

Table of Contents

| | |
|--|-----|
| Introduction | 3 |
| About the CD | 4 |
| About the Book | 6 |
| Meeting Standards | 7 |
| Grammar Rules | 8 |
| Unit 1: Sentences 1–6 (end punctuation, capitalization, nouns) | 13 |
| Unit 2: Sentences 7–12 (exclamation points, more capitalization) | 16 |
| Unit 3: Sentences 13–18 (abbreviations) | 19 |
| Unit 4: Sentences 19–24 (using a colon to write the time of day) | 22 |
| Unit 5: Sentences 25–30 (using commas to write dates and addresses) | 25 |
| Unit 6: Sentences 31–36 (using commas in a series) | 28 |
| Unit 7: Sentences 37–42 (using <i>a</i> and <i>an</i> , pluralizing most nouns) | 31 |
| Unit 8: Sentences 43–48 (pluralizing nouns that end in <i>y</i> , <i>f</i> , or <i>fe</i>) | 34 |
| Unit 9: Sentences 49–54 (using apostrophes to show ownership) | 37 |
| Unit 10: Sentences 55–60 (using pronouns) | 40 |
| Unit 11: Sentences 61–66 (using action verbs and “to be” verbs) | 43 |
| Unit 12: Sentences 67–72 (past and present tenses of most verbs) | 46 |
| Unit 13: Sentences 73–78 (past and present tenses of verbs ending in <i>y</i>) | 49 |
| Unit 14: Sentences 79–84 (past tense of irregular verbs) | 52 |
| Unit 15: Sentences 85–90 (homophones) | 55 |
| Unit 16: Sentences 91–96 (review of rules introduced in Units 1–15) | 58 |
| Unit 17: Sentences 97–102 (review of rules introduced in Units 1–15) | 61 |
| Unit 18: Sentences 103–108 (review of rules introduced in Units 1–15) | 64 |
| Unit 19: Sentences 109–114 (review of rules introduced in Units 1–15) | 67 |
| Unit 20: Sentences 115–120 (review of rules introduced in Units 1–15) | 70 |
| Unit 21: Sentences 121–126 (review of rules introduced in Units 1–15) | 73 |
| Unit 22: Sentences 127–132 (review of rules introduced in Units 1–15) | 76 |
| Unit 23: Sentences 133–138 (review of rules introduced in Units 1–15) | 79 |
| Unit 24: Sentences 139–144 (review of rules introduced in Units 1–15) | 82 |
| Unit 25: Sentences 145–150 (review of rules introduced in Units 1–15) | 85 |
| Unit 26: Sentences 151–156 (review of rules introduced in Units 1–15) | 88 |
| Unit 27: Sentences 157–162 (review of rules introduced in Units 1–15) | 91 |
| Unit 28: Sentences 163–168 (review of rules introduced in Units 1–15) | 94 |
| Unit 29: Sentences 169–174 (review of rules introduced in Units 1–15) | 97 |
| Unit 30: Sentences 175–180 (review of rules introduced in Units 1–15) | 100 |
| Answer Key | 103 |

About the CD

The real flexibility and interactivity of the *Daily Sentence Editing* program shines 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 sentences at individual computers or on the interactive whiteboard in your classroom. (**Quick Tip:** If needed, step-by-step installation instructions are provided on the inside front cover of this book.)

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 *Daily Sentence Editing* User's Guide.

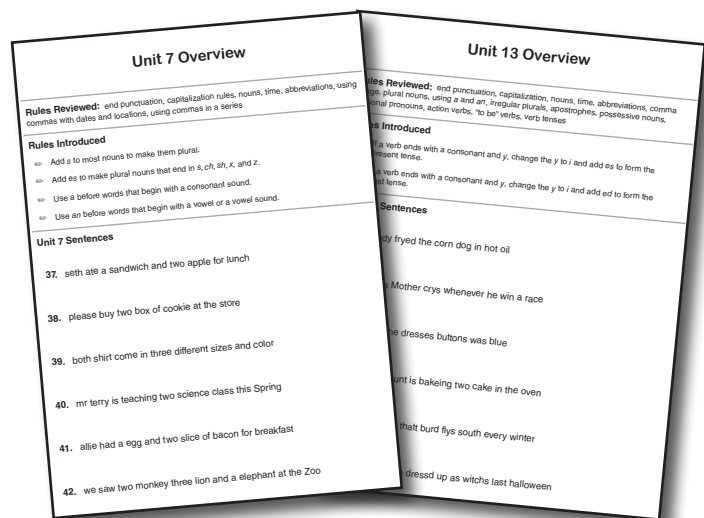
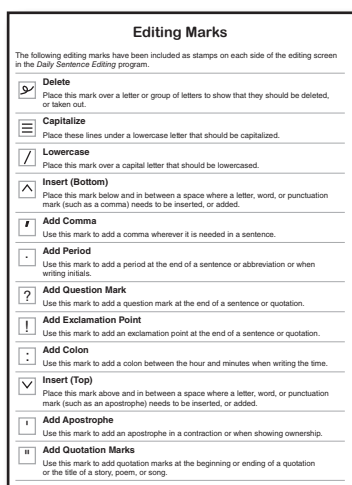


Main Menu Screen

The User's Guide

Everything you need to know in order to use and operate the *Daily Sentence Editing* CD and program can be found in the User's Guide. This is also where you will find useful reproducibles that you may wish to hand out to your students. These include . . .

