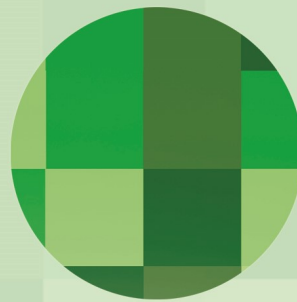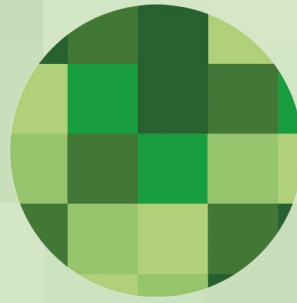# Grammar, Mechanics, Spelling, and Vocabulary

Teaching the Language Strand

Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
1	Proper Nouns	Periods in Time	Diphthongs/ *r*-controlled Vowels	Delete the Unnecessary "Here" and "There" Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods in Names, Abbreviations, and Acronyms	Diphthongs/ *r*-controlled Vowels	Noun Sentence Opener	Word Relationships, Connotations, Academic Language
3	Collective Nouns	Periods in Indirect Questions and Intentional Fragments	Consonant Doubling	Delete the Unnecessary "It"	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Personal Pronouns	Periods in Alphanumeric Outlines	Consonant Doubling	Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
5	Subject (Nominative) Case Pronouns	**Semicolons with Phrases**	*i* before *e*	**Delete Circumlocutions**	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	*i* before *e*	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Hard and Soft /c/ and /g/	Substitute Adjectives for Adjective Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adjectives	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Hard and Soft /c/ and /g/	Verb before the Subject Sentence Opener	Word Relationships, Connotations, Academic Language

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
9	Verbs	Apostrophes in Contractions	Plurals	**Change "To Be" to Active Verbs**	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Adverbs	Comma Misuse	Plurals	Adverb Sentence Opener	Word Relationships, Connotations, Academic Language
11	Coordinating Conjunctions	Commas for Dates	Drop/Keep Final *e*	Make Language Before and After Coordinating Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Correlative Conjunctions	Commas for Letters	Drop/Keep Final *e*	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
13	Subordinating Conjunctions	Commas in Addresses	Change/Keep *y*	Make Language Before and After Correlative Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	*Prepositional Phrases	Commas for Names	Change/Keep *y*	Complete Subject Sentence Opener	Word Relationships, Connotations, Academic Language
15	Subjects and Predicates	Commas for Geographical Places	"ph"	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Direct Objects	Commas for Tag Questions	"ph"	Direct Object Sentence Opener	Word Relationships, Connotations, Academic Language

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
17	**Indirect Objects**	Commas for Beginning Direct Speech	/ion/	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Phrases and Clauses	Commas for Ending Direct Speech	/ion/	Compound Subject Sentence Opener	Word Relationships, Connotations, Academic Language
19	*Complete Sentences, Fragments, and Run-ons	Commas for Middle Direct Speech	Vowel Shift	**Complex Sentences**	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Simple, Compound, and Complex Sentences	Commas in a Series	Vowel Shift	Noun Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
21	**Compound-Complex Sentences**	Commas after Introductory Words and Phrases	Consonant Shift	**Compound-Complex Sentences**	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Types of Sentences	Commas after Introductory Clauses	Consonant Shift	Noun Clause Sentence Openers	Word Relationships, Connotations, Academic Language
23	*Noun Phrases	Commas to Set off "Yes" and "No"	"c/tial" and "c/tious"	**Change Clauses to Phrases**	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	**Noun Clauses**	Commas and Quotation Marks with Speaker Tags	"c/tial" and "c/tious"	**Verb Phrase Sentence Openers**	Word Relationships, Connotations, Academic Language

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	**Conventions of Standard English Language 1.0**	**Conventions of Standard English Language 1.0**	**Conventions of Standard English Language 2.0**	**Conventions of Standard English Language 3.0**	**Conventions of Standard English Language 4.0, 5.0, 6.0**
25	Indefinite Pronouns	Commas before Conjunctions in Compound Sentences	Consonant-"le"	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Interrogative Pronouns	Commas with Phrases in a Series	Consonant-"le"	Nominative Absolute Sentence Opener	
27	Demonstrative Pronouns	Commas in Complex Sentences	Vowel-"se," "ve"	Make Items in a List Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Reflexive Pronouns	**Commas with Coordinate Adjectives**	Vowel-"se," "ve"	Adjectival Clause Sentence Opener	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	Commas with Hierarchical Adjectives	**"est," "ist," and "iest"**	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Reciprocal Pronouns	Punctuation in Nonrestrictive Clauses	**"est," "ist," and "iest"**	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
31	*Pronoun Antecedents	Punctuation in Restrictive Clauses	**"ice," "ise," "ize," "yze"**	Avoid Words between Helping Verb and Base Form of the Verb	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	***Pronoun Number and Person Shifts**	Dialogue and Direct Quotations	**"ice," "ise," "ize," "yze"**	Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
33	*Vague Pronoun References	Punctuation of Direct Quotations	**"able"**	**Eliminate Dangling Modifiers**	Multiple Meaning Words, Greek and Latin Morphemes, Personification

