

GRAMMAR FIX-IN-14-DAYS CHECKLIST

*Daily micro-drills to clean up
80% of common mistakes*



Master the basics • Build confidence • Write clearly

Grammar Fix-in-14-Days

Checklist

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80% of common mistakes*

This 14-day program targets the most common grammar errors
that affect clarity and credibility in student writing.

Each day follows a simple 3-step process:

- READ - Understand the rule
- FIX - Practice corrections
- WRITE - Apply in context

Spend just 10 minutes per day to dramatically improve
your grammar accuracy and writing confidence.

DAY 1: SUBJECT-VERB AGREEMENT

TARGET ERROR:

Singular subjects need singular verbs; plural subjects need plural verbs. Watch out for phrases between subject and verb!

■ READ:

The subject and verb must agree in number. Don't be fooled by words that come between them. Example: 'The box of chocolates IS heavy' (not are).

■ FIX:

- *The group of students are going.*
- ✓ *The group of students is going.*
- *Each of the players have a ball.*
- ✓ *Each of the players has a ball.*
- *The list of items are on the desk.*
- ✓ *The list of items is on the desk.*

■ WRITE:

Write 3 sentences using collective nouns (team, family, class) with correct verb agreement. Check that interrupting phrases don't confuse you!

Completed

DAY 2: PRONOUN-ANTECEDENT AGREEMENT

TARGET ERROR:

A pronoun must agree with its antecedent in number and gender. Singular antecedents need singular pronouns.

■ READ:

The pronoun must match what it refers to. 'Everyone' is singular, so use 'he/she' or 'they' (singular they is now accepted). Example: 'Each student must bring their book.'

■ FIX:

- *Everyone must turn in their form. (informal)*
- ✓ Each person must turn in his or her form. (formal)
- *If a student forgets, they fail. (mixed)*
- ✓ If a student forgets, he or she fails. (formal)
- *The team lost their game.*
- ✓ The team lost its game.

■ WRITE:

Write 3 sentences using 'everyone', 'somebody', and 'each person' with correct pronouns. Make it formal!

Completed

DAY 3: COMMA SPLICES

TARGET ERROR:

Two independent clauses cannot be joined with just a comma. Use a period, semicolon, or conjunction.

■ READ:

A comma alone is too weak to connect two complete sentences. You need stronger punctuation or a connecting word.

■ FIX:

- *I studied hard, I passed the test.*
- ✓ *I studied hard, so I passed the test.*
- *She loves reading, she visits the library weekly.*
- ✓ *She loves reading; she visits the library weekly.*
- *It's raining, we'll stay inside.*
- ✓ *It's raining. We'll stay inside.*

✍ ■ WRITE:

Find 2 comma splices in your old writing. Rewrite them using: 1) a semicolon, 2) a period and capital letter.

Completed

DAY 4: SENTENCE FRAGMENTS

TARGET ERROR:

Every sentence needs a subject and a verb. Fragments are incomplete thoughts punctuated as sentences.

■ READ:

Fragments often start with 'Because', 'Although', 'When', etc. They need to attach to a complete sentence or be rewritten.

■ FIX:

- *Because I was tired.*
- ✓ Because I was tired, I went to bed early.
- *Running through the park.*
- ✓ She was running through the park.
- *Although he studied hard.*
- ✓ Although he studied hard, he was nervous.

■ WRITE:

Write 3 complete sentences starting with 'Although', 'Because', and 'When'. Make sure each has a subject and verb!

Completed

DAY 5: RUN-ON SENTENCES

TARGET ERROR:

Two or more independent clauses run together without proper punctuation or conjunctions.

■ READ:

Run-ons happen when you connect complete thoughts without proper separators. Break them up or use proper connectors.

■ FIX:

- *I love pizza I eat it weekly.*
- ✓ *I love pizza, and I eat it weekly.*
- *She studied all night she still felt unprepared.*
- ✓ *She studied all night, but she still felt unprepared.*
- *The sun set we went home.*
- ✓ *The sun set, so we went home.*

✍ ■ WRITE:

Take a long sentence from your writing. Break it into 2-3 shorter sentences with proper punctuation.

Completed

DAY 6: APOSTROPHE ERRORS (POSSESSIVES)

TARGET ERROR:

Use apostrophes to show ownership, not to make plurals. It's = it is; its = possessive.

■ READ:

The biggest apostrophe mistake: using it for plurals! Learn: its (possessive) vs. it's (it is), and where to place apostrophes with singular/plural owners.

■ FIX:

- *The dog's are barking.*
- ✓ The dogs are barking.
- *Its a beautiful day.*
- ✓ It's a beautiful day.
- *The students's books.*
- ✓ The students' books.

✍ ■ WRITE:

Write 3 sentences: 1) using 'its' (possessive), 2) using 'it's' (it is), 3) showing possession for a plural word ending in 's'.

Completed

DAY 7: THERE/THEIR/THEY'RE CONFUSION

TARGET ERROR:

THERE = place or 'there is'; THEIR = possessive; THEY'RE = they are. Memorize the differences!

■ READ:

These sound the same but mean different things. There = location, their = ownership, they're = contraction.

■ FIX:

- *Their going to the store.*
- ✓ *They're going to the store.*
- *The books are over they're.*
- ✓ *The books are over there.*
- *There books are new.*
- ✓ *Their books are new.*

■ WRITE:

Write 1 sentence using all three correctly: there, their, and they're. Make it creative!

Completed

DAY 8: YOUR/YOU'RE CONFUSION

TARGET ERROR:

YOUR = possessive (your book); YOU'RE = you are. Simple test: Can you say 'you are'? Then use you're!

