## TH.SCSS L. 1 Grammar and Usage Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | Proper nouns | Proper nouns | Proper Nouns | Proper Nouns | Proper Nouns and <br> Common Nouns |
| 2 | Common nouns | Common nouns | Common Nouns | Common Nouns | Personal Pronouns |
| 3 | Plural Nouns and <br> Irregular Plurals | Plural Nouns and <br> Irregular Plurals | Collective <br> Nouns | Collective <br> Nouns | Subject <br> (Nominative) <br> Case Pronouns |
| 4 | Collective Nouns | Collective and <br> Possessive Nouns | Personal Pronouns | Personal Pronouns | Object Case <br> Pronouns |
| 5 | Possessive Nouns | Personal Pronouns | Subject <br> (Nominative) <br> Case Pronouns | Subject <br> (Nominative) <br> Case Pronouns | Possessive <br> Pronouns |
| 7 | Personal Pronouns | Possessive Case <br> Pronouns | Object Case <br> Pronouns | Object Case <br> Pronouns | Adjectives |
| 8 | Reflexive <br> Pronouns | Possessive Case <br> Prononse | Possessive Case <br> Pronouns | Verbs <br> Pronsect-verb <br> Agreement |  |
| 9 | Indefinite <br> Pronouns | Indensive <br> Pronouns | Adjectives | Adjectives | Adverbs |
| 10 | PPronoun | Antecedents | *Pronoun <br> Antecedents | Demonstrative <br> Adjectives | Adverbs |

Boldface denotes Introductory Standard for grade level.

* Denotes Progressive Language Skill.


## F■. CCSS L. 1 Grammar and Usage Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 19 | Future tense verbs | Verb Tense and Sequence | *Fragments and Complete Sentences | *Fragments, Interjections, and Run-ons | *Noun Phrases |
| 20 | Helping verbs | Verb Tense and State of Being | *Run-ons and Complete Sentences | Simple, <br> Compound, and Complex Sentences | *Noun Clauses |
| 21 | Linking verbs | Verb Tense and Condition | Sentence Forms simple, compound, complex | Compoundcomplex <br> Sentences | Gerunds |
| 22 | Indicative Modals | Irregular past tense verbs | Types of Sentences | Types of Sentences | Gerund Phrases |
| 23 | Imperative Modals | *Shifts in Verb Tense | *Noun Phrases | *Noun Phrases | Reflexive, Intensive, and Reciprocal Pronouns |
| 24 | Conditional Modals | *Singular subjectverb agreement | Indefinite Pronouns | *Noun Clauses | Indefinite Pronouns |
| 25 | Past progressive form | *Plural subjectverb agreement | Interrogative Pronouns | Indefinite <br> Pronouns | *Pronoun Antecedents |
| 26 | Present progressive form | Helping verbs | Reciprocal Pronouns | Interrogative Pronouns | *Pronoun Number and Person Shifts |
| 27 | Future progressive form | Linking verbs | Demonstrative Pronouns | Demonstrative Pronouns | *Vague Pronoun <br> References and <br> Demonstrative <br> Pronouns |
| 28 | Adverbs | Modals | Reflexive Pronouns | Reflexive Pronouns | Non-restrictive <br> *Adjective <br> Clauses and <br> Relative Pronouns |
| 29 | Coordinating Conjunctions | Past progressive form | Intensive Pronouns | Intensive Pronouns | Restrictive *Adjective Clauses and Relative Pronouns |
| 30 | Locational prepositional phrases | Present progressive form | *Pronoun Antecedents | Reciprocal Pronouns | Predicate <br> Adjectives and <br> *Adjectival <br> Phrases |
| 31 | Time prepositional phrases | Future progressive form | *Pronoun Number and Person Shifts | *Pronoun Antecedents | Past Participles |
| 32 | Relational prepositional phrases | Past Perfect Verb Forms | *Vague Pronoun References | *Pronoun Number and Person Shifts | Past Participial Phrases |

Boldface denotes Introductory Standard for grade level.

* Denotes Progressive Language Skill.


## Tns CCSS L. 1 Grammar and Usage Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 33 | Simple subject | Present Perfect <br> Verb Forms | *Adjectival <br> Phrases | *Vague Pronoun <br> References | Present <br> Participles |
| 34 | Complete subject | Future Perfect <br> Verb Forms | *Adjectival <br> Clauses and <br> Relative <br> Pronouns | Non-restrictive <br> Clauses and <br> Relative <br> Pronouns | Present <br> Participial <br> Phrases |
| 35 | Simple predicate | How? Adverbs | Short <br> Comparative <br> Modifiers | Restrictive <br> Clauses | Comparative <br> Modifiers |
| 36 | Complete <br> predicate/ <br> Complements | When? Adverbs | Long <br> Comparative <br> Modifiers | *Adjectival <br> Clauses and <br> Relative <br> Pronouns | Superlative <br> Modifiers |
| 37 | Direct objects | Where? Adverbs | Short <br> Superlative <br> Modifiers | Predicate <br> Adjectives and <br> *Adjectival <br> Phrases | *Misplaced |
| 38 | *Complete <br> sentences | What Degree? <br> Adverbs | Long Superlative <br> Modifiers | Short <br> Comparative <br> Modifiers | Modifiers |

Boldface denotes Introductory Standard for grade level.

* Denotes Progressive Language Skill.


## TE.S CCSS L.1. Grammar and Usage Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 47 | Compound sentences | Which with Nonrestrictive/ Parenthetical Clauses | *Non-standard English Negation | *Shifts in Verb Tense | Interrogative Mood |
| 48 | Independent clauses | That with Restrictive/ Parenthetical Clauses | *Non-standard English for the Continuous "to be" and "do or don't be" | Progressive Verb Tense | Conditional Mood |
| 49 | Relative pronoun phrases | Subjects | *Non-standard English Was and Were-Leveling | Perfect Verb <br> Tense | Subjunctive Mood |
| 50 | Relative adverb phrases | Predicates | *Non-standard English Pronoun Usage | *Adverbial Clauses | Verb Voice and Mood Shifts |
| 51 | Dependent clauses | Direct Objects | *Non-standard <br> English Third <br> Person Subject- <br> Verb Agreement | Adverb Order | Subordinating Conjunctions and *Adverbial Clauses |
| 52 | Complex sentences | *Complete sentences | *Non-standard English Deletions | *Non-standard English Deletions | Relative Adverbs and *Adverbial Clauses |
| 53 | Short <br> Comparative <br> Modifiers | *Fragments and Interjections | *Non-standard English Substitutions and Additions | *Non-standard English Additions | Adverb Order |
| 54 | Long <br> Comparative <br> Modifiers | *Run-ons | *Non-standard <br> English <br> Substitutions of <br> the Past <br> Participle Verb <br> Form | *Non-standard <br> English <br> Substitutions | *Non-standard <br> English <br> Deletions |
| 55 | Short Superlative Modifiers | Sentence Forms simple, complex | *Non-standard <br> English Misuse of the Past Progressive Verb Tense | *Non-standard <br> English <br> Commonly <br> Misused Words | *Non-standard <br> English <br> Additions |
| 56 | Long Superlative Modifiers | Types of Sentences | *Non-standard <br> English <br> Commonly <br> Misused Words | *Non-standard <br> English <br> Commonly <br> Misused Words | *Non-standard <br> English <br> Substitutions |

Boldface denotes Introductory Standard for grade level.