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
34	**Nonrestrictive Clauses and Relative Pronouns**	In-text Citations and Indirect Quotations	**"able"**	Connective Sentence Opener	Word Relationships, Connotations, Academic Language
35	**Restrictive Clauses**	**Quotations within Quotations**	**"ible"**	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	*Adjectival Clauses and Relative Pronouns	MLA Works Cited Page	**"ible"**	**Appositive Phrase Sentence Opener**	Word Relationships, Connotations, Academic Language
37	**Predicate Adjectives and *Adjectival Phrases**	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	**Schwa**	**Change Nominalizations to Verbs**	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	Short Comparative Modifiers	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	**Schwa**	**Past Progressive Verb Tense**	Word Relationships, Connotations, Academic Language
39	Long Comparative Modifiers	Quotation Marks: Song, Poem, and Book Chapter Titles	**"ant," "ance," "ancy"**	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes, **Allusions**
40	Short Superlative Modifiers	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	**"ant," "ance," "ancy"**	**Present Progressive Verb Tense**	Word Relationships, Connotations, Academic Language
41	Long Superlative Modifiers	Quotation Marks: Short Story and Document Titles	**"ent," "ence," "ency"**	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, **Allusions**

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
42	***Misplaced Modifiers**	Capitalization of Named People, Places, and Things	"ent," "ence," "ency"	**Future Progressive Verb Tense**	Word Relationships, Connotations, Academic Language
43	***Dangling Modifiers**	Capitalization of Titles	"ary," "ery," "ory," "ury," "ry"	**Delete Redundant Categories**	Multiple Meaning Words, Greek and Latin Morphemes, **Allusions**
44	*Verb Phrases	Capitalization of Holidays and Dates	"ary," "ery," "ory," "ury," "ry"	**Perfect Progressive Verb Form**	Word Relationships, Connotations, Academic Language
45	*Singular Subject-Verb Agreement	Capitalization of Special Events and Historical Periods	"us" and "_ous"	Make Noun Constructions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, **Consonance**
46	*Plural Subject-Verb Agreement	Capitalization of Organizations and Businesses	"us" and "_ous"	**Relative Clause Sentence Opener**	Word Relationships, Connotations, Academic Language
47	*Shifts in Verb Tense	Capitalization of Languages and People Groups	Pronunciation Problems	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Morphemes, **Consonance**
48	Progressive Verb Tense	Question Marks	Pronunciation Problems	**End a Sentence with a Relative Clause**	Word Relationships, Connotations, Academic Language
49	Perfect Verb Tense	Exclamation Points	**Greek and Latin Prefixes**	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Morphemes, **Consonance**

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Seventh Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	**Conventions of Standard English Language 1.0**	**Conventions of Standard English Language 1.0**	**Conventions of Standard English Language 2.0**	**Conventions of Standard English Language 3.0**	**Conventions of Standard English Language 4.0, 5.0, 6.0**
50	*Adverbial Clauses	**Colons to Introduce Long Direct Quotations**	**Greek and Latin Prefixes**	**Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause**	Word Relationships, Connotations, Academic Language
51	Adverb Order	**Parentheses with Complete Sentences**	**Greek and Latin Roots**	**Keep a Consistent Language Register**	Multiple Meaning Words, Greek and Latin Morphemes, **Verbal Irony**
52	*Non-standard English Deletions	Dashes	**Greek and Latin Roots**	**Combine Short, Choppy Sentences by Adding an Ending Subordinate Clause**	Word Relationships, Connotations, Academic Language
53	*Non-standard English Additions	Brackets	**French Spellings**	**Combine Choppy Sentences Using Relative Clauses**	Multiple Meaning Words, Greek and Latin Morphemes, **Verbal Irony**
54	*Non-standard English Substitutions	**Hyphens and Compound Adverbs**	**French Spellings**	Short Sentences for Sentence Variety	Word Relationships, Connotations, Academic Language
55	*Non-standard English Commonly Misused Words	Slashes	**British Spellings**	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, **Verbal Irony**
56	*Non-standard English Commonly Misused Words	Numbers	**British Spellings**	Transition Word Sentence Openers	Word Relationships, Connotations, Academic Language

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Language Conventions #50

Mechanics Lesson

"Today we are studying how to use **colons**. Remember that colons are used to begin lists, to show relationships between numbers, following business letter salutations (openings), and in titles. Colons are only placed after nouns or pronouns. Now let's read the mechanics lesson, circle or highlight the key points of the text, and study the examples."

Use a colon after an independent clause if the following independent clause comments upon or explains the first. If only one clause follows a colon, don't capitalize the first letter of that clause. **Example:** Jenny got in trouble: she cheated on the test.

"Now read the practice sentence in your workbook. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] 'Can anyone share what is right? What is wrong? [Correct the sentence on the display].'"

Mechanics Practice Answers: "Just don't say anything: it's not your business," she replied. "It's been going on for days: now it's reached a crisis point."

