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Introduction

Imagine a classroom tool that could make grammar and spelling exciting and engaging for your students. *Paragraph Editing* is a program that has been designed to do all of this and more. Compatible with all interactive whiteboards, *Paragraph Editing* offers the many advantages of touchscreen technology and allows your students to participate in learning like never before.

Each *Paragraph Editing* CD comes loaded with the paragraphs from this book. The paragraphs are divided into 25 units, with new grammar rules incorporated into each of the first 15 units. In this way, grammar, punctuation, and spelling concepts are introduced and then reinforced in a systematic manner, allowing students to practice each concept before learning new ones. The final 10 units of each book and CD offer a cumulative reinforcement of all of the rules and concepts previously learned.

These paragraphs can be accessed and printed from the CD or copied from the book. They can be done as in-class work or assigned as homework. Corrections to these paragraphs can then be made on individual computers or on an interactive whiteboard in front of the class. All it takes is a finger or a special pen, depending on the interactive board you use. You and your students can correct the sentences in these ways:

- ✎ by writing and drawing directly onto the interactive whiteboard
- ✎ by grabbing punctuation stamps built into the program and dragging them over the corresponding errors

An array of buttons and menus allows you to do (and undo) every correction quickly and easily and in six custom colors. Best of all, it takes just one quick click of a button for teachers and students to see the correct answers. And, as an added teaching tool, another touch of a button will show students the locations of the paragraph's errors without revealing the actual answers.

In addition to the paragraphs included on the CD, the *Paragraph Editing* program allows you to create and save thousands of custom paragraphs. The program can even make incorrect versions of your custom creations by adding errors for you. Teachers can use this tool to tap into their class's creativity with student-generated paragraphs and peer-editing exercises.

Common Core State Standards

The activities in this book meet one or more of the following Common Core State Standards. (© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.

Reading Standards: Foundational Skills

Print Concepts

Standard 1: RF.1.1 Demonstrate understanding of the organization and basic features of print.

- RF.1.1a: Recognize the distinguishing features of a sentence.

Phonics and Word Recognition

Standard 3: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.1.3g: Recognize and read grade-appropriate irregularly spelled words.

Fluency

Standard 4: RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.1.4a: Read grade-level text with purpose and understanding.
- RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

Conventions of Standard English

Standard 1: L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1b: Use common, proper, and possessive nouns.
- L.1.1c: Use singular and plural nouns with matching verbs in basic sentences.
- L.1.1d: Use personal, possessive, and indefinite pronouns.
- L.1.1e: Use verbs to convey a sense of past, present, and future.
- L.1.1j: Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Standard 2: L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2a: Capitalize dates and names of people.
- L.1.2b: Use end punctuation for sentences.
- L.1.2c: Use commas in dates and to separate single words in a series.
- L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

About the CD

The real flexibility and interactivity of the *Paragraph Editing* program shine through in the resources included on the CD.

👉 Install the CD

Just pop the CD that accompanies this book into your PC or Mac, and you and your students can begin editing paragraphs at individual computers or on the interactive whiteboard in your classroom.

Quick Tip: Step-by-step installation instructions and some troubleshooting tips are provided in the “ReadMe” file on the CD.

👉 The Main Menu

Once you have installed the CD, the Main Menu will appear on your computer screen or interactive whiteboard.

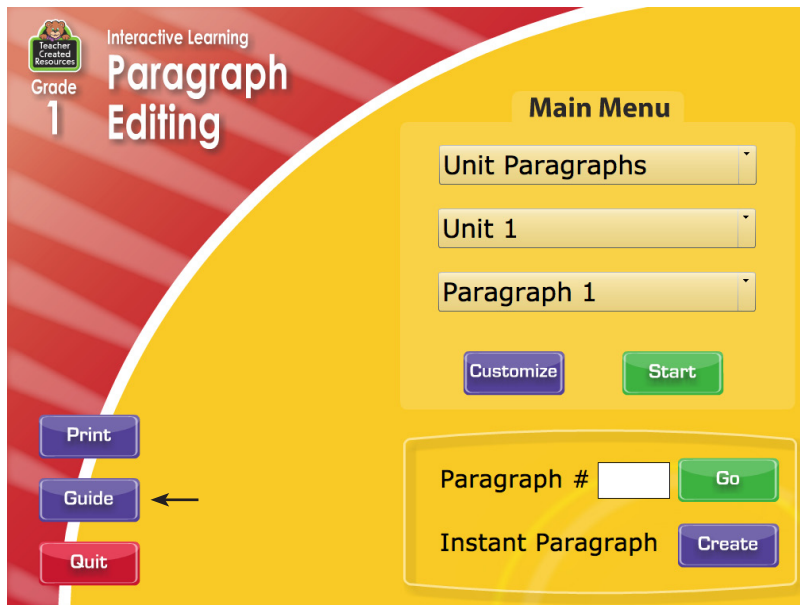
Quick Tip: The Main Menu will open up in full-screen mode. If you wish to resize the Main Menu screen, hit the ESC button. This will allow you to adjust it as needed.