* Denotes Progressive Language Skill.


## TLS ccss L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Periods in Proper Noun Titles | Periods in Proper Noun Titles | Periods in Proper Noun Titles | Periods in Time | Periods in Latin Expressions |
| 2 | Periods to End Statements and Commands | Periods in Names, Abbreviations, and Acronyms | Periods in Names, Abbreviations, and Acronyms | Periods in Names, Abbreviations, and Acronyms | Periods in Names, Abbreviations, and Acronyms |
| 3 | Periods for Abbreviations | Periods in Indirect Questions | Periods in Indirect <br> Questions and <br> Intentional <br> Fragments | Periods in Indirect <br> Questions and <br> Intentional <br> Fragments | Periods in Indirect <br> Questions and <br> Intentional <br> Fragments |
| 4 | Periods for Acronyms | Periods in <br> Alphanumeric Outlines | Periods in Alphanumeric Outlines | Periods in <br> Alphanumeric <br> Outlines | Periods in Decimal Outlines |
| 5 | Periods in Roman Numeral Outlines | Semicolons in Compound <br> Sentences | Semicolons in Compound Sentences | Semicolons with Phrases | Semicolons with Conjunctions |
| 6 | Apostrophes for Singular <br> Possessive Proper Nouns | Apostrophes for Singular <br> Possessive Nouns | Apostrophes for Singular <br> Possessive Nouns | Apostrophes for Singular <br> Possessive Nouns | Apostrophes for Singular <br> Possessive Nouns |
| 7 | Apostrophes for <br> Singular <br> Possessive <br> Common Nouns | Apostrophes for Plural Possessive Nouns | Apostrophes for Plural Possessive Nouns | Apostrophes for Plural Possessive Nouns | Apostrophes for Plural Possessive Nouns |
| 8 | Apostrophes for Plural Possessive Proper Nouns | Apostrophes for Possessive Compound Nouns | Apostrophes for Possessive Compound Subjects and Objects | Apostrophes for Possessive in <br> Singular and <br> Plural Compound <br> Nouns and in <br> Compound <br> Subjects and <br> Objects | Apostrophes for Possessive in Singular and Plural Compound Nouns and in Compound Subjects and Objects |
| 9 | Apostrophes for Plural Possessive Common Nouns | Apostrophes in Contractions | Apostrophes in Contractions | Apostrophes in Contractions | Apostrophes in Contractions |
| 10 | Comma Misuse | Comma Misuse | Comma Misuse | Comma Misuse | Comma Misuse |
| 11 | Apostrophes for Middle <br> Contractions | Commas for Dates | Commas for Dates | Commas for Dates | Commas for Dates |
| 12 | Apostrophes for Beginning <br> Contractions | Commas for Letters | Commas for Letters | Commas and Colons for Letters | Commas for Letters |
| 13 | Apostrophes for Ending Contractions | Commas in Addresses | Commas in Addresses | Commas in Addresses | Commas in Addresses |
| 14 | Commas for Geographical Places | Commas for Names | Commas for Names | Commas for Names | Commas for Names |

Boldface denotes Introductory Standard for grade level.

## TE.S CCSS L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | Commas for Geographical Places | Commas for Geographical Places | Commas for Geographical Places | Commas for Geographical Places | Commas for Geographical Places |
| 16 | Commas for Letters | Commas for Tag Questions | Commas for Tag Questions | Commas for Tag Questions | Commas for Tag Questions |
| 17 | Commas in Addresses | Commas for Beginning Direct Speech | Commas for Beginning Direct Speech | Commas for Beginning Direct Speech | Commas for Direct Speech |
| 18 | Commas for Names | Commas for Ending Direct Speech | Commas for Ending Direct Speech | Commas for Ending Direct Speech | Commas in a Series |
| 19 | Commas between Adjectives | Commas for Middle Direct Speech | Commas for Middle Direct Speech | Commas for Middle Direct Speech | Commas after Introductory Words and Phrases |
| 20 | Commas and Quotation Marks with Beginning Speaker Tags and Dialogue | Commas in a Series | Commas in a Series | Commas in a Series | Commas after Introductory Clauses |
| 21 | Commas and Quotation Marks with Ending Speaker Tags and Dialogue | Commas after Introductory Words and Phrases | Commas after Introductory Words and Phrases | Commas after Introductory Words and Phrases | Commas and Quotation Marks with Speaker Tags |
| 22 | Commas and Quotation Marks with Middle Speaker Tags and Dialogue | Commas after Clauses | Commas after Introductory Clauses | Commas after Introductory Clauses | Commas before Conjunctions in Compound Sentences |
| 23 | Direct Quotations from Text | Commas to Set off "Yes" and "No" | Commas to Set off Interjections | Commas to Set off Interjections | Commas in <br> Complex <br> Sentences |
| 24 | Direct Quotations from Text | Commas before Conjunctions in Compound Sentences | Commas and Quotation Marks with Speaker Tags | Commas and Quotation Marks with Speaker Tags | Commas with Parenthetical Expressions |
| 25 | Indirect <br> Quotations from Text | Commas with Phrases | Commas before Conjunctions in Compound Sentences | Commas before Conjunctions in Compound Sentences | Commas with Coordinate Adjectives |
| 26 | Indirect <br> Quotations from Text | Commas in Complex Sentences | Commas with Phrases in a Series | Commas with Phrases in a Series | Commas with Hierarchical Adjectives |
| 27 | Capitalization of Named People | Commas and Quotation Marks with Speaker Tags | Commas in Complex Sentences | Commas in Complex Sentences | Punctuation in Nonrestrictive Clauses |