Grammar and Usage Lesson

Today we are studying **adverbial clauses**. Remember that a dependent clause has a noun and verb, but does not express a complete thought. An adverb modifies a verb, an adjective, or an adverb and answers What degree? How? Where? or When? Now let's read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. **Examples**: Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial clauses: **Bud is wise, but hot! AAA WWW**

before, *unless*, *despite (in spite of)*, *in order that*, *so*, *while*, *if*, *since*, *even though (if)*, *because*, *until*, *that*, *how*, *once*, *than*, *after*, *although (though)*, *as (as if, as long as, as though)*, *whether*, *when (whenever)*, *where (wherever)*

"Now read the practice sentences in your workbook. Bracket the subordinating conjunctions, underline the adverbial clauses, and revise the punctuation in these practice sentences. [Allow time.] 'Can anyone share the subordinating conjunctions? The adverbial clauses? [Mark the sentence on the display].'"

Grammar and Usage Practice Answers: [Even though] you beg me, I still won't help. I'm not the kind of person who will rescue people [whenever] they start crying.

Language Conventions #50

Sentence Diagram Lesson and Corrections

"Now read the directions for the Sentence Diagram in your workbook. 'Adverbial clauses are placed below the main horizontal line and connect to the predicate with a dotted slanted line. Complete the sentence diagram: "As I listen, I am memorizing the song"'" [Allow time.]
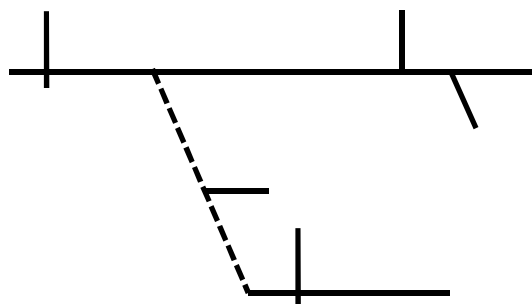
"Compare your diagram to that on the display. Use a different color pen or pencil to place a check mark √ above each correctly placed answer and revise any errors."

Mentor Text Lesson

"This mentor text, written by Vidal Sassoon (the British hairdresser) uses an adverbial clause to help describe his work ethic. Let's read it carefully: 'The only place where success comes before work is in the dictionary.' Which exceptional writing features can you identify?"

Writing Application Lesson

"Now let's apply what we've learned to respond to this quote and compose a sentence with an adverbial clause on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the display]."

Dictations and Corrections

"Apply the mechanics lesson to write these sentences correctly, using colons between the clauses: '"Please stop and consider alternatives: you do have choices," he assured his friend. "It's been a problem: now you must decide."'"

"Apply the grammar and usage lesson to write this Sentence Dictation in your workbook, revising this sentence by placing the adverbial clause at the beginning of the sentence: 'I want to know when you plan to leave, so I can get ready.'"

"Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a check mark √ above correct answers or revisions. Correct errors with editing marks."

Language Conventions #50

Mechanics

Use a colon after an independent clause if the following independent clause comments upon on or explains the first. If only one clause follows a colon, don't capitalize the first letter of that clause. **Example:** Jenny got in trouble: she cheated on the test.

Practice: "Just don't say anything. it's not your business," she replied. "Now it's reached a crisis point: It's been going on for days."

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. **Examples**: Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial clauses: **Bud is wise, but hot! AAA WWW**

before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

Practice: Even though you beg me, I still won't help. I'm not the kind of person who will rescue people, whenever they start crying.

Language Conventions #50

Sentence Diagram Answers

```
I │ am memorizing │ song
              \        \ the
           As
              \ I │ listen
```
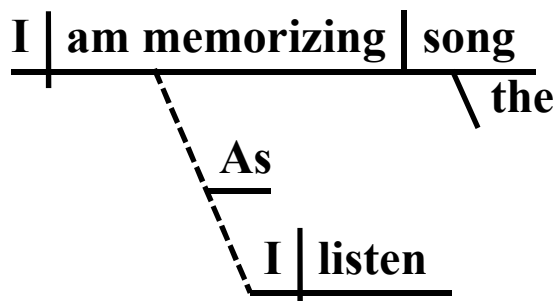
Mentor Text

"The only place where success comes before work is in the dictionary."

Vidal Sassoon (1928–2012)

Writing Application Lesson

_____

_____

Mechanics Dictation

"Please stop and consider alternatives: you do have choices," he assured his friend. "It's been a problem: now you must decide."

Grammar and Usage Dictation

When you plan to leave, I want to know so I can get ready.

Language Conventions Worksheet #50

Mechanics

Use a colon after an independent clause if the following independent clause comments upon on explains the first. If only one clause follows a colon, don't capitalize the first letter of that clause. **Example:** Jenny got in trouble: she cheated on the test.

Practice: "Just don't say anything. it's not your business," she replied. "Now it's reached a crisis point: It's been going on for days."

Grammar and Usage

An adverbial clause is a dependent clause that begins with a subordinating conjunction. Place a comma following an adverbial clause that begins a sentence, but no comma is used before an adverbial clause that ends a sentence. **Example**: Unless you practice, you will never succeed.

