb-transitive, and Pattern 2

1. A **direct object** is a noun or pronoun after the verb that completes the meaning of the sentence.
2. A **direct object** is labeled DO.
3. To find the **direct object**, ask WHAT or WHOM after the verb.
4. A **direct object** must be verified to mean someone or something different from the subject noun.
5. A **verb-transitive** is an action verb with a direct object after it and is labeled V-t. (Whatever receives the action of a transitive verb is the direct object.)

Example Sentence for the exact words to say to find the direct object and transitive verb.

1. Kay made a pie.
2. Who made a pie? Kay - SN
3. What is being said about Kay? Kay made - V
4. Kay made what? pie - verify the noun
5. Does pie mean the same thing as Kay? No.
6. Pie - DO (Say: Pie - direct object.)
7. Made - V-t (Say: Made - verb-transitive.)
8. A - A
9. SN V-t DO P2 Check (Say: Subject Noun, Verb-transitive, Direct Object, Pattern 2, Check.) (This first check is to make sure the "t" is added to the verb.)
10. Verb-transitive - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.)
11. Period, statement, declarative sentence
12. Go back to the verb - divide the complete subject from the complete predicate.
13. Is there an adverb exception? No.
14. Is this sentence in a natural or inverted order?
Natural - no change.

Reference Section

Reference 29: General Q & A Flow Guide #2

This is a General Question and Answer Flow Guide that will help you remember the order of most of the questions you will use to classify Patterns 2-5.

Pattern 2: To find the direct object

1. Read the sentence: **Billy kicked the football.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the direct object, say the subject and verb and ask the question "what." (Ask "whom" if the direct object is a person.) **Billy kicked what? Football**
4. Since a direct object cannot mean the same thing as the subject, you say:
Verify the noun. Does football mean the same thing as Billy? No. Football - DO
(Say "direct object" not "DO.")
5. Label the direct object with a "DO" abbreviation.
6. After the direct object is labeled, put a "t" on the verb (V-t) to indicate that it is a transitive verb. A transitive verb is an action verb that has a direct object in the predicate.
7. Shurley Method pattern: **SN V-t DO P2**. Regular pattern: **N V N P2**
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 3: To find the indirect object

1. Read the sentence: **Billy kicked me the football.**
2. First, find the subject and verb by following the steps in Guide #1.
3. Next, find the direct object by following the steps above for the direct object.
4. To find the indirect object, say the subject, verb, and direct object and ask the question "to whom" or "for whom."
(Ask "what" if the indirect object is not a person.)
Billy kicked the football to whom? Me - IO (Say "indirect object" not "IO.")
5. Label the indirect object with an "IO" abbreviation.
6. Shurley Method pattern: **SN V-t IO DO P3**. Regular pattern: **N V N N P3**
7. Notice that the indirect object always comes between a verb-transitive and the direct object.
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 4: To find the predicate noun

1. Read the sentence: **That boy is my brother.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the predicate noun, say the subject and verb and ask the question "what." (Ask "who" if the predicate noun is a person.) **Boy is who? brother**
4. Since a predicate noun must mean the same thing as the subject, you say:
Verify the noun. Does brother mean the same thing as boy? Yes. Brother - PrN.
(Say "predicate noun" not "PrN.")
5. Label the predicate noun with a "PrN" abbreviation.
6. After the predicate noun is labeled, put an "L" on the verb (LV) to indicate that it is a linking verb. A linking verb is a state of being verb (not action) that has a predicate noun in the predicate.
7. Shurley Method pattern: **SN LV PrN P4**. Regular pattern: **N LV N P4**
8. Classify the rest of the sentence by following the steps in Guide #1.

Pattern 5: To find the predicate adjective

1. Read the sentence: **This cake is delicious.**
2. First, find the subject and verb by following the steps in Guide #1.
3. To find the predicate adjective, say the subject and verb and ask the question "what." **Cake is what? delicious**
4. Since a predicate adjective is an adjective in the predicate that always tells what kind of subject, you say:
Verify the adjective. What kind of cake? Delicious - PA (Say "predicate adjective" not "PA.")
5. Label the predicate adjective with a "PA" abbreviation.
6. After the predicate adjective is labeled, put an "L" on the verb (LV) to indicate that it is a linking verb. A linking verb is a state of being verb (not action) that has a predicate adjective in the predicate.
7. Shurley Method pattern: **SN LV PA P5**. Regular pattern: **N LV Adj P5**
8. Classify the rest of the sentence by following the steps in Guide #1.

