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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

Fluency

Standard 1: RF.3.4. Demonstrate understanding of the organization and basic features of print.

- RF.3.4a: Read grade-level text with purpose and understanding.
- RF.3.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

Conventions of Standard English

Standard 1: L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1b: Form and use regular and irregular plural nouns.
- L.3.1d: Form and use regular and irregular verbs.
- L.3.1e: Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- L.3.1f: Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1h: Use coordinating and subordinating conjunctions.
- L.3.1i: Produce simple, compound, and complex sentences.

Standard 2: L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2a: Capitalize appropriate words in titles.
- L.3.2b: Use commas in addresses.
- L.3.2c: Use commas and quotation marks in dialogue.
- L.3.2d: Form and use possessives.
- L.3.2e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- L.3.2f: Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing 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.

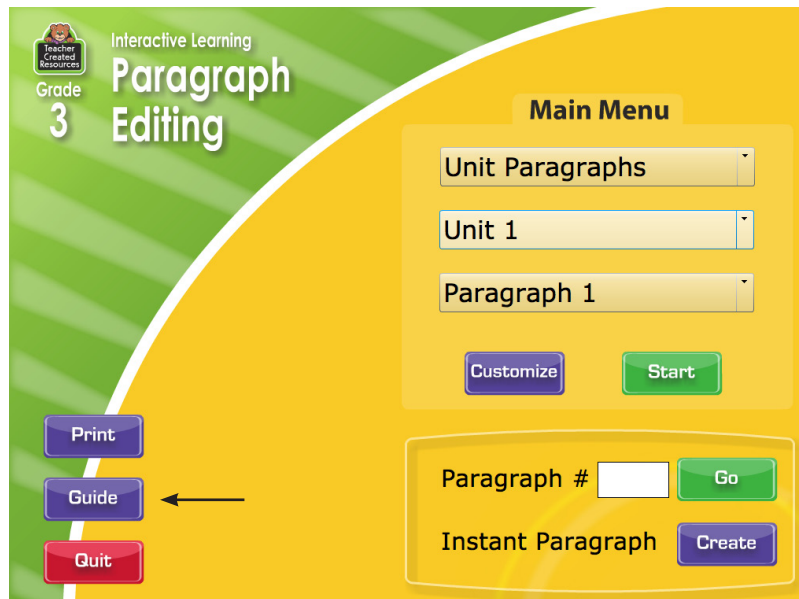
Quick Tip: The Main Menu will open up in full-screen mode. If you wish to resize the Main Menu screen, hit the ESC button. This will allow you to adjust it as needed.

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

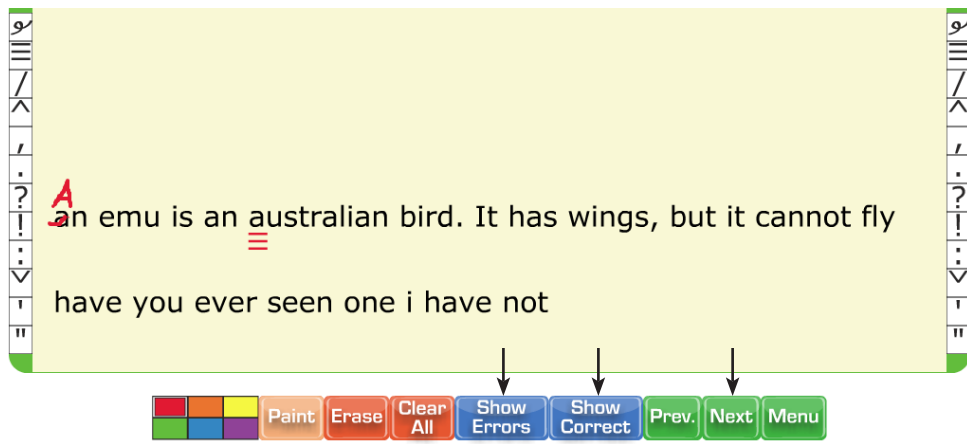
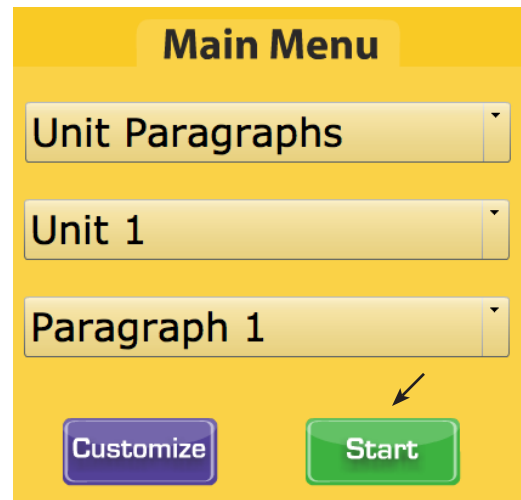


About the CD *(cont.)*

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. A *question* is a sentence that asks something. Put a question mark at the end of an asking sentence. An *exclamation* is a sentence that shows strong 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 1–25)

- My dog is black.
- Please print your name.
- Do you have a pet?
- Get out of the street!