Use this memory trick to remember the subordinating conjunctions which begin adverbial clauses: **Bud is wise, but hot! AAA WWW**

before, *unless*, *despite (in spite of)*, *in order that*, *so*, *while*, *if*, *since*, *even though (if)*, *because*, *until*, *that*, *how*, *once*, *than*, *after*, *although (though)*, *as (as if, as long as, as though)*, *whether*, *when (whenever)*, *where (wherever)*

Practice: Even though you beg me, I still won't help. I'm not the kind of person who will rescue people, whenever they start crying.

Sentence Diagram

Adverbial clauses are placed below the main horizontal line and connect to the predicate with a dotted slanted line. Complete the sentence diagram: "As I listen, I am memorizing the song."
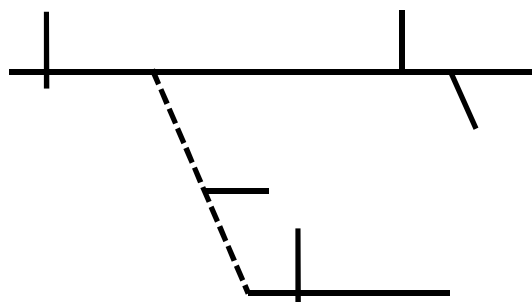
Writing Application _____

_____

Mechanics Dictation _____

_____

Grammar and Usage Dictation _____

_____

Spelling Patterns Test #24

Pronunciation Problems

1. e**t** cetera
2. mischie**vous**
3. suppos**ed**ly
4. jew**e**lry
5. pro**ba**bly
6. p**ot**able
7. fol**i**age
8. may**o**nnaise
9. suprem**a**cist
10. interpret
11. pron**u**nciation
12. min**i**ature
13. ord**i**nance
14. temper**a**ture
15. ast**er**isk
16. fed**er**al
17. re**lev**ant
18. h**ier**archy
19. maso**nr**y
20. gro**cer**ies

Spelling Sort Answers #24

Pronunciation Problems

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. e**t** cetera
2. mischie**vous**
3. suppos**ed**ly
4. jew**e**lry
5. pro**ba**bly
6. p**o**table
7. fol**i**age
8. may**o**nnaise
9. suprem**a**cist
10. interpret
11. pron**u**nciation
12. min**i**ature
13. ord**i**nance
14. temper**a**ture
15. ast**er**isk
16. fed**er**al
17. re**lev**ant
18. h**ier**archy
19. maso**nr**y
20. gro**cer**ies

Sound Substitution

e**t** cetera
suppos**ed**ly
p**o**table
interpret
pron**u**nciation
ast**er**isk
re**lev**ant
gro**cer**ies

Dropped Syllable

pro**ba**bly
fol**i**age
may**o**nnaise
suprem**a**cist
min**i**ature
ord**i**nance
temper**a**ture
fed**er**al
h**ier**archy

Added Vowel

mischievous
jewelry
masonry

Spelling Worksheet #24 Pronunciation Problems

Spelling Focus

If a word is pronounced incorrectly, there is a greater likelihood that it will also be spelled incorrectly. Because spelling applies the alphabetic code (phonics) to sounds, it is important to examine all letters in a word to read and spell correctly. Four common errors cause most mispronunciations. 1. One sound is substituted for another. 2. A consonant is dropped. 3. A consonant is added. 4. A vowel is added.

Spelling Sort

Sort each spelling word into the group that best matches.

SPELLING WORDS	Sound Substitution	Dropped Syllable
1. et cetera	_____	_____
2. mischievous	_____	_____
3. supposedly	_____	_____
4. jewelry	_____	_____
5. probably	_____	_____
6. potable	_____	_____
7. foliage	_____	_____
8. mayonnaise	_____	_____
9. supremacist		_____
10. interpret		
11. pronunciation		**Added Vowel**
12. miniature		
13. ordinance		_____
14. temperature		_____
15. asterisk		_____
16. federal		
17. relevant		
18. hierarchy		
19. masonry		
20. groceries		

Language Application #42

Lesson Focus

Our language application task is to revise a sentence with the **future progressive verb tense**. The **future progressive verb tense** is used to show an ongoing physical or mental action or state of being.

The future progressive verb tense connects *will be* or *shall be* to a present participle (a verb with an "__ing" ending). In traditional English *shall be* is used with the first person pronouns *I* or *we*. However, it is now acceptable to use either *will be* or *shall be* with the first person pronouns *I* or *we*.

Examples

Bob and Carla <u>will be helping</u> at the homeless shelter.
We <u>shall be listening</u> for the doorbell.

Revise this sentence by using the future progressive verb tense.

The husband and wife will plan their daughter's wedding.

Language Application Revision

The husband and wife will be planning their daughter's wedding.

Language Application Worksheet #42

Future Progressive Sentence Openers

Lesson Focus	**Key Idea(s)**
Our language application task is to revise a sentence with the **future progressive verb tense**. The **future progressive verb tense** is used to show an ongoing physical or mental action or state of being. The future progressive verb tense connects *will be* or *shall be* to a present participle (a verb with an "__ing" ending). In traditional English *shall be* is used with the first person pronouns *I* or *we*. However, it is now acceptable to use either *will be* or *shall be* with the first person pronouns *I* or *we*.	_____ _____ _____ _____ _____ _____ _____ _____

Examples

Bob and Carla <u>will be helping</u> at the homeless shelter.
We <u>shall be listening</u> for the doorbell.