## Boldface denotes Introductory Standard for grade level.

## TH.S ccss L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 28 | Capitalization of Named Places | Direct Quotations from Text | Commas with Hierarchical Adjectives | Commas with Coordinate Adjectives | Punctuation in Restrictive Clauses |
| 29 | Capitalization of Named Things | Indirect <br> Quotations from Text | Punctuation in Nonrestrictive Clauses | Commas with Hierarchical Adjectives | Punctuation with Appositives |
| 30 | Capitalization of Products | Italics and Underlining: Movies and Television Show Titles | Punctuation in Restrictive Clauses | Punctuation in Nonrestrictive Clauses | Direct and Indirect Quotations |
| 31 | Capitalization of Holidays | Italics and Underlining: Book and Magazine Titles | Direct Quotations | Punctuation in Restrictive Clauses | Quotations within Quotations |
| 32 | Capitalization of Dates | Italics and Underlining: Play and Work of Art Titles | Indirect Quotations | Direct Quotations | Comma, ellipsis, dash for Pause of Break |
| 33 | Capitalization of Titles | Quotation <br> Marks: Song and Poem Titles | Italics and Underlining: Movie and Television Show Titles | Indirect Quotations | In-text Citations |
| 34 | Capitalization of Organizations | Quotation Marks: Book Chapter Titles | Italics and Underlining: Book and Magazine Titles | Quotations within Quotations | Quotations with Spelling or Grammar Mistakes |
| 35 | Capitalization of Businesses | Quotation <br> Marks: <br> Magazine Article <br> Titles | Italics and Underlining: Play and Work of Art Titles | Italics and Underlining: Movie and Television Show Titles | Italics and Underlining: Movie and Television Show Titles |
| 36 | Capitalization of Languages | Quotation <br> Marks: Short <br> Story and <br> Document Titles | Quotation <br> Marks: Song and <br> Poem Titles | Italics and Underlining: Book and Magazine Titles | Italics and Underlining: Book and Magazine Titles |
| 37 | Capitalization of People Groups | Capitalization of Named People and Places | Quotation Marks: Book Chapter Titles | Italics and Underlining: Play and Work of Art Titles | Italics and Underlining: Play and Work of Art Titles |
| 38 | Capitalization of Quotations | Capitalization of Named Things and Products | Quotation <br> Marks: <br> Magazine Article <br> Titles | Quotation Marks: Song and Poem Titles | Quotation Marks: Song and Poem Titles |

Boldface denotes Introductory Standard for grade level.

## TM.S CCSS L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 39 | Capitalization of Independent Clauses | Capitalization of Holidays | Quotation <br> Marks: Short <br> Story and <br> Document Titles | Quotation Marks: <br> Book Chapter <br> Titles | Quotation Marks: <br> Book Chapter <br> Titles |
| 40 | Capitalization of Special Events | Capitalization of Dates | Capitalization of Named People and Characters | Quotation Marks: <br> Magazine Article <br> Titles | Quotation Marks: <br> Magazine, <br> Internet, and <br> Newspaper <br> Article Titles |
| 41 | Capitalization of Historical Periods | Capitalization of Titles | Capitalization of Named Places | Quotation Marks: Short Story and Document Titles | Quotation Marks: Short Story and Document Titles |
| 42 | Question Marks | Capitalization of Organizations and Businesses | Capitalization of Named Things and Products | Capitalization of Named People, <br> Places, and Things | Capitalization of Named People, Places, Things, and Products |
| 43 | Exclamation Points | Capitalization of <br> Languages and People Groups | Capitalization of Holidays and Dates | Capitalization of Titles | Capitalization of Titles |
| 44 | Commas before Conjunctions in Compound Sentences | Capitalization of Quotations | Capitalization of Titles | Capitalization of Holidays and Dates | Capitalization of Holidays and Dates |
| 45 | Commas with Beginning Phrases | Capitalization of Independent Clauses | Capitalization of Organizations and Businesses | Capitalization of Special Events and Historical Periods | Capitalization of Special Events and Historical Periods |
| 46 | Commas with Ending Phrases | Capitalization of Special Events and Historical Periods | Capitalization of <br> Languages and <br> People Groups | Capitalization of Organizations and Businesses | Capitalization of Organizations and Businesses |
| 47 | Commas with Beginning Dependent Clauses | Question Marks | Capitalization of Special Events and Historical Periods | Capitalization of <br> Languages and <br> People Groups | Capitalization of Languages, <br> Dialects, and <br> People Groups |
| 48 | Commas with Ending <br> Dependent <br> Clauses | Exclamation Points | Question Marks | Question Marks | Question Marks |
| 49 | Colons in Business Letter Salutations | Colons to Introduce Lists | Exclamation Points | Exclamation Points | Exclamation Points |
| 50 | Parentheses as Comments | Parentheses as Comments and Appositives | Colons in Titles, Numbers, and Ratios | Colons to Show Relationships between Clauses and Sentences | Colons to Introduce Long Block Quotations |

## Boldface denotes Introductory Standard for grade level.

TLIS ccss L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 51 | Parentheses as <br> Appositives | Dashes | Parentheses with <br> Numbers and <br> Letters | Parentheses with <br> Complete <br> Sentences | Parentheses with <br> Complete <br> Sentences |
| 52 | Dashes | Brackets | Dashes with <br> Dates, Times, and <br> Numbers | Dashes to Indicate <br> Relationships | Dashes to Indicate <br> Relationships |
| 53 | Brackets | Hyphens for <br> Numbers | Brackets | Brackets | Brackets |
| 54 | Hyphens with <br> Compound <br> Words | Hyphens with <br> Numbers and <br> Spelled-out <br> Fractions | Hyphens and <br> Compound <br> Adjectives | Hyphens and <br> Compound <br> Adverbs | Hyphens and <br> Compound <br> Adverbs |
| 55 | Slashes | Slashes | Slashes | Slashes | Slashes |
| 56 | Numbers | Numbers | Numbers | Numbers | Numbers |

Boldface denotes Introductory Standard for grade level.

## THS ccss L. 2 Mechanics Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Short Vowels | Short Vowels | Vowels and Consonants | Diphthongs/ $r$ controlled Vowels | Consonant Doubling |
| 2 | Long Vowel $a$ | Long Vowels | Vowel Diphthongs | Consonant Doubling | $i$ before $e$ |
| 3 | Long Vowel $e$ | Silent Final $e$ | $r$ - controlled <br> Vowels | $i$ before $e$ | Plurals |
| 4 | Long Vowel $i$ | Vowel Diphthongs | Consonant Doubling | Hard and Soft /c/ and $/ \mathrm{g} /$ | Drop/Keep Final e |
| 5 | Long Vowel o | Consonant Digraphs | $i$ before $e$ | Plurals | Change/Keep y |
| 6 | Long Vowel $u$ | $r$ - controlled <br> Vowels | Hard and Soft /c/ and /g/ | Drop/Keep Final $e$ | /ion/ |
| 7 | Silent Final $e$ | $y$ | Plurals | Change/Keep $y$ | $\begin{aligned} & \text { "ary," "ery," "'ry" } \\ & \text { "ory," "ury," } \end{aligned}$ |
|  | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST |
| 8 | Vowel Diphthongs /aw/ | Consonant Doubling | Drop/Keep Final $e$ | "ph" | "able" |
| 9 | Vowel <br> Diphthongs "oo" | /j/ | /ch/ | /ion/ | "ible" |
| 10 | Vowel <br> Diphthongs /oi/, /ow/ | $i$ before $e$ | "ough" and <br> "augh" | Vowel Shift | $\begin{aligned} & \text { "ant," "ance," } \\ & \text { "ancy" } \end{aligned}$ |
| 11 | Consonant Digraphs | Hard /c/, Soft /c/ | Starting/Ending /k/ | Consonant Shift | $\begin{aligned} & \text { "ent," "ence," } \\ & \text { "ency" } \end{aligned}$ |
| 12 | $r$ - controlled <br> Vowels | Hard /g/, Soft /g/ | Change/Keep $y$ | "c/tial" and "c/tious" | "est," "ist," and "iest" |
| 13 | $y$ | $s$ and "es" Plurals | "al" and "ful" | Consonant-"le" | $\begin{aligned} & \text { "ice," "ise," "ize," } \\ & \text { "yze" } \end{aligned}$ |
| 14 | Non-phonetic Words | /x/,/ch/,/sh/,/z/, /f/ Plurals | Double l-f-s-z | Vowel-"se," "ve" | "us" and "_ous" |
|  | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST |

## THS ccss L. 2 Spelling Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 15 | Consonant Doubling | Drop/Keep Final e | "ph" | "est," "ist," and "iest" | "qu" Spellings |
| 16 | /j/ | /ch/ | /ion/ | $\begin{aligned} & \text { "ice," "ise,", } \\ & \text { "ize," "yze" } \end{aligned}$ | Accent Shift |
| 17 | $i$ before $e$ | "ough" and "augh" | "c/tial" and <br> "c/tious" | "able" | Masculine and Feminine |
| 18 | Hard /c/, Soft /c/ | Starting/Ending /k/ | Consonant-"le" | "ible" | "al," "ial," <br> "cial," "tial" |
| 19 | Hard /g/, Soft/g/ | Change/Keep $\boldsymbol{y}$ | Vowel-"se," "ve" | Schwa | Diminutives |
| 20 | "s" and "es" <br> Plurals | "al" and "ful" | Irregular Plurals | $\begin{aligned} & \text { "ant," "ance," } \\ & \text { "ancy" } \end{aligned}$ | $a$ and $e$ Banal |
| 21 | /x/,/ch///sh/,/z/, /f/ Plurals | Double l-f-s-z | Vowel Shift | $\begin{aligned} & \text { "ent," "ence," } \\ & \text { "ency" } \end{aligned}$ | "ly" and "ally" |
|  | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST | REVIEW/TEST |
| 22 | Irregular Plurals | Irregular Plurals | Consonant Shift | $\begin{aligned} & \text { "ary," "ery," } \\ & \text { "ory," "ury," } \\ & \text { "ry" } \end{aligned}$ | Pronunciation Problems |
| 23 | Contractions | Contractions | Pronunciation Problems | "us" and "_ous" | Schwa |
| 24 | Silent Letters | Silent Letters | Schwa | Pronunciation Problems | Greek and Latin Prefixes |
| 25 | Homonyms | Non-phonetic Words | Greek and Latin Prefixes | Greek and Latin Prefixes | Greek and Latin Roots |
| 26 | Greek and Latin Prefixes | Homonyms | Greek and Latin Roots | Greek and Latin Roots | Latin Expressions |
| 27 | Greek and Latin Roots | Greek and Latin Prefixes | French Spellings | French Spellings | French <br> Expressions |
| 28 | Greek and Latin Suffixes | Greek and Latin Roots | Homonyms | British Spellings | British Spellings |
|  | SUMMATIVE <br> ASSESSMENT | SUMMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT | SUMMATIVE ASSESSMENT |

Boldface denotes Introductory Standard for grade level.

## TH.S CCSS L. 3 Language Application Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Common Nouns | Common and Proper Nouns | Delete the Unnecessary <br> "Here" Words | Delete the Unnecessary <br> "Here" and "There" Words | Delete the Unnecessary <br> "Here" and <br> "There" Words |
| 2 | Proper Nouns | Verbs | Noun Sentence Opener | Noun Sentence Opener | Noun Sentence Opener |
| 3 | Verbs | Simple and Complete Subjects | Delete the Unnecessary "It" | Delete the Unnecessary "It" | Delete the Unnecessary "It" |
| 4 | Simple and Complete Subjects | Simple and Complete Predicates | Pronoun Sentence Opener | Pronoun Sentence Opener | Pronoun Sentence Opener |
| 5 | Simple and Complete Predicates | Compound Subjects and Predicates | Delete the Unnecessary "There" Words | Delete Circumlocutions | Delete Circumlocutions |
| 6 | Compound Subjects and Predicates | Compound Sentences | Adjective <br> Sentence Opener | Adjective Sentence Opener | Adjective <br> Sentence Opener |
| 7 | Compound Sentences | Fragments | Delete <br> Unnecessary <br> Writing References | Substitute Adjectives for Adjective Phrases | Substitute <br> Adjectives for Adjective Phrases |
| 8 | Complete Sentences | Run-ons | Possessive Pronoun Sentence Opener | Verb before the Subject Sentence Opener | Verb before the Subject Sentence Opener |
| 9 | Fragments | Compound Nouns | Delete <br> Unnecessary <br> Writer References | Change "To Be" to Active Verbs | Change "To Be" to Active Verbs |
| 10 | Run-ons | Collective Nouns | Adverb Sentence Opener | Adverb Sentence Opener | Adverb Sentence Opener |
| 11 | Compound Nouns | Personal Pronouns | Parallel Coordinating Conjunctions | Parallel Coordinating Conjunctions | Parallel Coordinating Conjunctions |
| 12 | Collective Nouns | Possessive Pronouns | Prepositional Phrase Sentence Opener | Prepositional Phrase Sentence Opener | Prepositional Phrase Sentence Opener |
| 13 | Personal Pronouns | Reflexive Pronouns | Parallel Correlative Conjunctions | Parallel Correlative Conjunctions | Parallel Correlative Conjunctions |
| 14 | Possessive Pronouns | Intensive Pronouns | Complete Subject Sentence Opener | Complete Subject Sentence Opener | Complete Subject Sentence Opener |
| 15 | Reflexive Pronouns | Reciprocal Pronouns | Delete Paired Redundancies | Delete Paired Redundancies | Delete Paired Redundancies |
| 16 | Intensive Pronouns | Relative Pronouns | Direct Object Sentence Opener | Direct Object Sentence Opener | Direct Object Sentence Opener |
| 17 | Pronoun Antecedents | Demonstrative Pronouns | Delete <br> Restatements | Compound Sentences | Compound Sentences |

Boldface denotes Introductory Standard for grade level.