Reference Section

Reference 30: Simple Sentences, Compound Parts, and Fragments

Example 1: I stayed in my room during the storm. (S)

Example 2: The rain and wind beat at my window. (SCS)

Example 3: The wind whistled and howled during the storm. (SCV)

Example 4: read a book until midnight (F) two playful puppies in the yard (F) as he listened for the bell (F)
in the back of the room (F)

Practice 1: Put a slash to separate each run-on sentence below. Then, correct the run-on sentences by rewriting them as indicated by the labels in parentheses at the end of each sentence.

1. The phone rang all morning / we were busy. (SS)

The phone rang all morning. We were busy.

2. A jellyfish is a sea animal / an octopus is a sea animal. (SCS)

A jellyfish and an octopus are sea animals.

3. The crowd clapped after the performance / they cheered after the performance. (SCV)

The crowd clapped and cheered after the performance.

Practice 2: Identify the kind of sentence by writing the abbreviations on the line. (S, F, SCS, SCV)

1. SCS A wasp and a spider fought over the dead beetle. 3. F Fresh vegetables and dried beans in the kitchen.

2. S Grandma made this blue and pink quilt.

4. SCV The boss drove to town and bought our lunch.

Practice 3: Add the part that is underlined in the parentheses to make each fragment into a complete sentence.

*Sentences will vary.

1. On the mountain at the edge of the cliff. (subject part, predicate part, both the subject and predicate)

(**We could see the cougar and her cubs** on the mountain at the edge of the cliff.)

2. Were whistling and shouting at the cows in the road. (subject part, predicate part, both the subject and predicate)

(**The farmer and his wife** were whistling and shouting at the cows in the road.)

Reference 31: The Compound Sentence

1. Compound means two. A compound sentence is two complete sentences joined together correctly.

2. The first way to join two sentences and make a compound sentence is to use a comma and a conjunction. The formula for you to follow will always be given at the end of the sentence. The formula gives the abbreviation of the compound sentence and lists the conjunction to use (**CD, but**). Remember to place the comma **BEFORE** the conjunction.

Example: I wanted chocolate pie, but I did not get it. (**CD, but**)

3. The second way to join two sentences and make a compound sentence is to use a semicolon and a connective (conjunctive) adverb. The formula to follow is given at the end of the sentence. The formula gives the abbreviation of the compound sentence and lists the connective adverb to use (**CD; however,**). Remember to place a semicolon **BEFORE** the connective adverb and a comma **AFTER** the connective adverb. (This method is particularly useful when you are working with longer sentences.)

Example: I wanted chocolate pie; however, I did not get it. (**CD; however,**)

4. The third way to join two sentences and make a compound sentence is to use a semicolon only. The formula to follow is given at the end of the sentence and lists the semicolon after the abbreviation of the compound sentence (**CD;**). Remember, there is no conjunction or connective adverb when the semicolon is used alone. (This method is usually used with short sentences that are closely related in thought.)

Example: I wanted chocolate pie; I did not get it. (**CD;**)

5. Compound sentences should be closely related in thought and importance.

Correct: I wanted chocolate pie, but I did not get it.

Incorrect: I wanted chocolate pie, but my brother plays football.

Reference Section

Reference 32: Coordinate Conjunction and Connective Adverb Chart

Type of Conj / Adv	More Information	Contrast/Choice	Alternative	As a result
Coordinate Conjunction	,and ,nor	,but ,yet	,or	,so (as a result) so (that) - no comma
Connective Adverbs	;moreover, ;furthermore, ;besides, ;also, ;likewise,	;however, ;nevertheless,	;otherwise,	;therefore, ;hence, ;thus, ;consequently, ;accordingly,

Reference 33: Examples Using S, SCS, SCV, and CD to Correct Run-On Sentences

Practice 1: Put a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences or fragments as indicated by the labels in parentheses at the end of each sentence.