■ READ:

Another contraction confusion. Your shows ownership; you're is short for 'you are'.

■ FIX:

- *Your going to love this!*
- ✓ *You're going to love this!*
- *Is this you're backpack?*
- ✓ *Is this your backpack?*
- *I know your ready.*
- ✓ *I know you're ready.*

✍ ■ WRITE:

Write 3 sentences: Use 'your' twice and 'you're' once. Double-check by expanding 'you're' to 'you are'.

Completed

DAY 9: MISPLACED MODIFIERS

TARGET ERROR:

Modifiers should be placed next to the words they modify. Wrong placement creates confusion or humor!

■ READ:

Adjectives and adverbs must be near what they describe. Put them in the wrong spot and sentences get weird.

■ FIX:

- *I saw a dog on the way to school that was barking.*
- ✓ *On the way to school, I saw a dog that was barking.*
- *She served sandwiches to the children on paper plates.*
- ✓ *She served sandwiches on paper plates to the children.*
- *Walking home, the trees looked beautiful.*
- ✓ *Walking home, I thought the trees looked beautiful.*

■ WRITE:

Rewrite this sentence 2 ways: 'The girl watched the boy with binoculars.' Make clear who has binoculars!

Completed

DAY 10: DANGLING MODIFIERS

TARGET ERROR:

A dangling modifier doesn't have a clear subject to modify. The subject is missing or in the wrong place.

■ READ:

When a sentence starts with an -ing phrase, the main subject must be doing that action. If not, it's dangling!

■ FIX:

- *After finishing homework, the TV was turned on.*
- ✓ After finishing homework, I turned on the TV.
- *Walking to school, the rain started.*
- ✓ Walking to school, I noticed the rain start.
- *To write well, practice is needed.*
- ✓ To write well, you need practice.

■ WRITE:

Fix this: 'Having studied all night, the test was easy.' Who studied? Rewrite to make it clear!

Completed

DAY 11: PARALLEL STRUCTURE

TARGET ERROR:

Items in a list or comparison should have the same grammatical form. Keep patterns consistent!

■ READ:

When listing or comparing, use the same format: all verbs, all nouns, etc. Mixing forms sounds awkward.

■ FIX:

- *I like swimming, to run, and biking.*
- ✓ *I like swimming, running, and biking.*
- *She is smart, kind, and has courage.*
- ✓ *She is smart, kind, and courageous.*
- *To succeed: study hard, practicing daily, and be persistent.*
- ✓ *To succeed: study hard, practice daily, and be persistent.*

■ WRITE:

Write a sentence listing 3 hobbies using parallel -ing verbs. Then write one listing 3 qualities using parallel adjectives.

Completed

DAY 12: WHO VS. WHOM

TARGET ERROR:

WHO is the subject (doing action); WHOM is the object (receiving action). Try substituting he/him to test!

■ READ:

This is tricky! Use WHO when you could say he/she. Use WHOM when you could say him/her. The he/him test works every time.

■ FIX:

- *Whom is coming to dinner?*
- ✓ *Who is coming to dinner? (He is coming)*
- *To who should I give this?*
- ✓ *To whom should I give this? (Give it to him)*
- *The person whom called is here.*
- ✓ *The person who called is here. (He called)*

■ WRITE:

Write 2 sentences: Use 'who' as a subject, then 'whom' as an object. Test each with he/him substitution!

Completed

DAY 13: LESS VS. FEWER

TARGET ERROR:

FEWER = countable things (fewer books); LESS = uncountable/abstract (less time). If you can count it, use fewer!

■ READ:

Use FEWER with things you can count individually. Use LESS with amounts, time, or abstract concepts.

■ FIX:

- *Less students came today.*
- ✓ *Fewer students came today.*
- *I need fewer sugar in my tea.*
- ✓ *I need less sugar in my tea.*
- *Fewer pollution is better.*
- ✓ *Less pollution is better.*

■ WRITE:

Write 3 sentences: 1) fewer + countable noun, 2) less + uncountable noun, 3) one comparing amounts of two different things.

Completed

DAY 14: THAT VS. WHICH

TARGET ERROR:

THAT introduces essential info (no comma); WHICH adds extra info (with comma).

Essential = use THAT!

■ READ:

THAT defines which one you're talking about (essential). WHICH adds bonus details (nonessential, set off with commas).

■ FIX:

- *The book, that I read, was good.*
- ✓ The book that I read was good.
- *My car which is red is fast.*
- ✓ My car, which is red, is fast.
- *Books which teach grammar are helpful.*
- ✓ Books that teach grammar are helpful.

■ WRITE:

Write 2 sentences: 1) Use THAT for essential information (no commas). 2) Use WHICH for extra details (with commas).

Completed

14-Day Completion Checklist

Mark each day as you complete the READ-FIX-WRITE cycle:

- Day 1:** Subject-Verb Agreement
- Day 2:** Pronoun-Antecedent Agreement
- Day 3:** Comma Splices
- Day 4:** Sentence Fragments
- Day 5:** Run-On Sentences
- Day 6:** Apostrophe Errors
- Day 7:** There/Their/They're
- Day 8:** Your/You're
- Day 9:** Misplaced Modifiers
- Day 10:** Dangling Modifiers
- Day 11:** Parallel Structure
- Day 12:** Who vs. Whom
- Day 13:** Less vs. Fewer
- Day 14:** That vs. Which

■ Congratulations!

You've mastered the most common grammar errors.

Your writing is now clearer, stronger, and more confident!