## TH.S CCSS L. 3 Language Application Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 18 | Relative Pronouns | Adjectives and Adjective Order | Compound Subject Sentence Opener | Compound Subject Sentence Opener | Compound Subject Sentence Opener |
| 19 | Adjectives | Short <br> Comparative <br> Modifier | Change Complex Words to Simple Words | Complex Sentences | Complex Sentences |
| 20 | Adjective Order | Long <br> Comparative <br> Modifier | Connective Sentence Opener | Noun Phrase Sentence Openers | Noun Clause Sentence Opener |
| 21 | Short <br> Comparative <br> Modifier | Short Superlative Modifier | Make Items in a List Parallel | CompoundComplex Sentences | CompoundComplex <br> Sentences |
| 22 | Long <br> Comparative <br> Modifier | Long Superlative Modifier | Transition Word Sentence Opener | Noun Clause Sentence Opener | Gerund Sentence Opener |
| 23 | Short Superlative Modifier | Past Verb Tense (Time) | Parallel Structures | Change Clauses to Phrases | Change Clauses to Phrases |
| 24 | Long Superlative Modifier | Present Verb Tense (Condition) | Noun Phrase Sentence Opener | Verb Phrase Sentence Opener | Gerund Phrase Sentence Opener |
| 25 | Past Verb Tense | Linking Verbs (State of Being) | Interrogative Pronouns | Change Complex Words to Simple Words | Change Complex Words to Simple Words |
| 26 | Present Verb Tense | Future Tense (Sequence) | Noun Clause Sentence Opener | Nominative Absolute Sentence Opener | Nominative Absolute Sentence Opener |
| 27 | Linking Verbs | Helping Verbs | Reflexive Pronouns | Make Items in a List Parallel | Make Items in a List Parallel |
| 28 | Helping Verbs | Past Participles | Nominative <br> Absolute <br> Sentence Opener | Adjectival Clause Sentence Opener | Adjectival Clause Sentence Opener |
| 29 | Future Tense | Irregular Past Participles | Intensive Pronouns | Parallel Structures | Parallel Structures |
| 30 | Past Participles | Past Progressive Verb Tense | Demonstrative Pronoun Sentence Opener | Adjectival Phrase Sentence Opener | Adjectival Phrase Sentence Opener |
| 31 | Irregular Past Participles | Present <br> Progressive Verb Tense | Reciprocal Pronouns | Helping Verb Deletions | Helping Verb Deletions |
| 32 | Past Progressive Verb Tense | Future <br> Progressive Verb Tense | Demonstrative <br> Adjective <br> Sentence Opener | Modifier Sentence Opener | Past Participle Sentence Opener |
| 33 | Present <br> Progressive Verb <br> Tense | Past Perfect Verb Tense | Helping Verb Deletions | Eliminate Dangling Modifiers | Eliminate <br> Dangling <br> Modifiers |

Boldface denotes Introductory Standard for grade level.

## TH.S CCSS L. 3 Language Application Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 34 | Future <br> Progressive Verb <br> Tense | Present Perfect Verb Tense | Adjectival Phrase Sentence Opener | Connective Sentence Opener | Past Participial Phrase Sentence Opener |
| 35 | Modal Auxiliaries (Necessity and Advice) | Future Perfect Verb Tense | Substitute Adjectives for Adjective Phrases | Eliminate Interruptions | Eliminate Squinting <br> Modifiers |
| 36 | Modal <br> Auxiliaries <br> (Ability and <br> Expectation) | Modal Auxiliaries | Adjectival Clause Sentence Opener | Appositive Phrase Sentence Opener | Present <br> Participle <br> Sentence Opener |
| 37 | Modal <br> Auxiliaries <br> (Permission and <br> Possibility) | Adverbs | Eliminate Interruptions | Change <br> Nominalizations <br> to Verbs | Change Nominalizations to Verbs |
| 38 | Adverbs | Relative Adverbs | Short Comparative Modifier Sentence Opener | Past Progressive Verb Tense | Present <br> Participial <br> Phrase Sentence <br> Opener |
| 39 | Relative Adverbs | Coordinating Conjunctions | Rearrange in Chronological Order | Rearrange in Chronological Order | Rearrange in Chronological Order |
| 40 | Conjunctions (Joining Words) | Correlative Conjunctions | Long <br> Comparative Modifier Sentence Opener | Present <br> Progressive Verb Tense | Transition Word Sentence Opener |
| 41 | Conjunctions <br> (Joining <br> Sentences) | Interjections | Eliminate "to be" Verbs by Rephrasing | Delete Restatements | Delete Redundant Categories |
| 42 | Prepositions | Prepositional Phrase Sentence Opener | Short Superlative Modifier Sentence Opener | Future <br> Progressive Verb Tense | Progressive Verb <br> Sentence Opener |
| 43 | Prepositional Phrase Sentence Opener | Revise <br> Exclamatory into Declarative | Eliminate" to be" Verbs by Changing Nouns to Verbs | Delete Redundant Categories | Delete Redundant Categories |
| 44 | Revise Exclamatory into Declarative | Revise Declarative into Interrogative | Long Superlative Modifier Sentence Opener | Perfect <br> Progressive Verb <br> Form | Perfect Participle Sentence Opener |
| 45 | Revise Declarative into Interrogative | Revise Interrogative into Imperative | Make Noun Constructions Parallel | Make Noun Constructions Parallel | Make Noun Constructions Parallel |
| 46 | Revise Interrogative into Imperative | Revise Imperative into Exclamatory | Nonrestrictive Relative Clause Sentence Opener | Nonrestrictive Relative Clause Sentence Opener | Infinitive Sentence Opener |

Boldface denotes Introductory Standard for grade level.

## THS CCSS L. 3 Language Application Scope and Sequence

|  | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 47 | Revise Imperative into Exclamatory | Example Transition Sentence Opener | Combine Short, Choppy Sentences Using Coordination | Combine Short, Choppy Sentences Using Coordination | Combine Short, Choppy Sentences Using Coordination |
| 48 | Example <br> Transition <br> Sentence Opener | Comparison and Contrast <br> Transition Sentence Opener | End A Sentence With A <br> Restrictive <br> Relative Clause | End A Sentence With A <br> Restrictive <br> Relative Clause | Infinitive Phrase Sentence Opener |
| 49 | Comparison and Contrast <br> Transition <br> Sentence Opener | Addition and Conclusion Transition Sentence Opener | Change Imprecise Words to Precise Words | Change Imprecise Words to Precise Words | Change Imprecise Words to Precise Words |
| 50 | Addition and Conclusion Transition Sentence Opener | Sequence and <br> Numerical <br> Transition <br> Sentence Opener | Combine Short, Choppy <br> Sentences by <br> Adding a <br> Beginning <br> Subordinate <br> Clause | Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause | Continuous Infinitive Sentence Opener |
| 51 | Sequence and Numerical Transition Sentence Opener | Precise Word and Phrase Choice | Compound Sentences | Keep a Consistent Language Register | Change Passive to Active Voice |
| 52 | Precise Word and Phrase Choice | Using Punctuation for Effect | Complex Sentences | Combine Short, Choppy Sentences by Adding an Ending <br> Subordinate Clause | Relative Adverb Clause Opener |
| 53 | Using <br> Punctuation for Effect | Rearrange in Chronological Order | CompoundComplex Sentences | Combine Choppy Sentences Using Relative Clauses | Combine Choppy Sentences Using Relative Clauses |
| 54 | Rearrange in Chronological Order | Formal and Informal Language | Short Sentences for Sentence Variety | Short Sentences for Sentence Variety | Adverbial Clause Sentence Opener |
| 55 | Formal <br> Language | Dialects | Change Adjectives Preceding Nouns to Appositives | Change Adjectives Preceding Nouns to Appositives | Change Adjectives Preceding Nouns to Appositives |
| 56 | Informal Language | Registers | Delete <br> Redundant <br> Categories | Transition Word Sentence Opener | Adverbial Clause Sentence Opener |

Boldface denotes Introductory Standard for grade level.