- Jacob painted all afternoon / he did not finish the fence. (CD, but)
Jacob painted all afternoon, but he did not finish the fence.
- The young farmer worked from dawn to dusk / he had a bountiful garden. (CD; therefore,)
The young farmer worked from dawn to dusk; therefore, he had a bountiful garden.
- Milton loves to make coconut custard / his family thinks it's great! (CD;)
Milton loves to make coconut custard; his family thinks it's great!
- Harriet answered the phone for the owner of the company. Jane answered the phone for the owner. (S)
Harriet and Jane answered the phone for the owner of the company. (Simple sentences can have other compound parts.)
- Biff barks at stray dogs in our yard / Pogo barks at stray dogs in our yard. (SCS)
Biff and Pogo bark at stray dogs in our yard. (When the subject is compound, the verb is plural.)
- For more information, I looked in the library / I also checked my personal computer. (SCV)
For more information, I looked in the library and checked my personal computer.

Reference 34: Identifying S, F, SCS, SCV, and CD

Practice 2: Identify each kind of sentence by writing the abbreviation in the blank. (S, F, SCS, SCV, CD)

- CD 7. Jacki checked the date on her calendar; however, she had recorded the wrong time.
- S 8. This spring Mom planted petunias, zinnias, and marigolds in her garden.
- CD 9. I wrote my report in pen, but I did not put it in a folder.
- SCS 10. Birds in the sky and flowers in the field need water for survival.
- F 11. Below the earth's surface thousands of insects of many kinds.
- SCV 12. For exercise, Brenda walks, jogs, and plays racquetball.

Practice 3: On your paper, use the ways listed below to correct this run-on sentence:
The soup fell to the floor it didn't spill!

13. CD, but **The soup fell to the floor, but it didn't spill!** 14. SCV **The soup fell to the floor but didn't spill!**

Reference 35: Combining Sentences

Below are three ways to combine sentences to improve writing.

- Compound subjects:** Dad washed the car on Saturday morning. Mom washed the car on Saturday morning.
Dad and Mom washed the car on Saturday morning.
- Compound verbs:** Zack painted a landscape. Zack hung the landscape on his bedroom wall.
Zack **painted** a landscape and **hung** it on his bedroom wall.
- Compound sentences:** A crew worked on a high-rise building in Dallas. The crew finished in six months.
A **crew worked** on a high-rise building in Dallas, **and they finished** in six months.

Reference Section

Reference 36: Subjective, Objective, and Possessive Pronoun Cases

1. The **subject** pronouns are in the **subjective case**: *I, we, he, she, it, they, and you*.
Use subjective case pronouns for subjects or predicate pronouns.
2. The **object** pronouns are in the **objective case**: *me, us, him, her, it, them, and you*.
Use objective case pronouns for objects: object of a preposition, direct object, or indirect object.
3. The **possessive** pronouns are in the **possessive case**: *my, our, his, her, its, their, your, and mine*.
Use possessive case pronouns to show ownership.

Practice Section: For Sentences 1-3, fill in the circle or circles that show these sentences combined correctly: **Diane wrote a letter. She mailed it at the post office.** For Sentences 4-6, replace each underlined pronoun by writing the correct form in the first blank and **S** or **P** for subjective or objective case in the second blank.

- | | |
|---|--|
| <p>Ⓐ Diane wrote a letter, and she mailed it at the post office.</p> <p>Ⓑ Diane, she wrote a letter and mailed it at the post office.</p> <p>Ⓒ Diane wrote a letter and mailed it at the post office.</p> | <p>4. He and <u>me</u> are eating with Jim. <u> I </u> <u> S </u></p> <p>5. Andrea will talk to Sue and <u>I</u>. <u> me </u> <u> O </u></p> <p>6. Do <u>her</u> and <u>me</u> need to leave? <u> She </u> <u> I </u> <u> S </u></p> |
|---|--|

Reference 37: Making Nouns Possessive

- | | | |
|--|---|---|
| 1. For a singular noun - add ('s)
Rule 1: girl's | 2. For a plural noun that ends in <i>s</i> - add (')
Rule 2: girls' | 3. For a plural noun that does not end in <i>s</i> - add ('s)
Rule 3: women's |
|--|---|---|

Part A: Underline each noun to be made possessive and write singular or plural (**S-P**), the rule number, and the possessive form. Part B: Write each noun as singular possessive and then as plural possessive.
Part C and Part D: Rewrite each phrase and use a possessive noun.

