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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 4: RF.4.4 Read with sufficient accuracy and fluency to support comprehension.   • RF.4.4a: Read grade-level text with purpose and understanding.   • RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards
Conventions of Standard English
Standard 1: L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   • L.4.1b: Form and use the progressive verb tenses.   • L.4.1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   • L.4.1g: Correctly use frequently confused words. **Standard 2:** L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   • L.4.2a: Use correct capitalization.   • L.4.2b: Use commas and quotation marks to mark direct speech and quotations from a text.   • L.4.2c: Use a comma before a coordinating conjunction in a compound sentence.   • L.4.2d: Spell grade-appropriate words correctly, consulting references as needed.

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 "Read Me" 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
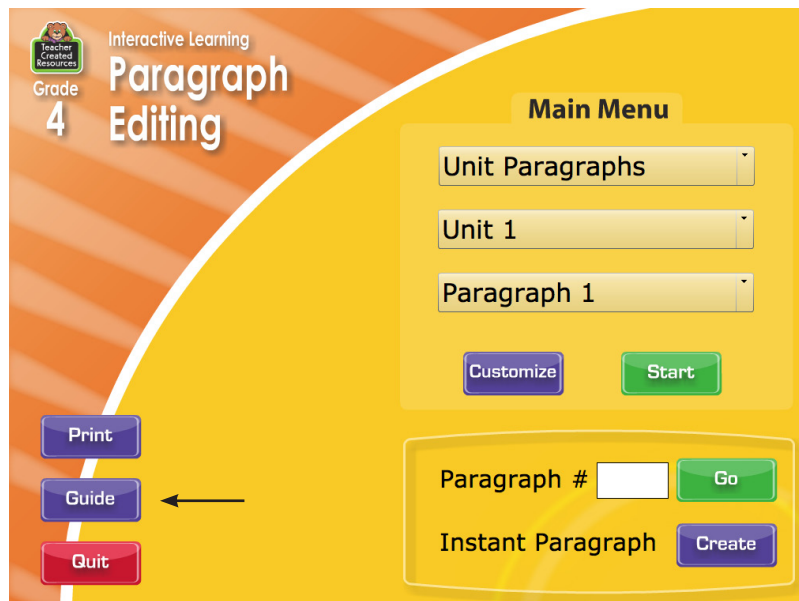
About the CD *(cont.)*

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 "Read Me" 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.
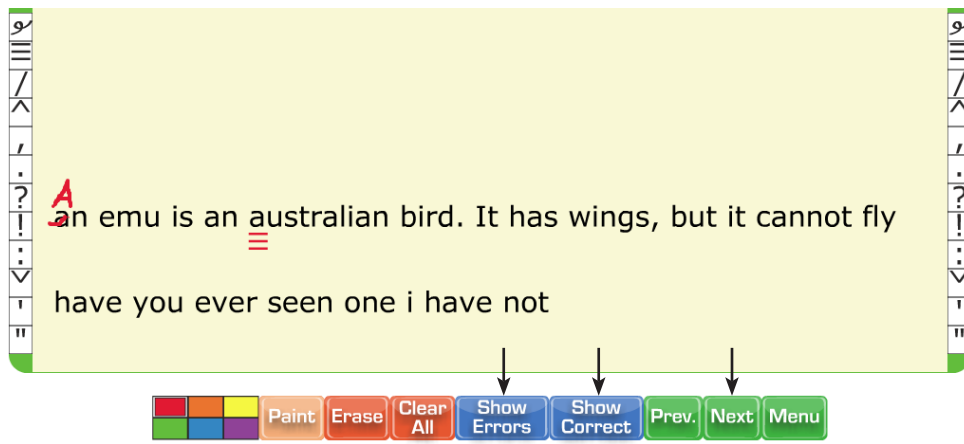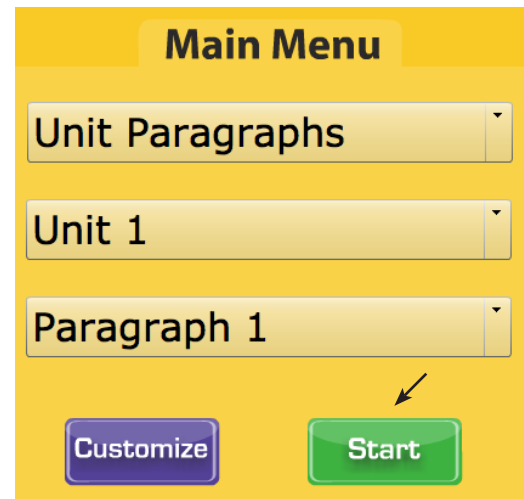
About the Book

