

TEACHING THE LANGUAGE STRAND



**TEACHER'S
GUIDE
GRADE 8**



**COMMON
CORE STATE
STANDARDS**



Teaching the Language Strand

Table of Contents

Sections	Pages
Introduction and Program Overview.....	1-3
Language 1.0, 2.0 Conventions of Standard English	
Language Conventions	
<i>Direct Instruction: Mechanics, Spelling, Grammar and Usage</i>	
Mechanics, Spelling, Grammar and Usage Openers.....	4-351
Scripted 20-minute Lessons with Interactive Practice, Simple Sentence Diagrams, Mentor Texts, Writing Applications, and Sentence Dictations	
<i>Individualized Instruction: Mechanics, Grammar and Usage</i>	
Diagnostic Grammar, Usage, and Mechanics Assessments.....	352-364
Directions, Answers, and Assessment Mastery Matrix	
GUM Worksheets (Remedial Grammar and Usage)	365-416
Definitions (Rules), Examples, Writing Hints, Practice, Formative Assessments, and Answers	
GUM Worksheets (Remedial Mechanics).....	417-452
Skills, Examples, Writing Hints, Practice, Formative Assessments, and Answers	
Language 2.0 Conventions of Standard English	
Spelling Patterns	
<i>Direct Instruction: Spelling</i>	
Comprehensive Grade-level Spelling Patterns Program.....	453-524
Weekly Spelling Pattern Tests, Personal Spelling Lists, Spelling Sort Worksheets and Answers, Formative and Summative Assessments	
<i>Individualized Instruction: Spelling</i>	
Diagnostic Spelling Assessment.....	525-532
Directions, Answers, and Assessment Mastery Matrix	
Remedial Spelling Pattern Worksheets.....	533-624
Sound-Spelling Focus/Examples, Spelling Sorts, Word Jumbles, Rhyme or Search, Writing Application, Sentence Dictations Formative Assessments	

Table of Contents (continued)

Language 3.0 Knowledge of Language

Direct Instruction: Language Application

Language Application Openers.....	625-681
Using Language and its Conventions in Reading, Writing, Listening and Speaking Word Choice and Word Order for Precision and Effect, Sentence Structure, Patterns, and Variety, Sentence Expansion, Combination, and Reduction, Writing Style, Voice, Mood, Point of View, Rhetorical Stance: Informal and Formal Language, Standard and Non-standard Language, and Language Variety, Context, and Form	

Individualized Instruction: Language Application

Remedial Language Worksheets.....	682-706
Subjects and Predicates, Fragments and Run-ons, Sentence Structure, Sentence Variety, Coherence, Unity, Form, Parallelism	

Appendices

A. Language 1.0, 2.0 Grammar, Usage, and Mechanics Resources.....	707-718
Parts of Speech, Irregular Verbs, Grammatical Sentence Openers, Mechanics Rules	
B. Language 2.0 Spelling Resources.....	719-755
Spelling Proofreading Strategies, Supplemental Word Lists, Spelling Pattern Review Games, Syllable and Accent Rules, Syllable Worksheets	
C. Language 3.0 Resources.....	756-820
Rhetorical Stance Worksheets	
D. Language 4.0, 5.0, 6.0 Vocabulary Resources.....	821-839
Word Lists, Context Clues Practice, Vocabulary Games, Vocabulary Teaching Resources	
E. The Pennington Manual of Style Essay e-Comments, Quick Reference Guide, and Download.....	840-905
F. Instructional Scope and Sequence and Standards Alignment.....	906-919

TLS Language Conventions #5

Mechanics Lesson

“Today we are studying how to use **semicolons**. To use semicolons properly, we have to understand the parts of a sentence. For example, remember that an independent clause is part of a sentence that has a noun and verb expressing a complete thought, while a dependent clause has a noun and verb, but does not express a complete thought. A dependent clause connected to two joined independent clauses forms a compound-complex sentence. Now let’s read the mechanics lesson together.”