From the Main Menu, you can access all of the features and resources available in the program. To get a detailed explanation of these features, click on the Guide button. This will take you to the *Paragraph Editing* User’s Guide.

👉 The User’s Guide

Everything you need to know in order to use and operate the *Paragraph Editing* CD and program can be found in the User’s Guide. This is also where you will find a useful one-page handout of the editing symbols used in the program. These marks are available as punctuation stamps on the editing screen for each sentence.

Main Menu Screen

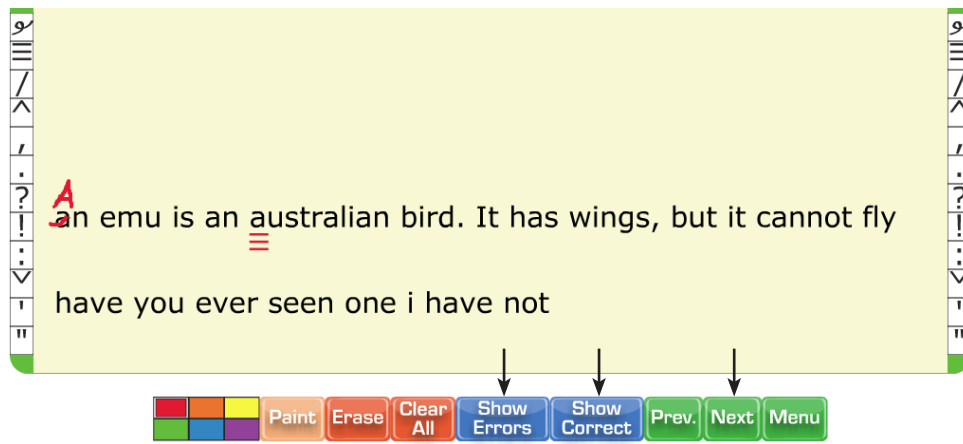
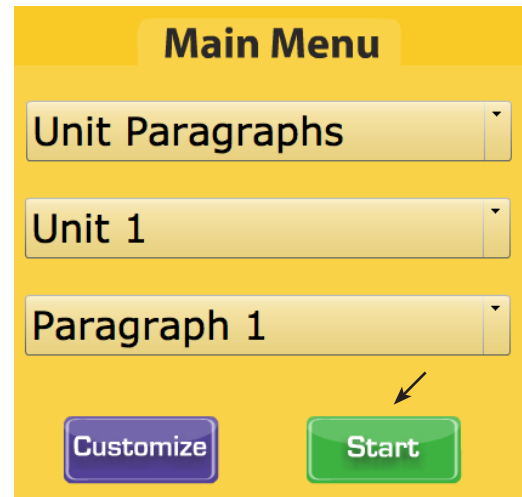


About the CD *(cont.)*

The User's Guide on the CD contains a lot of important and helpful information. However, you may wish to immediately begin editing paragraphs with your students. The following Quick-Start Guide will help you do just that.

Quick-Start Guide for Editing Paragraphs

- 1. Launch the Program:** Load the CD and launch the program. If needed, follow the installation instructions given in the "ReadMe" file on the CD.
- 2. Click the Start Button:** You can access the **Start** button from the **Main Menu** screen. (See the graphic to the right.) This will take you directly to the editing screen. (See the graphic at the bottom of the page.)
- 3. Edit the Paragraph:** Write, draw, or paint directly onto the screen. You may also use the punctuation stamps located on either side of the screen. Grab, drag, and drop these stamps onto, above, or below the word to correct the errors.
- 4. Check Your Work:** Click on the **Show Errors** button to give your students hints about where the errors can be found in the paragraph. Click on the **Show Correct** button to reveal the correct version of the paragraph.
- 5. Edit a New Paragraph:** Click on the **Next** button to continue the editing lesson with a new paragraph.