## TLS CCSS $4^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | brief | $\begin{aligned} & \text { un } \\ & \text { able } \end{aligned}$ |  | Idioms |  |  |
| 2 |  |  | Synonyms: conclude finish |  | colossal enormous | analyze approach |
| 3 | staff | $\begin{aligned} & \hline \text { re } \\ & \text { sent } \\ & \hline \end{aligned}$ |  | Idioms |  |  |
| 4 |  |  | Synonyms: <br> gather <br> collect |  | furious upset | assess assume |
| 5 | work | in <br> $\operatorname{san}(\mathrm{e})$ |  | Idioms |  |  |
| 6 |  |  | Antonyms: lazy energetic |  | exhausted weary | authority available |
| 7 | track | dis credit |  | Idioms |  |  |
| 8 |  |  | Antonyms: selfish generous |  | adore admire | benefit concept |
| 9 | ruler | $\begin{aligned} & \text { en } \\ & \text { dur(e) } \\ & \hline \end{aligned}$ |  | Idioms |  |  |
| 10 |  |  | Part to Whole: sole slipper |  | joyous elated | consist constitute |
| 11 | rose | at tract |  | Idioms |  |  |
| 12 |  |  | Part to Whole: trunk bark |  | mumble whisper | context contract |
| 13 | right | $\begin{aligned} & \hline \text { in } \\ & \text { sist } \end{aligned}$ |  | Idioms |  |  |
| 14 |  |  | Degree: worried anxious |  | scorching lukewarm | data derive |
| 15 | match | over act |  | Similes |  |  |
| 16 |  |  | Degree: spicy mild |  | $\begin{aligned} & \text { sniffle } \\ & \text { sob } \end{aligned}$ | distribute economy |
| 17 | bright | mis quot(e) |  | Similes |  |  |
| 18 |  |  | Item to Category: hurricane weather |  | scrawny obese | environment establish |

## TLS CCSS $4^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 19 | box | $\begin{aligned} & \text { sub } \\ & \text { urb } \end{aligned}$ |  | Similes |  |  |
| 20 |  |  | Item to Category: pudding dessert |  | dull fascinating | estimate evident |
| 21 | block | pre <br> dict |  | Metaphors |  |  |
| 22 |  |  | Character to <br> Location: <br> athlete <br> Olympics |  | recommend approve | export <br> factor |
| 23 | bark | inter <br> cept |  | Metaphors |  |  |
| 24 |  |  | Character to <br> Location: <br> groom wedding |  | probable certain | finance formula |
| 25 | trip | fore ward |  | Metaphors |  |  |
| 26 |  |  | Object to its Use: broom sweep |  | plead request | function identify |
| 27 | star | de pend |  | Imagery |  |  |
| 28 |  |  | Object to its Use: vehicle transfer |  | master succeed | income indicate |
| 29 | roll | trans port |  | Imagery |  |  |
| 30 |  |  | Source and its Object: bakery scones |  | dawn twilight | individual interpret |
| 31 | rock | super <br> (i)or |  | Imagery |  |  |
| 32 |  |  | Source and its Object: distress panic |  | courageous cowardly | involve issue |

## Tns CCSS $4^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple <br> Meanings <br> L.4.a | Greek and <br> Latin Word <br> Parts <br> L.4.a.c.d. | Word <br> Relationships <br> L.4.a. | Figures of <br> Speech <br> L.5.a. | Connotations <br> L.5.c. | Academic <br> Language <br> L.6.0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 33 | punch | semi <br> annu(al) |  | Adages |  |  |
| 34 |  |  | Worker to <br> Work: <br> captain <br> tugboat |  | require <br> demand | labor <br> legal |
| 35 | play | anti <br> dot(e) | Adages <br> Worker to <br> criminal <br> prison |  | Adages | refuse |

Boldface denotes Introductory Standard for Fourth Grade Level.

## Tn. CCSS $4^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 47 | bowl | a void |  | Proverbs |  |  |
| 48 |  |  | Lack of to Object: manners courtesy |  | counterfeit phony | respond role |
| 49 | mouse | $\begin{aligned} & \text { post } \\ & \text { pon(e) } \end{aligned}$ |  | Proverbs |  |  |
| 50 |  |  | Tool to Worker: match fire |  | cooperate reject | section sector |
| 51 | train | $\begin{aligned} & \hline \text { di } \\ & \text { sect } \\ & \hline \end{aligned}$ |  | Onomatopoeia |  |  |
| 52 |  |  | Tool to Worker: wrench plumber |  | argue <br> chat | significant similar |
| 53 | does | e merge |  | Onomatopoeia |  |  |
| 54 |  |  | Cause-Effect: tragedy depression |  | gobble nibble | source specific |
| 55 | wind | ab <br> rupt |  | Onomatopoeia |  |  |
| 56 |  |  | Cause-Effect: misbehavior suspension |  | neglect notice | structure theory |

## TLS CCSS 5 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple <br> Meanings <br> L.4.a | Greek and <br> Latin Word <br> Parts <br> L.4.a.c.d. | Word <br> Relationships <br> L.4.a. | Figures of <br> Speech <br> L.5.a. | Connotations <br> L.5.c. | Academic <br> Language <br> L.6.0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | page | ee |  |  |  |  |