“A semicolon (;) is used to join closely related independent clauses instead of using a comma-conjunction. Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence. Now let’s read the practice sentence together and identify what is right and what is wrong according to the rule. Write down a few examples to help you remember the rule.”

Mechanics Practice Answers: Anna studied hard for her exam; Bob didn’t study at all.

Spelling Lesson

“Today we are studying how to apply the **plurals** spelling rule. Remember that a noun is a person, place, thing, or idea and can be singular or plural. Now let’s read the spelling lesson together.”

“Most nouns form plurals by adding an ‘s’ to the end of the word. If there is a noun with a consonant then an ending ‘o’ or ‘y,’ add ‘es’ onto the end to form the plural. To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add ‘es’ to the end of the noun. To form a plural after a noun ending in /f/, change the ‘f’ to ‘v’ and add ‘es.’ Now let’s read the practice sentence together and identify what is right and what is wrong according to the rule. Write down a few examples to help you remember the rule.”

Spelling Practice Answers: We, ourselves, destroyed the remains of the old chimneys and the decorative garden arches with our pickaxes and hammers.

TLS Language Conventions #5

Grammar and Usage Lesson

“Today we are studying **possessive pronouns**. Remember that a pronoun takes the place of a noun. A pronoun may also modify a noun. Now let’s read the grammar and usage lesson together.”

“Possessive pronouns show ownership and may be used before a noun or without a noun.”

“Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun. For example, Our house is nice, not Our house are nice.”

“Without a noun—*mine, yours, his, hers, ours, yours, theirs*

When a possessive pronoun is used without a noun, the connected verb must match the noun which the pronoun represents. For example, to represent a singular noun: Ours is nice. To represent a plural noun: Ours are nice.”

“Never use the possessive pronouns with the self or selves as the second syllable, such as *hissself* or *theirselves*.”

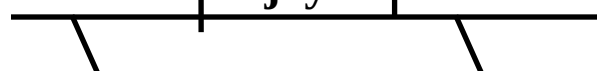
“Now let’s read the practice sentence together and identify what is right and what is wrong according to the rule. Write down a few examples to help you remember the two uses of the possessive pronoun.”

Grammar and Usage Practice Answers: We bought two baskets. Her basket was filled with his roses. Theirs was filled with daisies.

Sentence Diagram Lesson

“A possessive pronoun is placed below the noun it modifies in sentence diagrams. Now let’s add these pronouns to the sentence diagram: ‘our’ and ‘their.’”

children | enjoyed | vacation



Sentence Diagram Answers: “Now compare your answers to the sentence diagram on the display. Use a different color pen or pencil to mark a check mark ✓ above each correctly placed answer and revise any of your mistakes. Make sure to ask questions about anything you don’t understand.”

TLS Language Conventions #5

Mentor Text Lesson

“This mentor text, written by Friedrich Nietzsche (an influential German philosopher), uses the possessive pronoun to stress ownership. Let’s read it carefully: ‘We are always in our own company.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and compose a sentence with a possessive pronoun. [Allow a brief time for composition.] Does anyone have an exceptional sentence to share? [Have students share a few and then write down one exemplary sentence on the display.]”

Mechanics Dictation

“Apply the mechanics lesson to write this sentence correctly: ‘The child ate his vegetables; the father did not.’”

Spelling Dictation

“Apply the spelling lesson to write this sentence correctly: ‘Both of their grandfathers were crew bosses down at the wharves.’”

Grammar and Usage Dictation

“Revise this sentence to include appropriate possessive pronouns: ‘We must have eaten a dozen tacos. Hissself ate his tacos with salsa. Ours has none.’”

Dictation Corrections

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to mark a check mark ✓ above each correct answer or revision. Make editing marks and revise any of your mistakes. Make sure to ask questions about anything you don’t understand.”

“Total your check marks ✓ for today’s lesson and record in your TLS Workbook. I will award additional points for your editing marks and corrections when I collect your workbooks.”