Revise this sentence by using the progressive verb form sentence opener:

The husband and wife will plan their daughter's wedding.

Language Application Revision

_____

_____

Vocabulary Worksheet #45

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

Vocabulary Words   **Definitions**
con-tráct (v)   1. To get smaller or shorter.
cón-tract (n)   2. A legal verbal or written agreement.

Our business partners wanted to extend, not contract ___ the length of our manufacturing

contract ___, but we felt that was not in our company's best interests.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	sol		sun	_____
		arium	a place for	_____

solarium _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.

s o l a r i u m (   ) _____

_____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____   **Inflected Form** _____

Consonance (repetition of middle or final stressed consonant sounds)

Directions: Identify the words using consonance in the following sentence: I heard the patter of the otter's feet as it clattered over the rocks.

_____

Vocabulary Worksheet #46

Word Relationships: Lack of to Object

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words   **Definitions**
quarantine (n)   Isolation of the sick to prevent the spread of disease.
epidemic (n)   A widespread and contagious sickness or disease.

_____

_____

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words   **Definitions**
rejuvenate (v)   To make young again; to renew.
exhilarate (v)   To excite or thrill.

←———— _____ ———— enliven ———— excite ———— _____ ————→
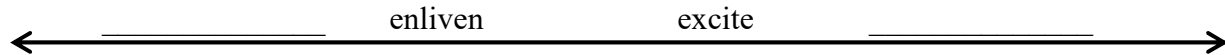
Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: principal (n) **Definition:** The amount of money lent to someone, not including interest.	**Similar to…**
Different than…	**Example, Characteristics, or Picture:**

Vocabulary Word: prior (adj) **Definition:** Completed or existing before something else.	**Similar to…**
Different than…	**Example, Characteristics, or Picture:**

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

___22. They _____ had never sailed a boat by _____.
    A. themself; them   B. themselves; themselves   C. theirselves; theirself
    D. them; theirself   E. theirselves; theirselves

___23. He stirred the sauce, and then let John taste _____.
    A. them   B. this   C. it
    D. these   E. that

___24. That movie _____we watched was entertaining.
    A. who   B. whose   C. it
    D. which   E. that

___25. _____who wants to try out for the team can do so, but not _____ is chosen.
    A. Anyone; everybody   B. Everyone; both   C. Someone; one
    D. Everyone; others   E. Others; neither

___26. _____of the candy is on the counter, though _____ is free.
    A. Some; fewer   B. Plenty; little   C. Many; nothing
    D. All; none   E. A large amount; few

___27. She should _____ for her school pictures.
    A. have smiled   B. is smiling   C. had smiled
    D. smiled   E. has smiled

___28. Jamie _____ three miles around the track for the fundraiser.
    A. walk   B. has walk   C. is walking
    D. walking   E. had walking

___29. Compared to her happy sister, she is _____.
    A. happier   B. most happy   C. happiest
    D. more happier   E. most happiest

___30. Of all the happy people, he was _____.
    A. happier   B. most happy   C. happiest
    D. more happier   E. most happiest

___31. Compared to last time, this work is definitely _____.
    A. most difficult   B. more difficulter   C. difficultest
    D. more difficult   E. difficulter

___32. He is the _____ student in his class.
    A. most intelligent   B. more intelligent   C. intelligentest
    D. more intelligent   E. intelligenter

___33. Dennis _____ ready and he _____ prepared well.
    A. seem; has   B. seems; have   C. seems; has
    D. seems; was   E. seem; is

___34. She _____ passed the test, but she didn't study.
    A. did have   B. could have   C. should of
    D. did might   E. would of

Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

53   **45 67 (needs both) 68**

1. a friend named **J**ohn said**,** **"**I am glad I don**'**t need any help on my homework**"**

46 (needs both)   54 (needs both) 69   **60**

2. that new student**,** paula**,** is from **S**outh **A**frica**;** she told me she had never seen the <u>star wars</u> movie in that country

47 (needs both)   **61**

3. she saw pictures of the costumes**,** robots**,** and ship models in the <u>newsweek</u> article
70 (needs both)   **55 (needs both)**
(the one that featured **S**pace **C**amp**)**

   48   **62 (needs both) 71**   **56**

4. yes**,** you should listen to that song called **"**the one monster**'**s howl**"** before **H**alloween

                72   **49**   **63**

5. bring both girls**'** best dresses to atlanta**,** georgia to see the play titled <u>fiddler on the roof</u>

   50   **73 64 (needs both sets)**   **57 (needs both)**

6. joe**,** please read these chapters**:** **"**knots**"** and **"**cooking**"** to prepare for the **B**oy **S**couts meeting tonight

   74   **51**   **65 (needs both)**

7. mr**.** wong put on his glasses**,** and then he read the magazine article titled **"**my dog spoke
58
English**"**

          52 (needs both greeting and closing)