## TLS CCSS 5 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 19 | pound | tempor ary |  | Metaphors |  |  |
| 20 |  |  | Item to Category: villain character |  | ally <br> rival | credit culture |
| 21 | patient | $\begin{aligned} & \text { sup } \\ & \text { ply } \\ & \hline \end{aligned}$ |  | Imagery |  |  |
| 22 |  |  | Character to Location: monarch throne |  | cruel ruthless | design distinct |
| 23 | lean | mono lith |  | Imagery |  |  |
| 24 |  |  | Character to <br> Location: <br> cadaver <br> morgue |  | insult offend | element equate |
| 25 | race | equ ate |  | Imagery |  |  |
| 26 |  |  | Object to its Use: <br> veil conceal |  | confuse comprehend | evaluate feature |
| 27 | coast | trib <br> ute |  | Adages |  |  |
| 28 |  |  | Object to its Use: brake cease |  | intellectual genius | final focus |
| 29 | fire | hypo thesis |  | Adages |  |  |
| 30 |  |  | Source and its Object: exercise fitness |  | rookie veteran | impact injure |
| 31 | face | $\begin{aligned} & \text { par } \\ & \text { don } \end{aligned}$ |  | Adages |  |  |
| 32 |  |  | Source and its <br> Object: <br> volcano <br> lava |  | permanent eternal | institute invest |

## TLS CCSS 5 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 33 | fit | $\begin{aligned} & \text { col } \\ & \text { lapse } \end{aligned}$ |  | Alliteration |  |  |
| 34 |  |  | Worker to Work: pharmacist prescription |  | professional amateur | item journal |
| 35 | capital | amphib <br> ian |  | Alliteration |  |  |
| 36 |  |  | Worker to Work: minister church |  | destroy create | maintain normal |
| 37 | key | tele phone |  | Alliteration |  |  |
| 38 |  |  | Problem to Solution: illness medicine |  | jagged <br> blunt | obtain participate |
| 39 | odd | $\begin{aligned} & \hline \text { sign } \\ & \text { al } \end{aligned}$ |  | Proverbs |  |  |
| 40 |  |  | Problem to Solution: drought precipitation |  | shallow superficial | perceive positive |
| 41 | iron | poly <br> gon |  | Proverbs |  |  |
| 42 |  |  | Defining Characteristic: tropical equator |  | gauge calculate | potential previous |
| 43 | state | $\begin{aligned} & \text { dif } \\ & \text { fer } \end{aligned}$ |  | Proverbs |  |  |
| 44 |  |  | Defining Characteristic: trophy award |  | trim prune | primary purchase |
| 45 | period | terri <br> fic |  | Onomatopoeia |  |  |
| 46 |  |  | Lack of to Object: order chaos |  | tolerate permit | range region |

## Tn. CCSS $5^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 47 | change | kilo <br> gram |  | Onomatopoeia |  | kilo gram |
| 48 |  |  | Lack of to <br> Object: <br> privacy <br> solitude |  | discuss argue |  |
| 49 | even | aster oid |  | Onomatopoeia |  |  |
| 50 |  |  | Tool to Worker: baton conductor |  | timid <br> bold | reside resource |
| 51 | check | vac ancy |  | Symbolism |  |  |
| 52 |  |  | Tool to Worker: script actor |  | lenient strict | secure seek |
| 53 | press | $\begin{aligned} & \text { con } \\ & \text { vert } \end{aligned}$ |  | Symbolism |  |  |
| 54 |  |  | Cause-Effect: effort achievement |  | ridicule mock | select site |
| 55 | spring | struct ure |  | Symbolism |  |  |
| 56 |  |  | Cause-Effect: guilt shame |  | authorized forbidden | strategy survey |

## TLS CSS $6^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | border | auto crat |  | Idioms |  |  |
| 2 |  |  | Synonyms: fate destiny |  | enthusiastic fanatical | text tradition |
| 3 | brush | $\begin{aligned} & \hline \text { grat(e) } \\ & \text { ful } \end{aligned}$ |  | Idioms |  |  |
| 4 |  |  | Synonyms: descendant ancestor |  | ordinary extraordinary | alternative circumstance |
| 5 | table | circum vent |  | Idioms |  |  |
| 6 |  |  | Antonyms: employee employer |  | pebble boulder | comment compensate |
| 7 | staple | com <br> mit |  | Idioms |  |  |
| 8 |  |  | Antonyms: assist hinder |  | optimism pessimism | component consent |
| 9 | overhead | $\operatorname{sent}(\mathrm{i})$ ment |  | Idioms |  |  |
| 10 |  |  | Part to Whole: emerald gem |  | mature juvenile | considerable constant |
| 11 | skirt | pseudo nym |  | Similes |  |  |
| 12 |  |  | Part to Whole: burglar criminal |  | modern ancient | constrain contribute |
| 13 | soil | $\begin{aligned} & \hline \text { civ } \\ & \text { il } \end{aligned}$ |  | Similes |  |  |
| 14 |  |  | Degree: peaceful tranquil |  | obvious mysterious | convene coordinate |
| 15 | novel | mim ic |  | Metaphors |  |  |
| 16 |  |  | Degree: goal objective |  | formal casual | core corporate |
| 17 | subject | mot <br> ive |  | Metaphors |  |  |
| 18 |  |  | Item to <br> Category: <br> priest <br> religion |  | idolize disdain | correspond criteria |

## TLS CSS $6^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 19 | object | $\begin{aligned} & \text { uni } \\ & \text { son } \end{aligned}$ |  | Imagery |  |  |
| 20 |  |  | Item to Category: crochet craft |  | polite <br> rude | deduce demonstrate |
| 21 | invalid | $\begin{aligned} & \text { pro } \\ & \text { ject } \end{aligned}$ |  | Imagery |  |  |
| 22 |  |  | Character to Location: infant nursery |  | crucial trivial | document dominate |
| 23 | incense | homo graph |  | Adages |  |  |
| 24 |  |  | Character to <br> Location: <br> physician <br> clinic |  | mansion shelter | emphasis ensure |
| 25 | implement | $\begin{aligned} & \text { fin } \\ & \text { ite } \end{aligned}$ |  | Adages |  |  |
| 26 |  |  | Object to its Use: calendar organize |  | reckless cautious | exclude framework |
| 27 | compound | dia <br> $\log$ (ue) |  | Adages |  |  |
| 28 |  |  | Object to its Use: thermometer temperature |  | incredible doubtful | fund illustrate |
| 29 | defect | ap peal |  | Alliteration |  |  |
| 30 |  |  | Source and its Object: award celebration |  | respect prestige | immigrate imply |
| 31 | interest | ora <br> (t)ory |  | Alliteration |  |  |
| 32 |  |  | Source and its Object: moisture humidity |  | wary prudent | initial instance |
| 33 | incline | pent <br> athlon |  | Alliteration |  |  |