TLS Language Conventions #5

Mechanics

A semicolon (;) is used to join closely related independent clauses instead of using a comma-conjunction. Use the semicolon between two sentences joined by a coordinating conjunction when one or more commas appear in the first sentence.

Practice

Anna studied hard for her exam, Bob didn't study at all.

Examples _____

Spelling

Most nouns form plurals by adding an "s" to the end of the word. If there is a noun with a consonant then an ending "o" or "y," add "es" onto the end to form the plural. To form a plural after a noun ending in /x/, /ch/, /sh/, and /z/, add "es" to the end of the noun. To form a plural after a noun ending in /f/, change the "f" to "v" and add "es."

Practice

We, ourselves, destroyed the remains of the old chimneys and the decorative garden arches with our pickaxes and hammeres.

Examples _____

TLS Language Conventions #5

Grammar and Usage

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—*my, your, his, her, its, our, your, their*

When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun. For example, Our house is nice, not Our house are nice.

Without a noun—*mine, yours, his, hers, ours, yours, theirs*

When a possessive pronoun is used without a noun, the connected verb must match the noun which the pronoun represents. For example, to represent a singular noun: Ours is nice. To represent a plural noun: Ours are nice.

Never use the possessive pronouns with the self or selves as the second syllable, such as *hissself* or *theirselves*.

Practice

Ourselves bought two baskets. Her basket was filled with his roses. Theirs were filled with daisies.

Examples _____

TLS Language Conventions #5

Sentence Diagram Answers

children | enjoyed | vacation
 \ Our \ their

Mentor Text

“We are always in our own company.”

Friedrich Nietzsche (1844 - 1900)

Writing Application Lesson

Mechanics Dictation

The child ate his vegetables; the father did not.

Spelling Dictation

Both of their grandfathers were crew bosses down at the wharves.

Grammar and Usage Dictation

We must have eaten a dozen tacos. He ate his tacos with salsa.
Ours had none.

TLS Diagnostic Grammar and Usage Assessment

Directions: Place the letter that best matches in the space to the left of the number.

- ___ 21. The students who got into trouble are _____.
A. them B. me and she C. I and he D. they E. those
- ___ 22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it D. he E. us
- ___ 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. this B. those C. it D. which E. that
- ___ 25. She should _____ whenever she has her picture taken.
A. smile B. have smiling C. have had smiled D. smiled E. have smiled
- ___ 26. Ismelda _____ three miles to her school today.
A. had been walking B. has walking C. is walking D. will walked E. walk
- ___ 27. John and Jean _____ their father on his lunch hour.
A. visits B. been visiting C. were visited D. have been visited E. visited
- ___ 28. Both Annie and Debra _____ their opponents.
A. has defeated B. had defeated C. had been defeated D. defeats E. had defeating
- ___ 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 _____ of the students in his class.
A. most intelligent B. more intelligent C. intelligentest D. more intelligent
E. intelligenter
- ___ 33. Please _____ as much as possible.
A. will have been studied B. will study C. study D. are studied E. studied
- ___ 34. Yesterday, she must _____ more than he did.
A. will have been studying B. had studied C. study D. were studied E. have studied
- ___ 35. After she planned for two hours, she then _____ even harder.
A. studied B. will study C. study D. had studied E. have studied
- ___ 36. I _____ for two hours when she called.
A. will have been studying B. will study C. study D. had studied E. studied
- ___ 37. We _____ more later this afternoon.
A. will have been studying B. will study C. study D. are studied E. have studied
- ___ 38. By the time the clock strikes three, we _____ for four long hours.
A. will have been studying B. will study C. study D. are studied E. have studied
- ___ 39. If he _____, he might have a better chance at passing the test.
A. will have been studying B. will be studying C. study D. are studied
E. were studying
- ___ 40. The chapter notes _____ by the whole class.
A. will have been studying B. will study C. have studied D. are studied