8.   dear mary**,**   **75**   **66 (needs both)**
            what a complete surprise**!** no one had read the short story titled **"**yankees and
              59 (needs both)
         rebels**"** about the **C**ivil **W**ar
         yours truly**,**

         amy

Grammar, Usage, and Mechanics Worksheet #23

FOCUS   **Pronoun–Antecedents**

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.
  Example: When Bob asked for help, they did help.
  Problem–Who is *they*? Fix–When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.
  Example: In Twain's *The Celebrated Frog of Calaveras County*, he uses political humor.
  Problem–Who, or what, is *he*? Fix– In Twain's *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.
  Example: He made an egg, put the dog food in a bowl, and put this on his toast to eat.
  Problem–What is *this*? Fix–He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

___1. She ate a cookie and took an apple, and I want it back.

___2. Around Yolanda and her, she always acts strangely.

___3. There are lots of ribbons and bows. Do we need all of those?

___4. If they leave sooner than Don, he should phone his parents.

___5. The girls tried on hats and new shoes and asked the boys if they liked these.

WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

_____

_____

Grammar, Usage, and Mechanics Worksheet #70

FOCUS   **Parentheses / Dashes**

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas.

CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

Examples: Explanation   The colors (green and blue) seemed perfect.
                 Definition   The protocol–rules to be followed–was to save such tricks only for a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period outside of an ending parenthesis.

Example: Sentence   Their plan was incomplete (They really did not think it through.)

PRACTICE

Place parentheses in the appropriate places in the following sentences. Don't add in commas or dashes.

1. Jackie Smith 1845-1910 worked in the women's rights movement. You should read some of her descriptive letters the ones to Charlene.

2. That new Bed and Breakfast it was once a barn is a popular rental with out-of-town visitors.

3. The Nile River the longest river in the world flows 4,000 miles through Egypt and the Sudan.

4. The common daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet.

5. Thomas Jefferson the author of the Declaration of Independence seemed confused: he spoke out against the evils of slavery, but he himself owned slaves.

6. As you turn right, you will notice a large yellow house the one with a white picket fence and its remarkable front porch.

WRITE

Write your own sentence with parentheses.

Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	**Long /oo/**
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	**Short /oo/**
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	**/ow/ (cow)**
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	**/oi/**
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	**/aw/**
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	**r-controlled**
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	**Hard/Soft**
64.	strangely	Her cousin behaved very strangely.	strangely	**c and g**
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	**Soft y**
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	**Consonant**
68.	commitment	The coach questioned his commitment.	commitment	**Doubling**
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	**/j/**
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	**"ie"/"ei"**
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	**Plurals**
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	**Silent Letters**
80.	skating	I had my birthday party at the skating rink.	skating	**Drop/Keep**
81.	wisely	She wisely asked the teacher for help.	wisely	**Final e**
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	**/ch/**
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	**/k/**

Spelling Pattern Worksheet #96

Other Vowel Instead of Short Vowel-Consonant-le Spellings

FOCUS   In addition to the common *a*, *e*, *i*, *o*, and *u* vowels (and sometimes *y*), the *l* can also serve as a vowel. In the consonant-"l"-"e" suffix spelling pattern, the soft "uh" schwa sound slides into the /l/ to form an unaccented /*ul*/ sound. The /*ul*/ sound can be spelled as _ble, _cle, _dle, _fle, _gle, _ple, _sle, and _tle in both short vowel–consonant–le spellings (babble, meddle, little) and other vowel sound-consonant-le spellings (ladle, burgle, purple).

SORT   Write each word in the correct column.

| bugle | article | hassle | muscle | gentle | beetle |
| people | pimple | puddle | poodle | struggle | beagle |

Short Vowel-Consonant-le Spellings   **Other Vowel Sound-Consonant-le Spellings**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

JUMBLE   Write the word with other vowels instead of short vowels-consonant-le spelling found in each jumbled word.

esaemls   _____   oolden   _____

letit   _____   gelae*   _____

*Bonus

WRITE   Compose two sentences using your own two short vowel-consonant-le spelling words and two other vowel sound-consonant-le spelling words.

_____

_____

_____

_____ .

Language Worksheet #12

FOCUS — Revising Sentence Fragments

A sentence run-on has two independent clauses connected as if they were one sentence. An independent clause has a noun and a verb that tells a complete thought.

CONNECT TO WRITING

To change sentence run-ons into complete sentences, try these strategies:

- Separate the run-on into two or more sentences.
    Example: Luis told his brother he told his sister, too.   Run-On
                 Luis told his brother. He told his sister, too.   Complete
- Add a comma, then a conjunction, or a semicolon after the first independent clause.
    Example: I like her, she doesn't like me.   Run-On
                 I like her, but she doesn't like me.   Complete
                 I like her; she doesn't like me.
- Add a subordinating conjunction to one of the clauses.
    Example: Max was injured, he was still the best.   Run-On
                 Even though Max was injured, he was still the best.   Complete
- Change the second clause to a phrase starting with an __*ing* word.
    Example: They went to school, they looked for him.   Run-On
                 They went to school, looking for him.   Complete

PRACTICE

Change these sentence run-ons into complete sentences in the spaces provided.