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 sentences 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 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.**
- **Do you have a pet?**
- **We won the game!**
- **Please print your name.**
- **Get out of the street!**

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

- **Scott and I are friends.**

Rule 3: *Nouns* are words that name people, places, things, ideas, and animals. **(Units 1–25)**

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

Rule 4: *Proper nouns* name specific people, places, things, and animals. 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)**

- **Jane saw a magician named Gregor the Great.**
- **The Johnsons went to New York to see the Statue of Liberty.**

Rule 5: 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.**

Rule 6: 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. and p.m. **(Units 1–25)**

- **My dentist is Dr. Anna Lee.**
- **The author of the book is J.P. Wilson.**
- **School begins at 7:00 a.m.**

Rule 7: Capitalize the days of the week, months of the year, and holidays. Do not capitalize seasons of the year. **(Units 1–25)**

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

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. **(Units 2–25)**

- **She was born on Thursday, November 2, 2006, in Houston, Texas.**

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, idea, or animal. A *plural noun* names more than one person, place, thing, idea, or animal. 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 <u>dogs</u> and one big <u>dog</u>.**

- **I see one blue <u>dish</u> and two red <u>dishes</u>.**

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 <u>a</u> piece of toast and <u>an</u> egg <u>an</u> 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 <u>keys</u> in his coat pocket.**

- **I went to three birthday <u>parties</u> in June.**

Rule 13: Nouns that end is *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 <u>knives</u> and one bread <u>knife</u> in the drawer.**

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 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)**

- **<u>Beth's</u> guitar is sitting next to <u>Jess's</u> drum set.**

- **Both of his <u>brothers'</u> bikes are blue.**

- **We visited the <u>children's</u> library yesterday.**

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 <u>I</u> went to Hawaii.**
- **She waved to Bob and <u>me</u>.**

Grammar Rules *(cont.)*

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. 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. **(Units 6–25)**

- **<u>We</u> went to school.**
- **<u>He</u> is riding the bike.**
- **Sam gave <u>him</u> a ride.**
- **That house is <u>ours</u>.**

- **<u>They</u> gave the trophy to us.**
- **<u>She</u> will cook dinner for them.**
- **Bill took <u>her</u> to the movie.**
- **Is this book <u>yours</u>?**

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.**
- **She did not see him.**
- **He will be there soon.**

- **<u>We're</u> going home.**
- **She <u>didn't</u> see him.**
- **<u>He'll</u> be there soon.**

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

- **<u>Mary's</u> going to Canada this summer.** *(contraction for is)*
- **<u>Mary's</u> been packing for her trip.** *(contraction for has)*
- **I saw <u>Mary's</u> 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 <u>eats</u> a lot of food. Eric and Bob <u>eat</u> more food. I <u>eat</u> the most.**
- **The school <u>fixes</u> lunch for us. They <u>fix</u> lunch for us every day.**

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, idea, or animal.

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

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

Grammar Rules *(cont.)*

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 <u>stops</u> here now. It also <u>stopped</u> here yesterday. Will it be <u>stopping</u> here every day?**
- **I <u>wave</u> goodbye. I <u>waved</u> to everybody. I am <u>waving</u> 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 8–25)**

- **Each team <u>tries</u> to win.**
- **I <u>tried</u> to hit a home run.**

Rule 23: The past tense of some verbs is made by changing the spelling. **(Units 8–25)**

- **Last week my dog <u>ran</u> away.** *(run)*
- **He <u>bought</u> some milk at the store.** *(buy)*
- **He <u>drew</u> 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 8–25)**

- **Yesterday I <u>saw</u> you at the mall. I <u>have seen</u> you there before.**

Rule 25: An *adjective* is a word that describes a noun or a pronoun. Add *er* to most adjectives to compare two people, places, things, etc. Add *est* to compare more than two. **(Units 9–25)**

- **Lee is <u>taller</u> than Joe. In fact, Lee is the <u>tallest</u> student in the class.**

Rule 26: Commas are used to separate some elements in a sentence. **(Units 10–25)**

Use a comma after *yes* or *no* at the beginning of a sentence.

- **<u>Yes,</u> I am going to the store. <u>No,</u> you are not.**

Use a comma to separate introductory words or phrases at the beginning of a sentence.

- **<u>Wow,</u> it's hot today! <u>Well,</u> it was hotter yesterday.**
- **<u>If I remember correctly,</u> it was cold and rainy last week.**

Use a comma to set off the name of a person being directly addressed or described.

- **<u>Bill,</u> are you going to the party? Yes<u>, Tim,</u> I am.**

Use a comma to set off the word *too* when meaning *also*.