Rule 2: Capitalize the word *I*. (Units 1–25)

- **Scott and I are friends.**

Rule 3: *Proper nouns* name specific people, places, and things. 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*)

Rule 4: 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 1–25)

- **The building is owned by Mr. Payne and Dr. Anna Lee.**
- **The author of the book is J.P. Wilson.**
- **School starts at 7:00 a.m.**

Rule 5: Capitalize the days of the week, months of the year, and holidays. Do not capitalize seasons of the year. (Units 1–25)

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

Rule 6: 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 1–25)

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

Rule 7: A *colon* is used between the hour and minutes when writing the time of day. (Units 1–25)

- **We went to school at 8:00.**

Grammar Rules *(cont.)*

Rule 8: 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. When these elements appear in the beginning or middle of a sentence, use a comma to separate them from the rest of the sentence. (Units 2–25)

- She was born on Thursday, November 2, 2006.
- Andrea flew from Houston, Texas, to Paris, France.
- July 7, 2007, was the day we met.

Rule 9: 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 2–25)

- Would you rather have pizza, pasta, or a hamburger?
- We went to the beach, ate lunch, and saw a movie on Saturday.

Rule 10: 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 3–25)

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

Rule 11: 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 3–25)

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

Rule 12: 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 4–25)

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

Rule 13: 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 4–25)

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

Rule 14: A *possessive noun* shows ownership. Use an *apostrophe* and an *s* ('s) after a noun to show that something belongs to one person, group, 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 5–25)

- 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.

Grammar Rules *(cont.)*

Rule 15: A pronoun is a word that is used in place of a noun. 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 6–25)

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

Rule 16: Use the personal pronouns *we/us*, *she/he*, *her/him*, and *they/them* correctly. Also use possessive pronouns (e.g., *mine*, *ours*, *his*, *hers*, *its*, *theirs*) correctly. (Units 6–25)

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

Use “she/he/they” when a person or group 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.

- We went to school.
- He is riding the bike.
- Sam gave him a ride.
- That house is ours.
- They gave the trophy to us.
- She will cook dinner for them.
- Bill took her to the movie.
- Is this book yours?

Rule 17: A *contraction* is a word made by joining two words. When joining the words, a letter or letters are left out. An apostrophe is put in the word at the spot where the letter or letters are missing. (Units 7–25)

- We are going home. We’re going home.
- She did not see him. She didn’t see him.
- He will be there soon. He’ll be there soon.

Rule 18: A name can be made into a contraction or a possessive by adding ‘s. The ‘s can mean “is” or “has,” depending on the sentence. (Units 7–25)

- Mary’s going to Canada this summer. (*contraction for “is”*)
- Mary’s been packing for her trip. (*contraction for “has”*)
- I saw Mary’s car parked in the lot. (*possessive*)

Rule 19: 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 8–25)

- 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.

Grammar Rules *(cont.)*

Rule 20: 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 8–25)**

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 21: 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 8–25)**

- 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.

Rule 22: 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 9–25)**

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

Rule 23: The past tense of some verbs is made by changing the spelling. **(Units 9–25)**

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

Rule 24: Helping verbs are sometimes used with main action verbs. Some examples of helping verbs are *has, have, had, is, are, was, were, and will*. **(Units 9–25)**

- Yesterday I saw you at the mall. I have seen you there before.
- We were eating dinner when you called.

Grammar Rules *(cont.)*

Rule 25: A *quotation* shows a speaker's exact words. Use *quotation marks* at the beginning and ending of a quotation to show where the speaker started and stopped talking. Begin a quotation with a capital letter. In a *telling* sentence, use a comma between the quotation and the rest of the sentence. (Units 10–25)

- Sal said, “We are going to the zoo.”
- “We are going to the zoo.” said Sal.

Rule 26: In an *asking* sentence, use a question mark at the end of the quotation. If the quotation is before the speaker's name, put a period at the end of the sentence. If the speaker's name is before the quotation, separate the quotation with a comma. The same rules apply in an *exclamation*. (Units 10–25)

- Lily asked, “Can I go with you?”
- “Can I go with you?” asked Lily.
- “That house is on fire!” shouted Al.
- Al shouted, “That house is on fire!”