TLS GUM Worksheet #22 Object Case Pronouns

Definition: Pronouns are in the object case when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

Singular—*me, you, him, her, it* Plural—*us, you, them*

Writing Hints

Pronouns take the object case in four grammatical forms:

- if the pronoun is the direct object. The direct object receives the action of the verb.
Example: The challenge excited *him*.
if the direct object is described by an appositive phrase (a phrase that identifies or explains another noun or pronoun placed next to it).
Example: The teacher yelled at two students, Rachel and *me*.
- if the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
Example: Robert gave *him* a king-size candy bar.
- if the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.
Example: The fly buzzed around *her* and past *them* by *me*.
- if the pronoun is connected to an infinitive. An infinitive has a *to* + the base form of a verb.
Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are always placed last when combined with other nouns or pronouns.
Example: She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

Practice

Identify which grammatical form the objective case pronouns take in the following sentences.

Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them ____ after him _____. He had wanted to tell us ____ first, but when came to see me _____, I said, “You should tell him ____ the news before me _____. He had not given it ____ much thought.

Formative Assessment

Compose your own sentence with an object case pronoun serving as an indirect object.

TLS Spelling Patterns Test #1

Consonant Doubling

1. baggage
2. entered
3. passionless
4. concealment
5. evergreen
6. acquitted
7. inverted
8. bewitched
9. straightedge
10. unfairness
11. commonly
12. drummer
13. dropout
14. enabling
15. galloped
16. prediction
17. pampered
18. dumbwaiter
19. soberest
20. omitted

TLS Spelling Sort Answers #1

Consonant Doubling

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

SPELLING WORDS

1. baggage
2. entered
3. passionless
4. concealment
5. evergreen
6. acquitted
7. inverted
8. bewitched
9. straightedge
10. unfairness
11. commonly
12. drummer
13. dropout
14. enabling
15. galloped
16. prediction
17. pampered
18. dumbwaiter
19. soberest
20. omitted

Double the
Consonant

bag**g**age
acqu**it**ted
drum**mm**er
om**it**ted

Suffix Begins with
Consonant

passion**l**ess
conceal**m**ent
unfair**n**ess
commo**n**ly

Accent Not on Ending
Base Word or
Incomplete Root

é**n**tered
gá**l**loped
pá**m**pered
só**l**berest

No Vowel-Consonant
at End of Root

inver**t**ed
bewi**t**ched
enab**l**ing
predi**c**tion

Compound Words

evergreen
dropout
dumbwaiter
straightedge

SPELLING TIPS

Syllable Rule

Usually divide
syllables between
double consonants.

Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long <i>i</i> Sound Vowels	<i>aw</i> Sound Vowels
1. u	31. i	52. aw
2. o	32. _igh	53. au
3. i	33. _y	54. al
4. e	34. _ie	55. all
5. a		
6. ea		
	Long <i>o</i> Sound Vowels	<i>r</i> -controlled Vowels
Silent Final <i>e</i>	35. o	56. ur
	36. _oe	57. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
10. o_e	Long <i>u</i> Sound Vowels	
11. u_e		Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	39. u	
13. _le	40. _ew	
14. _ve	41. _ue	61. Hard <i>c</i>
15. Long <i>e</i> i_e		62. Soft <i>c</i>
	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
Consonant Digraph Sounds		64. Soft <i>g</i>
16. sh	42. oo	
17. ch and _tch	43. _ue	
18. th	44. u	
19. wh_	45. _ew	
20. ph		
	<i>oo</i> Sound as in <i>woodpecker</i>	
Long <i>a</i> Sound Vowels	46. oo	
	47. _u_	
21. a		
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_		
24. ei	48. _ow	
	49. ou_	
Long <i>e</i> Sound Vowels	<i>oi</i> Sound	
25. e		
26. _ee	50. oi_	
27. [c]ei	51. _oy	
28. _y		
29. ea		
30. i-Vowel		

Teacher Resource Page: *r*-controlled Vowel Sounds

***r*-controlled Vowel Sound-Spelling Pattern**

Example Words “ur”

curb-surfing-turned-curtain-burst-burned-turning-church-
curls-lurking

Formative Dictations Assessment

The sturdy nurse with the purple purse stepped off the curb into the dirty street on her birthday.