About the Book

There are two main components to the *Paragraph Editing* program: a book and a CD. These two parts were designed to be complementary, but they can also be used independently of one another. This 112-page book contains the following features:

Common Core State Standards (page 3)

The grammar rules and concepts reviewed in this book meet Common Core State Standards for grade-level appropriateness.

Tips for Using the CD (pages 4–5)

These two pages include tips for getting started with the CD that accompanies this book.

Grammar Rules (pages 7–11)

This book includes a list of the punctuation, capitalization, and usage rules students will need to know in order to correct the paragraphs. New rules are introduced in each of the first 15 units, allowing students to learn increasingly difficult grammar concepts at a measured pace, while reviewing the ones they have previously learned. The final 10 units serve as a cumulative review of the rules learned in the first 15 units.

Ready-To-Be-Edited Paragraphs (pages 12–111)

On each even-numbered page of this section, there are two error-filled paragraphs. (In all, this book contains a total of 100 unique paragraphs.) These paragraphs contain plenty of space between lines so students may add editing marks and rewrite incorrectly spelled words. Copy these pages for use as in-class assignments or send them home as homework.

On the odd-numbered pages that follow, the corrected versions of the paragraphs are given. The revisions are shown in gray, and a summary of the errors that can be found in each paragraph is provided.

Note About the Summary of Errors: The terms used in this list are meant to help you quickly locate specific types of errors. Many terms refer to both the omission and the misuse of that element. *Examples:* The term “Periods” is given when a period is missing and also when one is used incorrectly (in place of a question mark, for example). “Capitalization” is a broad term used to refer to any instance where a capital or lowercase letter is needed. “Usage” refers to, among other things, the misuse of *a* when *an* is needed, or vice versa. In some cases, an error has the potential to be labeled in more than one way. However, only one label is given per error. Usually, the most specific term has been chosen. In all cases, the “Total Errors” count reflects the total number of changes that should be made to each paragraph.

Note About the Corrected Versions Provided: The corrected version provided shows what is often the best way to correct the paragraph. There may be alternate ways that are also correct. Please keep this in mind when checking student work.

Editing Marks (page 112)

The final page of this book contains a full list of the editing marks needed to correct the paragraphs. You may wish to display this list or distribute copies of it to your students.

Grammar Rules

The following pages include most of the grammar, usage, and punctuation rules students will need to know to edit the paragraphs in this book. The units in which these rules are applicable are listed in parentheses after each rule.

Rule 1: A *sentence* is a group of words that tells a complete thought. Capitalize the first word in a sentence. A *statement* is a sentence that tells something. Put a period at the end of a telling sentence. (Units 1–25)

- **My dog is black.**

Rule 2: A *question* is a sentence that asks something. Put a question mark at the end of an asking sentence. (Units 1–25)

- **Do you have a pet?**

Rule 3: Always capitalize the word *I*. (Units 1–25)

- **Scott and I are friends.**

Rule 4: *Nouns* are words that name people, places, things, and ideas. (Units 1–30)

- **The doctor sat in his office.**
- **Honesty is the best policy.**

Rule 5: *Proper nouns* name specific people, places, things, and ideas. A proper noun begins with a capital letter. *Common nouns* are not specific. A common noun *does not* begin with a capital letter. (Units 1–25)

- **That dog is named Max.** (common noun = *dog*; proper noun = *Max*)
- **Did Mom and Dad see Steve's dad at the mall?**
- **The Johnson family went to New York on vacation.**

Rule 6: An *exclamation* is a sentence that shows feeling. It ends with an exclamation mark. A *command* is a sentence that tells someone to do something. It ends with a period or an exclamation mark. (Units 2–25).

- **We won the game!**
- **Get out of the street!**
- **Please print your name.**

Rule 7: A *run-on sentence* has two complete thoughts that run into each other. Use a period or other end punctuation to divide these thoughts into two sentences. (Units 2–25)

- **I woke up late my alarm clock is broken.** (incorrect)
- **I woke up late. My alarm clock is broken.** (correct)

Grammar Rules *(cont.)*

Rule 8: Capitalize the days of the week, months of the year, and holidays. Do not capitalize seasons of the year. **(Units 2–25)**

- Is Memorial Day on a Monday in May?
- My favorite season is spring.