Ms. Clements always prepared well for her lesson plans all her students learned well.

_____

Jonathan seemed selfish he never shared with the other children.

_____

WRITE

Use one of the strategies to change this sentence run-on into a complete sentence: Nicco enjoyed video games, he played only after completing his chores.

_____

_____

Word Making and Word Jumbles Spelling Pattern Words

Sound-Spellings	Unscrambled Words	Word Jumbles
Consonant Doubling		
	committee	moctmetei
	disappoint	aioitnpsdp
	beginning	nnngiibge
	Mississippi	ppssssiiiim
/j/ Sound		
"_dge"	badges	gsadeb
"_ge"	bandage	egndaba
"j_"	jackrabbit	abtibkacjr
"ge_"	generally	leryaleng
"gi_"	gigantic	tnciagig
"gy"	tragedy	gretayd
i* before *e		
"ie"	earpiece	ceipreae
"cei"	receiving	vgineicer
"ei" with /ā/	neighbors	osbhrieng
Hard /c/ and Soft /c/		
"ca"	catastrophe	rsatacohept
"co"	cooperate	epeartoco
"cu"	currently	tnylrurce
"ce"	recently	eecrtlyn
"ci"	cinnamon	mnonanic
"cy"	bicycles	cclyseib
Hard /g/ and Soft /g/		
"ga"	gasoline	sagonlei
"go"	government	ovgnremtne
"gu"	guarantee	aranugtne
"ge"	gesturing	egtsrunig
"gi"	gigantic	gginteai
"gy"	astrology	arsotlgyo

Prefix Syllable Division

1. antidote

2. community

3. engage

4. inactive

5. resurgence

6. emphatic

7. immobile

8. energetic

9. nonsense

10. superman

11. understand

12. illegal

13. irritant

14. definitely

15. foreword

16. middle

17. prescription

18. overview

19. unsanitary

20. semicircle

21. transport

22. cooperate

23. distinguish

24. prosper

25. convention

26. misleading

27. collects

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes. **Example:** <u>in</u> <u>ex</u> plicable

Prefix Syllable Division Worksheet

Directions: Print the Prefix Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ($^{/}$) above the primary vowel accent.

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.
Example: <u>in</u> <u>ex</u> plicable

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. _____ 14. _____ 15. _____

16. _____ 17. _____ 18. _____

19. _____ 20. _____ 21. _____

22. _____ 23. _____ 24. _____

25. _____ 26. _____ 27. _____

Prefix Syllable Division Answers

1. án/ti/dote	2. com/mún/i/ty	3. en/gáge
4. in/ác/tive	5. re/súr/gence	6. em/phát/ic
7. im/mó/bile	8. en/er/gét/ic	9. nón/sense
10. sú/per/man	11. un/der/stánd	12. il/lé/gal
13. ír/ri/tant	14. déf/i/nite/ly	15. fóre/word
16. míd/dle	17. pre/scríp/tion	18. ó/ver/view
19. un/sán/i/tar/y	20. sém/i/cir/cle	21. tráns/port
22. co/óp/er/ate	23. dis/tín/guish	24. prós/per
25. con/vén/tion	26. mis/léad/ing	27. col/lécts

Prefix Syllable Rule: *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes. **Example:** <u>in</u> <u>ex</u> plicable

Derivatives Worksheet

Directions: Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

Assigned Word

_____

Base Word

_____ (   )

Derivative

_____ (   )   **Part of Speech / Sentence**

_____

_____

Base Word Definition: _____

_____

Derivative

_____ (   )   **Part of Speech / Sentence**

_____

_____

Assigned Word

_____

Base Word

_____ (   )

Derivative

_____ (   )   **Part of Speech / Sentence**

_____

_____

Base Word Definition: _____

_____

Derivative

_____ (   )   **Part of Speech / Sentence**

_____

_____

Context Clues Strategies

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.
> *See how the word fits into the whole sentence.*

Pronounce the word out loud.
> *Sometimes hearing the word will give you a clue to meaning.*

Syllables–Examine each word part.
> *Word parts can be helpful clues to meaning.*

Before–Read the sentence before the unknown word.
> *The sentence before can hint at what the word means.*

After–Read the sentence after the unknown word.
> *The sentence after can define, explain, or provide an example of the word.*

Grammar–Determine the part of speech.
> *Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.*

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym–Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*
Example: The **wardrobe**, or closet, was filled with clothes.
Often a sentence will have two clauses with one clause listing the word and the other clause defining it.
Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym–Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*
Example: He signaled a **looey**, not a right turn.

Logic–Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*
Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example–Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*
Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.
Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.
Logic—Sometimes an unknown word is explained by the use of other words.
Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

The Laurho Dinner Party

Last **Ertoke** _____December_____, _____Synonym_____ just before Christmas, I had the

extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important

government dinner in a distant **laurho** _____ _____. What a party

it was with delicious **swenjusa** _____ _____ and festive drinks!

The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the

twenty-foot Christmas **terraza** _____ _____.

The dress was **yontuk** _____, _____ not formal, and the

ladies enjoyed wearing their floor-length **goreds** _____ _____.