***r*-controlled Vowel Sound-Spelling Pattern**

Example Words “er”

alert-clerk-perfect-certain-herself -jerk-clerk-germ-
stern-percent

Formative Dictations Assessment

One winter day, the clerk sat at home, perfectly alert watching herself in a mirror.

***r*-controlled Vowel Sound-Spelling Pattern**

Example Words “ir”

first-shirt-squirt-thirsty-girls-dirty-birthday-firm-third-twirl

Formative Dictations Assessment

First, did you know that the girls got their shirts dirty at her birthday party?

TLS Spelling Pattern Worksheet #56

r-controlled “ur”

FOCUS The *er* sound heard in *ermine* can be spelled “ur” as in *fur*.

SORT Write each word in the correct column.

burn
perspire
squirm

barbed
church

surfer
thirst

stork
certainly

burst
churned

curls

er Sound “ur” Spellings

Other “er” Spellings

RHYME Write a rhyme with the *r*-controlled “ur” spelling for each of these words.

urn _____ furl _____

spurt _____ curse _____

JUMBLE Write the word with the *r*-controlled “ur” spelling found in each jumbled word.

rdremu _____ surbda _____

rntu _____ lurehr _____

WRITE Use three words that have the *r*-controlled “ur” spelling in one long sentence.

TLS Language Application #10

Lesson Focus

Our language application task is to start a sentence with an **adverb**. An **adverb** changes the meaning of a verb, an adjective, or another adverb. Adverbs answer these questions: How? When? Where? or What Degree? Many adverbs end in “ly.” Usually place a comma after an adverb sentence opener if the adverb is emphasized.

Examples

- *How?*

Carefully, she moved into position.

- *When?*

Tomorrow she will learn the truth about what happened.

- *Where?*

Everywhere, the flowers were in full bloom.

- *What Degree?*

Completely, he and she agreed.

Revise this sentence by using an adverb sentence opener:

She was quick to finish her homework.

Language Application Revision

Quickly, she finished (finishes) her homework.

Definition: A sentence fragment is only part of a complete sentence. It does not express a complete thought. The fragment may be a dependent (subordinate) clause (a subject and a verb that does not express a complete thought), a phrase (a group of related words with no subject and verb), or a list of related words.

Writing Hints

To change sentence fragments into complete sentences, try the following:

- Connect the fragment to the sentence before or after the fragment.

Example:	Because of the ice. The roads were a slippery hazard.	Fragment
	The roads were a slippery hazard because of the ice.	Complete
- Change the fragment into a complete thought.

Example:	Mainly, the passage of time.	Fragment
	Mainly, she felt the passage of time.	Complete
- Remove Transitions (subordinating conjunctions).

Example:	Although she found out where the boys were.	Fragment
	She found out where the boys were.	Complete

Remember: A complete sentence—

1. tells a complete thought.
2. has both a subject and a predicate.
3. has the voice drop down at the end of a statement and the voice go up at the end of a question.

Practice

Directions: Change the following sentence fragments into complete thoughts in the space provided below. Underline the subject and circle the predicate for each sentence that you write. Finally, read each of your sentences out loud to make sure that your voice drops down at the end of each sentence.

Running down the hill to my friend.

When the class goes to lunch after the bell and the students walk to the gym.

Because the playground seems wet with ice.

Mrs. Gonzales, the wonderful principal of our school and friend to all students.

TLS Accent Shift Syllable Worksheet

Directions: Read the syllable rule. Carefully divide the words into syllables with slash (/) marks. Then write the accent mark (') above the primary vowel accent.