- a 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.
- a one-page overview for each of the 30 units in the book. Each overview includes a list of the grammar rules and concepts that are introduced in the unit, as well as a list of the rules reviewed in the unit. A complete list of the ready-to-be edited sentences in the unit is also included here.



About the Book

There are two main components to the *Daily Sentence Editing* program: a book and a CD. These two parts were designed to be complementary, but they can also be used independent of one another.

This 112-page book is a good place to begin the program. It contains the following:

👉 **Tips for Using the CD** (pages 5–6)

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

👉 **Standards and Benchmarks** (page 7)

The grammar rules and concepts reviewed in this book meet national standards and benchmarks for grade-level appropriateness.

👉 **Grammar Rules** (pages 8–12)

This book includes a comprehensive list of the punctuation, capitalization, and usage rules students will need to know in order to correct the sentences. 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 15 units serve as a cumulative review of the rules learned in the first 15 units.

👉 **Ready-To-Be-Edited Sentences** (pages 13–102)

In all, there are 180 sentences, each of which contains multiple errors. These sentences are divided into 30 units, which allows you to teach one unit's worth of sentences per week, if desired. Each sentence in the book is followed by plenty of space for your students to rewrite the sentence correctly. These pages can be copied and used as in-class assignments or sent home as homework.

👉 **Answer Key** (pages 103–112)

A complete answer key is included at the back of the book. This key contains the corrected version of all 180 sentences found in the book.

(Quick Tip: Each answer in the key represents the best or most-likely correction of the sentence. In some instances, however, there may be alternate ways in which to correct a sentence. Please accept suitable responses when comparing student answers to the key.)

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. (Units 1–30)

- 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 1–30)

- Do you have a pet?

Rule 3: Capitalize the word "I." (Units 1–30)

- Scott and I are friends.

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

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

Rule 5: Proper nouns name specific people, places, things, and ideas. Proper nouns begin with a capital letter. Common nouns are not specific. Common nouns do not begin with a capital letter. (Units 1–30)

- That dog is named Max. (common noun = dog; proper noun = Max)
- 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. (Units 2–30)

- We won the game!

Rule 7: A command is a sentence that tells someone to do something. It ends with a period or an exclamation mark. (Units 2–30)

- Please print your name.
- Get out of the street!

Answer Key (cont.)

Unit 28

Sentence 163: Ceci ran her fingers through the horse's mane.

Sentence 164: Phil's piggy bank has 15 quarters, 23 dimes, and 47 pennies in it.

Sentence 165: The weather outside is very cold and windy.

Sentence 166: Kay's cousin and Ken's friend are from Quebec, Canada.

Sentence 167: Mom gently shook David and woke him up.

Sentence 168: Are you driving us to the concert in San Diego?

Unit 29

Sentence 169: We were in Mr. Marsh's class last year.

Sentence 170: Very little rain fell in the desert this summer.

Sentence 171: Nick's dad fixes motorcycles in his garage.

Sentence 172: Mrs. Wilson ate a salad, an orange, and two cookies.

Sentence 173: The bat flew across the dark sky at night.

Sentence 174: Is Thanksgiving on the fourth Thursday in November?

Unit 30

Sentence 175: The squirrel held the acorn between its paws.

Sentence 176: The baseball player led his team in hits in 2006, 2007, and 2009.

Sentence 177: Tom's mom bought a tomato, an avocado, and two limes.

Sentence 178: All packed three bunches of grapes for the hiking trip.

Sentence 179: I painted a pretty picture in art class yesterday.

Sentence 180: Pedro played with Patty's puppies at Pine Park.

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. **(Units 1–30)**

- **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 1–30)**

- **Do you have a pet?**

Rule 3: Capitalize the word “I.” **(Units 1–30)**

- **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. Proper nouns begin with a capital letter. *Common nouns* are not specific. Common nouns *do not* begin with a capital letter. **(Units 1–30)**

- **That dog is named Max.** (common noun = *dog*; proper noun = *Max*)
- **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. **(Units 2–30)**

- **We won the game!**

Rule 7: A *command* is a sentence that tells someone to do something. It ends with a period or an exclamation mark. **(Units 2–30)**

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

Name: _____ Date: _____

the bus will pick you up at
730 a m



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This set includes two full lines and a partial line at the bottom.

mr and mrs lee went to the
grand canyon last week



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. This set includes two full lines and a partial line at the bottom.

Name: _____ Date: _____



her friend was born on
july 13 2002



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



does it snow a lot in cleveland
ohio



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.