Rule 9: A *colon* is used between the hour and minutes when writing the time of day. **(Units 3–25)**

- We went to school at 8:00.

Rule 10: An *abbreviation* is a short form of a word. Capitalize name titles and put a period after ones that have been shortened into an abbreviation. Also capitalize and put a period after initials, which are letters used instead of a full name. Do not capitalize *a.m.* or *p.m.* **(Units 3–25)**

- The shop is owned by Mr. Payne.
- My dentist is Dr. Anna Lee.
- The author is J.P. Wilson.
- Dinner will be served at 6:30 p.m.

Rule 11: Use a comma to separate the day and year or to separate the day and month. Use a comma to separate a city and state or country. **(Units 5–25)**

- She was born on Thursday, November 2, 2006.
- Andrea flew from Houston, Texas, to Paris, France.

Rule 12: A series is a list of three or more items. Use a comma to separate three or more words or groups of words in a series. **(Units 6–25)**

- Would you rather have pizza, pasta, or a hamburger?

Rule 13: A *singular noun* names one person, place, thing, or idea. A *plural noun* names more than one person, place, thing, or idea. Add *s* to most nouns to make them plural. Add *es* to words that end in *s*, *ch*, *sh*, *x*, and *z*. **(Units 7–25)**

- I have two small dogs and one big dog.
- I see one blue dish and two red dishes.

Grammar Rules *(cont.)*

Rule 14: Use *a* or *an* before singular nouns. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel or vowel sound. **(Units 7–25)**

- He ate a piece of toast and an egg an hour before school began.

Rule 15: Nouns that end in the letter *y* have special rules for making plurals. If the word ends with a vowel followed by *y*, just add *s*. If the word ends with a consonant followed by *y*, change the *y* to *i* and add *es*. **(Units 8–25)**

- Dad put his keys in his coat pocket.
- I went to three birthday parties in June.

Rule 16: Nouns that end in *f* or *fe* also have a special rule for making plurals. In most words, change the *f* to *v* and add *es*. **(Units 8–25)**

- I found six butter knives and one bread knife in the drawer.
- One calf has black spots. Two calves have brown spots.

Rule 17: A *possessive noun* shows ownership. Use an *apostrophe* and an *s* (*'s*) after a noun to show that something belongs to one person or thing. To form the plural possessive of a plural noun that ends in *s*, add only an apostrophe. If the plural noun does not end in *s*, add an apostrophe and an *s*. **(Units 9–25)**

- Beth's guitar is sitting next to Jess's drum set.
- Both of his brothers' bikes are blue.
- We visited the children's library yesterday.

Rule 18: A *pronoun* is a word that is used in place of a noun. Use the pronouns *we/us*, *she/he*, *her/him*, and *they/them* correctly. **(Units 10–25)**

Use “we” when you and others are doing something.

Use “she/he/they” when a person or group that doesn’t include you is doing something.

Use “us” when something happens to you and others.

Use “her/him/them” when something is happening to a person or a group that doesn’t include you.

- We went to school.
- He is riding the bike.
- Sam gave him a ride.
- They gave the trophy to us.
- She will cook dinner for them.
- Bill took her to the movie.

Grammar Rules *(cont.)*

Rule 19: Use the pronouns *I* and *me* correctly. Use the pronoun *I* when you are doing something. Use the pronoun “me” when something happens to you.

(Units 10–25)

- Mom and I went to Hawaii.
- She waved to Bob and me.

Rule 20: The *verb* often shows the action of the sentence. When the subject of the sentence is singular, an *s* or *es* is usually added to the verb (except with the pronouns *I* or *you*.) When the subject is plural, an *s* is not added to the verb.

(Units 11–25)

- Ryan eats a lot of food. Eric and Bob eat more food.
- You eat broccoli for lunch. I do not eat broccoli.
- The school fixes lunch for us. They fix lunch for us every day.

Rule 21: The verbs *am*, *are*, *is*, *was*, and *were* are forms of the word *be*. They are not action words. Instead, they tell what someone or something is like.

(Units 11–25)

Use “am” with the word “I.”

Use “is” and “are” when talking about what is happening now.

Use “was” and “were” when talking about things that have already happened.

Use “is” and “was” when talking about one person, place, thing, or idea.