After dinner a young **westy** _____, _____ Princess Styvault,

sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur

Pierrot, who tinkled the ivories on the **soto** _____ _____.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.
Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.
Logic—Sometimes an unknown word is explained by the use of other words.
Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

The Laurho Dinner Party

Last **Ertoke** _____December_____, _____Synonym_____ just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** _____country_____ _____Logic_____. What a party it was with delicious **swenjusa** _____food_____ _____Example_____ and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** _____tree_____ _____Example_____.

The dress was **yontuk** _____casual_____, _____Antonym_____ not formal, and the ladies enjoyed wearing their floor-length **goreds** _____gowns_____ _____Logic_____. After dinner a young **westy** _____woman_____, _____Synonym_____ Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** _____piano_____ _____Example_____.

Grammar, Usage, and Mechanics Test: Lessons 5−8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

_____1. Semicolon   A. she, they, who

_____2. Subject case pronouns   B. churches' windows

_____3. Singular possessive noun   C. thirty-five students

_____4. Object case pronouns   D. him, whom, them

_____5. Plural possessive proper nouns   E. Bob's running

_____6. Possessive pronouns   AB. Joins a string of phrases

_____7. Compound subject possessive   AC. his, its, their

_____8. Compound adjective   AD. Sue's and John's desks

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including two semicolons to join a string of long phrases. _____

_____

10. Write a sentence including a subject case pronoun. _____

_____

11. Write a sentence with a compound noun possessive. _____

_____

12. Write a sentence with a compound noun object. _____

_____

13. Write a sentence with a plural possessive proper noun. _____

_____

14. Write a sentence with two possessive pronouns: one before a noun and one without a noun.

_____

_____

15. Write a sentence with compound subjects possessing the same item. _____

_____

16. Revise this sentence in proper adjective order: Lucky that one student won the prize.

_____

Vocabulary Test: Lessons 5−8

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

_____17. address   A. Fear

_____18. phob   B. To present a formal speech to an audience

_____19. ia   C. Officially accepted or approved

_____20. interfere   D. Knowledge about how machines operate

_____21. persist   E. To be involved in other people's business without their consent

_____22. technology   AB. To continue at a difficult task

_____23. valid   AC. Relating to

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

_____24. moped   A. Word

_____25. verb   B. Someone on the other side of an issue or contest

_____26. ose   C. To have moved slowly and sadly with no real purpose

_____27. opponent   D. The opening to a new place

_____28. stubborn   E. Refusal to compromise or change one's opinion

_____29. volume   AB. The total amount of something that can be measured

_____30. access   AC. Characterized by

Sentence Application Directions: Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: "The apple does not fall far from the tree." _____

_____

32. Write a sentence showing the meaning of this simile: "free as a bird." _____

_____

33. Write a sentence showing the meaning of this word: "phobia." _____

_____

34. Write a sentence showing the meaning of this word: "verbose." _____

_____

Common Core Language Strand Grade 7 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Conventions of Standard English	**Grammar and Usage Standards**
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	LC/SW 14, 18, 20, 21, 23, 24, 35−37, 44, 50 LA/SW 20, 22−24, 26, 28, 30, 36, 46, 48, 50, 52, 53 GUM 15, 16
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	LC/SW 50 GUM 13−16
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	LC/SW 45−50 LA/SW 33
Conventions of Standard English	**Mechanics and Spelling Standards**
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).	LC/SW 28
b. Spell correctly.	LC/SW 1−64 SP/SW 1−32 SPW 1−72
Knowledge of Language	**Knowledge of Language Standards**
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	LC/SW 39, 40 LA/SW 7, 15, 23, 49, 54

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Common Core Language Strand Grade 7 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use Standards**
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	VW Even and Odd
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).	VW Odd
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	VW Odd
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	VW Odd
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	VW Odd
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	VW Even
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	VW Even
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	VW Even

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Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	LC/SW 15, 31, 45, 46 GUM 9−12, 21-23, 25−28		LW	
L.3.3a. Choose words and phrases for effect.	LC/SW 1, 2, 8-10, 18, 23, 44, 48, 49, 50		LA/SW Odd	VW Even AD
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	LC/SW 15, 19 GUM 17−20 LW		LW	
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).				VW Odd
L.4.3b. Choose punctuation for effect.		LC/SW 49, 50, 52 GUM 72		
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	LC/SW 47 GUM 33−38			
L.5.2a. Use punctuation to separate items in a series.[2]		LC/SW 4, 5, 10-15, 20, 26, 28 GUM 43, 45, 48, 66		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	LC/SW 25, 31, 32			
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LC/SW 27−29, 33			
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	LC/SW 52−56			

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Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		LC/SW 30, 51-53 GUM 67		
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[3]	LC/SW 20, 21, 23, 24, 34−37, 44, 48−51		LA/SW Even AA	
L.6.3b. Maintain consistency in style and tone.			LA/SW 11, 13, 27, 29, 39, 45, 47 LW AC	
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	LC/SW 42, 43		LA/SW 33, 35	
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			LA/SW Odd, 52, 54	VW Odd and Even

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