- **I want to go to the movies<u>, too.</u> That<u>, too,</u> can be done.**

Grammar Rules *(cont.)*

Rule 27: A *quotation* shows a speaker's exact words. Use *quotation marks* at the beginning and ending of a quotation to show where the speakers 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 11–25)**

- **Sal said, "We are going to the zoo.___"**
- **"We are going to the zoo___," said Sal.**

Rule 28: In an *asking* sentence, use a question mark after 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 11–25)**

- **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 29: When writing the title of a book, movie, play, newspaper, music collection, or television show, underline 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 heard "Somewhere Over the Rainbow" from __The Wizard of Oz__.**

Rule 30: A *homophone* is a word that sounds the same as another word but has a different spelling or meaning. Be careful not to confuse these and other misused words, such as *are/our* and *it's/its.* **(Units 13–25)**

- **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.**

Rule 31: 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 14–25)**

- **She never had ~~no~~ lunch.**
- **Can't you see ~~nothing~~?**
- **She never had __any__ lunch.**
- **Can't you see __anything__?**

Rule 32: A *run-on sentence* has two complete thoughts that run into each other. If the ideas in the two parts are separate thoughts, divide them into two sentences with a period. If the two ideas have something in common, add a comma and a *conjunction* (a connecting word such as *and, but, so,* or *yet*) to form a *compound sentence.* **(Units 15–25)**

- **They go to East School their favorite subject is math.** *(incorrect)*
- **They go to East School__, and__ their favorite subject is math.** *(correct)*
- **Pablo wanted to play ball he couldn't find the field.** *(incorrect)*
- **Pablo wanted to play ball__, but__ he couldn't find the field.** *(correct)*

Name: _____   Date: _____

Unit **5**
Paragraph
17

    Lola loved to watch the big, beautiful birds

from south america. She stared at the parrots

bright gren wings as the birds flew gracefully Lola

laughed when they caled to each other with loud,

squeaky voics. The parrots were Lolas favorite

animales at the zo.

Unit **5**
Paragraph
18

    The Galapagos Islands are 18 small landmasss

600 miles off south americas west coast. They are

right on the Equator. Some of Earths most unique

plantes and animal life there

Lola loved to watch the big, beautiful birds from south america. She stared at the parrots bright gren wings as the birds flew gracefully Lola laughed when they caled to each other with loud, squeaky voics. The parrots were Lolas favorite animales at the zo.

Unit 5 • Paragraph 17 Errors

Apostrophes 2
Capitalization 2
Periods 1
Plurals 2
Spelling 3

Total Errors: 10

The Galapagos Islands are 18 small landmasss 600 miles off south americas west coast. They are right on the Equator. Some of Earths most unique plantes and animal life there

Unit 5 • Paragraph 18 Errors

Apostrophes 2
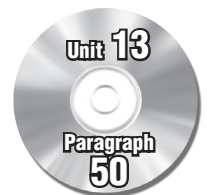Capitalization 2
Periods 1
Plurals 3
Spelling 1

Total Errors: 9

Unit 13
Paragraph 49

   In south dakota, there is an special montain called mount rushmore. Yeares ago, workers carvd for mens heads into the rock. They our of George Washington Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt.

Unit 13
Paragraph 50

   Skunks our fascinating animales that can live four ten year. Unlike there ferret cusins, skunks is always black and white. They eat insects worms snails bees, and wasps. Each nite, they use their noss two seek food. They can even smelling bugs hidden under the grond.

In <u>south</u> <u>dakota</u>, there is a[u] special mo[u]ntain called <u>mount</u> <u>rushmore</u>. ~~Yeares~~ *Years* ago, workers carv[e]d ~~for~~ *four* men[/]s heads into the rock. They ~~our~~ *are* of George Washington[,]Thomas Jefferson, Abraham Lincoln[,] and Theodore Roosevelt.

Unit 13 • Paragraph 49
Errors

Apostrophes 1
Capitalization 4
Commas 2
Homophones 2
Plurals 1
Spelling 1
Usage 1
Verbs 1

Total Errors: 13

Skunks ~~our~~ *are* fascinating ~~animales~~ *animals* that can live ~~for~~ *four* ten year[s]. Unlike ~~there~~ *their* ferret c[o]usins, skunks ~~is~~ *are* always black and white. They eat insects[,] worms[,]snails[,]bees, and wasps. Each ~~nite~~ *night*, they use their nos[e]s ~~two~~ *to* seek food. They can even smellin[g] bugs hidden under the gro[u]nd.

Unit 13 • Paragraph 50
Errors

Commas 3
Homophones 4
Plurals 3
Spelling 3
Verbs 2

Total Errors: 15