Use “are” and “were” when talking about more than one person, place, thing, or idea, and with the word “you.”

- I am six years old.
- You are older than I am.
- Jim is seven years old.
- Last year, Jim was six.
- Kate and Nate are eight.
- They were seven last year.

Rule 22: A *present-tense verb* shows action that happens now. A *past-tense verb* tells about an action that already happened. Add *ed* to most verbs to form the past tense. In addition to *s* and *es*, the ending *ing* can also be added to present-tense verbs. If the verb has a single vowel and ends with a consonant, the last consonant is usually doubled before adding *ed* or *ing*. If the word ends with a silent *e*, drop the final *e* before adding *ed* or *ing*. **(Units 12–25)**

- The car stops here now. It also stopped here yesterday. Will it be stopping here every day?
- I wave goodbye. I waved to everybody. I am waving my hand.

Grammar Rules *(cont.)*

Rule 23: If a verb ends with a consonant and *y*, change the *y* to *i* and add *es* to form the present-tense verb. If a verb ends with a consonant and *y*, change the *y* to *i* and add *ed* to form a past-tense verb. **(Units 13–25)**

- Each team tries to win.
- I tried to hit a home run.

Rule 24: The past tense of some verbs is made by changing the spelling. **(Units 14–25)**

- Last week my dog ran away. (*run*)
- He bought some milk at the store. (*buy*)
- He drew a picture in art class. (*draw*)

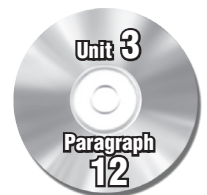
Rule 25: A *homophone* is a word that sounds the same as another word but has a different spelling and/or meaning. Be careful not to confuse these and other misused words, such as *are/our* and *it's/its*. **(Units 15–25)**

- I can see the ship out on the sea.
- Scott ate eight donuts for breakfast!
- Are you coming to our house today?
- It's time to give the dog its bath.

Name: _____ Date: _____



**Mike wakes up at 6:30 a m. He
showers and gets dressed. he eats
breakfast and brushes his teeth. Hee
meets me at the bus at 7.30. Mike and
i get to school by 745.**



**What will u do this summer. I plan on
going to the beach a lot. i also want to
go swimming at Mr and mrs. Hill's house.
They have a big pool. I luv swimming in
the Summer.**

Mike wakes up^y at 6:30 a.m. He
 showers and gets dressed. he eats
 breakfast and brushes his teeth. He^y
 meets me at the bus at 7:30. Mike and
 i get to school by 7:45.

Unit 3 • Paragraph 11
Errors

Capitalization	2
Colons	2
Periods	1
Spelling	2

Total Errors: 7

What will ^{you} ~~u~~ do this summer? I plan on
 going to the beach a lot. i also want to
 go swimming at Mr. and ~~u~~ Mrs. Hill's house.
 They have a big pool. I ^{love} ~~luv~~ swimming in
 the ~~S~~ummer.

Unit 3 • Paragraph 12
Errors

Capitalization	3
Periods	1
Question Marks	1
Spelling	2

Total Errors: 7

Name: _____ Date: _____



I go to bed the same way every knight.



**I begin by brushing my teeth and
washing my face. Then Mom tucks me into
bed. She reads me a story, and I get
sleepy. Then Mom kisses me goodnight.**



There are many things to know about



**owls. They eat mice, frogs, snakes, insects,
and small birds. They can fly without
making a sound. They can see and hear
very well. They do their hunting at night.**

I go to bed the same way every knight.

I begin by brushing my ^{teeth} ~~teeths~~ and

washing my face. Then Mom tuck^s me into

bed. She reads me a story, and i get

sleepy. Then mom kisses me goodnight.

Unit 20 • Paragraph 79
Errors

Capitalization	2
Homophones	2
Periods	1
Plurals	1
Verbs	1

Total Errors: 7

There are many thing^s to know about

owls. They eat mice, frogs, snakes, insects,

and small birds. They can fly without

^{making} ~~makeing~~ a sound. They can ^{see} ~~sea~~ and ^{hear} ~~here~~

very well. They do their ^{hunting} ~~huntting~~ at night.

Unit 20 • Paragraph 80
Errors

Commas	1
Homophones	2
Periods	1
Plurals	1
Spelling	1
Verbs	1

Total Errors: 7