Teaching Hint: Accent placements sometimes change between related words. All words have one syllable that has a primary accent on its vowel sound.

moment	recede	allergic
momentous	recession	conserve
abstraction	democrat	conservation
abstract	democracy	magnet
biological	injury	magnetic
biology	injurious	photograph
politics	electric	photography
political	electricity	tranquil
politician	allergy	tranquility



TLS Rhetorical Stance Quick Writes #25

Voice: Surprise and/or shock

Audience: A police officer

Purpose: Describe how you were a crime victim.

Form: Police report

Writing Application

[illegible]

Greek and Latin Prefixes, Roots, and Suffixes

Prefixes of negation

anti	against	antidote	_____	_____
im	not	impossible	_____	_____
of	against	offense	_____	_____
op	against	oppose	_____	_____
ult	beyond	ultimate	_____	_____

of position

acro	high	acrobat	_____	_____
alle	other	parallel	_____	_____
as	toward	aspect	_____	_____
cata	down	catacomb	_____	_____
infra	beneath	infrared	_____	_____
retro	backward	retrospect	_____	_____
se	apart	separate	_____	_____

of size or number

cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

Semantic Spectrums

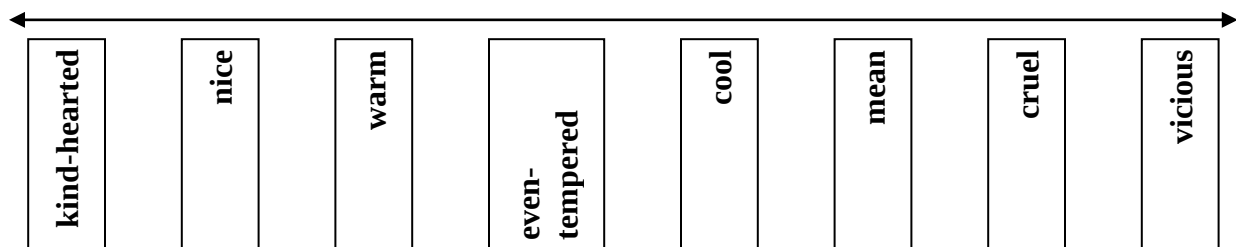
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

Directions: Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

Model



Example: Vocabulary Word *vicious*



Practice

Vocabulary Word _____



Essay Organization and Development: Introduction, Body, and Conclusion (e1—e49)

Introduction Paragraphs	838-839
Body Paragraphs: Argument, Analysis, Evidence	840-842
Conclusion Paragraphs	843

Coherence, Word Choice, Sentence Variety, and Writing Style (e50—e101)

Coherence	843-844
Word Choice	844-845
Sentence Variety	845
Writing Style	845-848

Format and Citations (e102—e135)

848-850

Parts of Speech, Grammatical Forms, Usage (e136—e267)

Nouns	851
Pronouns	852-855
Adjectives	855-857
Verbs	857-861
Adverbs	861-862
Modifiers	863
Prepositions	864
Conjunctions	864

Sentence Structure and Types of Sentences (e268—e293)

Subjects and Predicates	865-866
Types of Sentences	866-867

Mechanics (e294—e402)

Commas	868-870
Capitalization	870-872
Quotation Marks, Italicizing, Underlining	873-875
Additional Punctuation	876-878

Conventional Spelling Rules (e403—e438)

879-882

Quick Reference Guide (e403—e438)