Part A	S-P	Rule	Possessive Form	Part B	Singular Poss	Plural Poss
1. <u>boy</u> shoe	S	1	boy's shoe	5. glass	glass's	glasses'
2. <u>readers</u> books	P	2	readers' books	6. man	man's	men's
3. <u>children</u> mittens	P	3	children's mittens	7. knife	knife's	knives'
4. <u>fish</u> fins	S or P	1 or 3	fish's fins	8. James	James's	Jameses'

Part C	Possessive Phrase	Part D	Possessive Phrase
9. the skirt of Alexandra	<u>Alexandra's skirt</u>	11. the food of the dogs	<u>dogs' food</u>
10. the rooms of the children	<u>children's rooms</u>	12. the plans of the boss	<u>boss's plans</u>

Reference Section

Reference 38: Editing Checklist

Read each sentence and go through the Sentence Checkpoints below. (9 points each / 45 total)

- _____ E1. Sentence sense check. (Check for words left out or words repeated.)
- _____ E2. First word, capital letter check. End mark check. Any other capitalization check. Any other punctuation check.
- _____ E3. Sentence structure and sentence structure punctuation check. (Check for correct construction and correct punctuation of a simple sentence, a simple sentence with compound parts, a compound sentence, or a complex sentence.)
- _____ E4. Spelling and homonym check. (Check for misspelled words and incorrect homonym choices.)
- _____ E5. Usage check. (Check subject-verb agreement, a/an choice, pronoun/antecedent agreement, pronoun cases, degrees of adjectives, double negatives, verb tenses, and contractions.)

Read each paragraph and go through the Paragraph Checkpoints below. (9 points each / 45 total)

- _____ E6. Check to see that each paragraph is indented.
- _____ E7. Check each paragraph for a topic sentence.
- _____ E8. Check each sentence to make sure it supports the topic of the paragraph.
- _____ E9. Check the content for interest and creativity. Do not begin all sentences with the same word and use a variety of simple, compound, and complex sentences.
- _____ E10. Check the type and format of writing assigned. Also, check to see if the content of your paper addresses the audience that you intend to reach.

Rough Draft (1 point each / 5 total)

- _____ E11. Have you written the correct heading on your paper?
- _____ E12. Have you written your rough draft in pencil?
- _____ E13. Have you skipped every other line?
- _____ E14. Have you circled every error and have you written corrections above each error?
- _____ E15. Have you placed your edited rough draft in your Rough Draft Folder?

Final Paper (1 point each / 5 total)

- _____ E16. Have you written the correct heading on your paper?
- _____ E17. Have you written your final paper in ink?
- _____ E18. Have you single-spaced your final paper?
- _____ E19. Have you written your final paper neatly?
- _____ E20. Have you stapled your final paper to your rough draft and put them in the Final Folder?

Reference Section

Reference 39: Editing Example

Topic: **Reasons why the Grand Canyon is a popular park** Three main points: (1. history 2. location 3. uniqueness)

The Grand Canyon

→ Grand Canyon National ^P park is one of America's most popular ^{parks} national park's for several reasons. ^B because the Grand Canyon are one of nature's most awesome ^(.) sights it is visited by thousands of tourists every year. ^{reasons} Three reason for its popularity are its history, ^{its} it's location, and its uniqueness.

The first reason for it's popularity is its history. There is many grate stories about its exploration by the ^{adventurers} great John Wesley Powell and other brave adenturers. ^(.) The second reason for its popularity is its location ^T the Grand Canyon is located in northern arizona, a very intresting and beautiful tourist spot. ^A The ^{interesting} Third reason for its popularity is their uniqueness. ^{its} The spectacular view of the colorado river an mile below the rim, ^{C R a} the canyon's enormous size ^(.) and the beautiful forms and colors of the rocks are breathtaking sights.

^(.) In conclusion! the Grand Canyon is a populer place for many reasons. The park's history, location, and uniqueness make it the most magnificent canyon in the ^w World ^(.)

Total Mistakes: 27

Editing Guide: Sentence checkpoints: **E1, E2, E3, E4, E5** Paragraph checkpoints: **E6, E7, E8, E9, E10**