Rule 27: When writing the title of a book, movie, play, newspaper, music collection, or television show, underline (or italicize) the entire title and capitalize the first word, the last word, and each important word. Follow the same capitalization rules, but use quotation marks around the titles of stories, poems, and songs. (Units 12–25)

- We read the book Holes in class.
- We listened to “Somewhere Over the Rainbow” from The Wizard of Oz.

Rule 28: 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/lits*. (Units 13–25)

- I can see the ship out on the sea.
- Are you coming to our house today?
- It's time to give the dog its bath.

Rule 29: If two complete thoughts are joined by a conjunction (e.g., *and*, *but*, *so*, *yet*) to create one sentence, put a comma before the conjunction. (Units 14–25)

- I'm going to bake cookies, and you should help me eat them.
- Pablo wanted to play ball, but he couldn't find the field.

Rule 30: A *negative* is a word like *no*, *not*, *none*, or *never*. A contraction with the word *not* is also a negative. Do not use two negatives together in a sentence. (Units 15–25)

- She never had ~~no~~ lunch. She never had any lunch.
- Can't you see ~~nothing~~? Can't you see anything?

Name: _____ Date: _____

Eve and me had a amazing time visiting a museum in chicago Illinois. we made a huge dinosaur move by pushing a red button. Eve also turned a big wheel to create static electricity everyone laughed when eves long hair stood straight up on her hedd



The twins have a morning routine. ken brushes his tooths while keith combs his hair. Then them put on the clothes that their mother has laid out for they. Both Brothers lunchs are packed and ready to go by the time they run downstairs they are out the door by 745.



Eve and ~~me~~^I had ~~a~~^{an} amazing time visiting a museum in chicago, Illinois. we made a huge dinosaur movie by pushing a red button. Eve also turned a big wheel to create static electricity. everyone laughed when eve's long hair stood straight up on her ~~head~~^{head}!

Unit 6 • Paragraph 23
Errors

Apostrophes	1
Capitalization	4
Commas	1
Exclamation Points	1
Periods	1
Pronouns	1
Spelling	1
Usage	1

Total Errors: 11

The twins have a morning routine. ken brushes his ~~teeth~~^{teeth} while keith combs his hair. Then ~~them~~^{they} put on the clothes that their mother has laid out for ~~they~~^{them}. Both ~~Brothers~~^{brothers} lunches are packed and ready to go by the time they run downstairs. they are out the door by 7:45.

Unit 6 • Paragraph 24
Errors

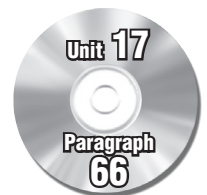
Apostrophes	1
Capitalization	4
Colons	1
Periods	1
Plurals	2
Pronouns	2

Total Errors: 11

Name: _____ Date: _____



Mom maked a pitcher of lemonade and put it on the kichen table. She turn to wipe her hand's on a towel when she herd a lowd crash. Our crazy cat had jumped onto the table and nocked over the pitcher mom shaked her head and began to clean up the spill.



"It's snowing screamed Ralph. "Lets make a snow family." He grabed carrots for the noses and some raisin for the eyes. Him and his sister then ran outside and began rolling giant balls of Snow. Soon them had made a mom a dad a sun and a daughter.

^{made}
 Mom ~~mak~~ed a pitcher of lemonade and put it
^{kitchen} on the ~~kichen~~ table. She ^{ed}turn to wipe her ^{hands}~~hand's~~
 on a towel when she ^{heard}~~herd~~ a ^{loud}~~lowd~~ crash. Our crazy
 cat had jumped onto the table and ^kno~~ck~~ed over
 the pitcher. ^{shook}mom ~~shak~~ed her head and began
 to clean up the spill.

Unit 17 • Paragraph 65
Errors

Apostrophes	1
Capitalization	1
Homophones	1
Periods	1
Spelling	3
Verbs	3

Total Errors: 10

"It's snowing!" screamed Ralph. "L^et's make a
 snow family." He ^{grabbed}~~grab~~ed carrots for the noses and
 some raisin^s for the eyes. ^{He}~~him~~ and his sister then
 ran outside and began rolling giant balls of ~~s~~now.
^{they}Soon ~~them~~ had made a mom, a dad, a ^{son}~~sun~~ and a
 daughter.

Unit 17 • Paragraph 66
Errors

Apostrophes	1
Capitalization	1
Commas	3
Exclamation Points	1
Homophones	1
Pronouns	2
Plurals	1
Quotation Marks	1
Verbs	1

Total Errors: 12