883-899

Essay Organization and Development: Introduction, Body, and Conclusion

Introduction Paragraphs

e1 Needs Another Introduction Strategy Use at least two introduction strategies. Add a Definition, Question to be Answered, Reference to Something Known in Common, Quote from an Authority, Preview of Topic Sentences, Startling Statement, Background, or Controversial Statement. **DQ RAPS BC**

e2 Needs a Different Introduction Strategy Use a variety of introduction strategies. Add a Definition, Question to be Answered, Reference to Something Known in Common, Quote from an Authority, Preview of Topic Sentences, Startling Statement, Background, or Controversial Statement. **DQ RAPS BC**

e3 Introducing Evidence Don't introduce evidence in an introduction. You may preview your topic sentences, but don't include Fact, Example, Statistic, Comparison, Quote from an Authority, Logic, Experience, or Counter-Argument/Refutation. Save evidence for the body paragraphs. **FE SCALE CR**

e4 Introduction Uses Narrative Genre An essay introduction doesn't use a *hook* or *lead*, as does a narrative introduction. An essay introduction builds reader interest and understanding of the thesis statement, but keeps a formal essay tone. So, avoid "It was a dark and stormy night."

e5 Thesis Statement In an essay that requires the writer to inform the reader, the thesis statement should state your specific purpose for writing. The thesis statement serves as the controlling idea throughout the essay.

e6 Thesis Statement In an essay that requires the writer to convince the reader, the thesis statement should state your point of view. The thesis statement serves as the argument or claim to be proved throughout the essay.

e7 Thesis Statement does not respond to writing prompt. Re-read the writing prompt and dissect according to the WHO (the audience and role of the writer), the WHAT (the context of the writing topic), the HOW (the resource text title and author), and the DO (the key writing direction word).

e8 Thesis Statement does not state the purpose of the essay. Dissect the writing prompt, focusing on the WHAT (the context of the writing topic), the HOW (the resource text title and author), and the DO (the key writing direction word) to specifically state the purpose of your essay.

e9 Thesis Statement does not state the point of view of the essay. Dissect the writing prompt, focusing on to the WHO (the audience and role of the writer), the HOW (the resource text title and author), and the DO (the key writing direction word) to clearly state your specific point of view.

TLS Eighth 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 and Common Nouns	Periods in Latin Expressions	Consonant Doubling	Delete the “Here” and “There” Expletives	Multiple Meaning Words, Greek and Latin Morphemes, Puns
2	Personal Pronouns	Periods in Names, Abbreviations, and Acronyms	Consonant Doubling	Noun Sentence Openers	Word Relationships, Connotations, Academic Language
3	Subject (Nominative) Case Pronouns	Periods in Indirect Questions and Intentional Fragments	<i>i before e</i>	Delete the “It” Expletives	Multiple Meaning Words, Greek and Latin Morphemes, Puns
4	Object Case Pronouns	Periods in Decimal Outlines	<i>i before e</i>	Pronoun Sentence Openers	Word Relationships, Connotations, Academic Language
5	Possessive Pronouns	Semicolons with Conjunctions	Plurals	Delete Circumlocutions	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Adjectives	Apostrophes for Singular Possessive Nouns	Plurals	Adjective Sentence Openers	Word Relationships, Connotations, Academic Language

TLS Grammar and Usage Mastery Matrix

Directions: Record any un-mastered grammar skills with a / in the appropriate column for each student.

Assessment Categories → **Pronouns** **Subject-Verb Agreement** **Comparative Modifiers** **Verb Tense/Mood/Voice**

TGM Worksheet #'s →	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Teacher _____	Subject (Nominative) Case	Object Case	Pronoun-Antecedents	Pronoun Pests	Pronoun-Base Form Verb Agreement	Pronoun-Present Participle Agreement	Pronoun-Past Tense Verb Agreement	Pronoun-Past Participle Agreement	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Present Tense Verbs	Present Perfect Tense Verbs	Past Tense Verbs	Past Perfect Tense Verbs	Future Tense Verbs	Future Perfect Verbs	Mood	Voice
Class _____																				
Student Names																				
Totals →																				

Diagnostic Spelling Assessment Mastery Matrix

Directions: Record any un-mastered spelling patterns with a / in the appropriate column for each student.

Sound-Spellings:

Long *a* Sound

Long e Sound

Long *i* Sound

Long o Sound

Long u Sound

[illegible]