## TLS CSS $6^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | $\begin{aligned} & \hline \text { Word } \\ & \text { Relationships } \\ & \text { L.4.a. } \end{aligned}$ | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 34 |  |  | Worker to Work: guide expedition |  | disaster calamity | interact justify |
| 35 | moderate | the <br> ism |  | Proverbs |  |  |
| 36 |  |  | Worker to Work: contractor construction |  | dedicate devote | layer link |
| 37 | blunt | $\begin{aligned} & \text { reg } \\ & \text { ular } \\ & \hline \end{aligned}$ |  | Proverbs |  |  |
| 38 |  |  | Problem to Solution: infection antibiotic |  | offensive appalling | locate maximize |
| 39 | current | $\begin{aligned} & \text { pot } \\ & \text { ent } \end{aligned}$ |  | Proverbs |  |  |
| 40 |  |  | Problem to Solution: poverty employment |  | resentful vengeful | minor <br> negate |
| 41 | figure | $\begin{aligned} & \text { spir } \\ & \text { it } \end{aligned}$ |  | Onomatopoeia |  |  |
| 42 |  |  | Defining Characteristic: improvise jazz |  | exaggerate magnify | outcome partner |
| 43 | overlook | cert <br> (t)ain |  | Onomatopoeia |  |  |
| 44 |  |  | Defining <br> Characteristic: <br> logic emotion |  | tragic distressing | philosophy <br> physical |
| 45 | refrain | $\begin{aligned} & \hline \text { se } \\ & \text { lect } \end{aligned}$ |  | Symbolism |  |  |
| 46 |  |  | Lack of to Object: anxious carefree |  | chaotic systematized | proportion public |
| 47 | stall | ambul ance |  | Symbolism |  |  |

## TLS CSS $6^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 48 |  |  | Lack of to Object: trust jealously |  | cherish admire | react register |
| 49 | hamper | imag <br> ery |  | *Personification |  |  |
| 50 |  |  | Tool to Worker: loom weaver |  | despise loathe | rely remove |
| 51 | convict | brev ity |  | *Personification |  |  |
| 52 |  |  | Tool to Worker: wrench plumber |  | unity division | scheme sequence |
| 53 | impact | ac cess |  | *Colloquialisms |  |  |
| 54 |  |  | Cause-Effect: affect result |  | bitter jubilant | shift specify |
| 55 | produce | cogn itive |  | *Colloquialisms |  |  |
| 56 |  |  | Cause-Effect: grief depression |  | misfortune catastrophe | sufficient task |

## TLS CCSS 7 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | suit | pac <br> (i) fic |  | Idioms |  |  |
| 2 |  |  | Synonyms: <br> pragmatic <br> realistic |  | confident self-assured | error despite |
| 3 | board | $\begin{aligned} & \text { oc } \\ & \text { cur } \end{aligned}$ |  | Idioms |  |  |
| 4 |  |  | Synonyms: <br> routine <br> mundane |  | apathetic disinterested | technical technique |
| 5 | address | $\begin{aligned} & \text { phob } \\ & \text { ia } \\ & \hline \end{aligned}$ |  | Idioms |  |  |
| 6 |  |  | Antonyms: interfere benefit |  | persist persevere | technology <br> valid |
| 7 | moped | verb ose |  | Similes |  |  |
| 8 |  |  | Antonyms: opponent ally |  | stubborn resistant | volume access |
| 9 | entrance | as cend |  | Similes |  |  |
| 10 |  |  | Part to Whole: nucleus cell |  | luxurious opulent | adequate annual |
| 11 | seal | micro cosm |  | Metaphors |  |  |
| 12 |  |  | Part to Whole: ingredient recipe |  | inquisitive prying | apparent approximate |
| 13 | compact | mal ice |  | Metaphors |  |  |
| 14 |  |  | Degree: courageous careless |  | conceited egotistical | attitude attribute |
| 15 | drill | ortho dox |  | Metaphors |  |  |
| 16 |  |  | Degree: self-esteem arrogance |  | miserly charitable | civil code |
| 17 | desert | vir <br> (t)uous |  | Imagery |  |  |
| 18 |  |  | Item to Category: patience character |  | lethargic industrious | commit communicate |

## TLS CCSS 7 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple <br> Meanings <br> L.4.a | Greek and <br> Latin Word <br> Parts <br> L.4.a.c.d. | Word <br> Relationships <br> L.4.a. | Figures of <br> Speech <br> L.5.a. | Connotations <br> L.5.c. | Academic <br> Language <br> L.6.0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 19 | exploits | metro <br> polis | Adages |  |  |  |
| 20 |  | service | per <br> jur(e) | Item to <br> Category: <br> descendant <br> relative |  | modest <br> humble |
| 22 |  |  | Character to <br> Location: <br> warden <br> penitentiary |  | Adages |  |
| 23 | charge | mort |  |  |  |  |
| ify |  |  |  |  |  |  |

## TLS CCSS 7 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 34 |  |  | Worker to Work: attorney judicial |  | submit yield | internal investigate |
| 35 | record | sci ence |  | Colloquialisms |  |  |
| 36 |  |  | Worker to Work: entrepreneur enterprise |  | shrewd savvy | label mechanism |
| 37 | recreation | bi ped |  | Colloquialisms |  |  |
| 38 |  |  | Problem to Solution: impurity filter |  | elated ecstatic | obvious occupy |
| 39 | present | $\begin{aligned} & \text { luc } \\ & \text { id } \end{aligned}$ |  | *Allusions |  |  |
| 40 |  |  | Problem to Solution: dispute compromise |  | dignified distinguished | option output |
| 41 | combine | $\begin{aligned} & \text { card(i) } \\ & \text { ac } \\ & \hline \end{aligned}$ |  | *Allusions |  |  |
| 42 |  |  | Defining Characteristic: paranoia suspicion |  | domineering overbearing | parallel parameter |
| 43 | excuse | libr arian |  | *Allusions |  |  |
| 44 |  |  | Defining Characteristic: piety pilgrim |  | eccentric bizarre | phase predict |
| 45 | contract | sol arium |  | *Consonance |  |  |
| 46 |  |  | Lack of to Object: quarantine epidemic |  | exhilarate rejuvenate | principal prior |
| 47 | content | $\begin{aligned} & \hline \text { rid(i) } \\ & \text { cule } \end{aligned}$ |  | *Consonance |  |  |

Boldface denotes Introductory Standard for Seventh Grade Level.

## TـS CCSS 7 ${ }^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple <br> Meanings <br> L.4.a | Greek and <br> Latin Word <br> Parts <br> L.4.a.c.d. | Word <br> Relationships <br> L.4.a. | Figures of <br> Speech <br> L.5.a. | Connotations <br> L.5.c. | Academic <br> Language <br> L.6.0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 48 |  | Lack of to <br> Object: <br> hasty <br> deliberate |  | conform <br> comply | professional <br> overall |  |
| 49 | conduct | tri <br> cycle | Tool to <br> Worker: <br> scalpel <br> surgeon | *Consonance <br> gam(y) |  | Tool to <br> Worker: <br> router <br> carpenter |

Boldface denotes Introductory Standard for Seventh Grade Level.

## TLS CCSS $8^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | crop | $\operatorname{carn}(\mathrm{i})$ <br> vore |  | Idioms |  |  |
| 2 |  |  | Synonyms: <br> bother <br> irritate |  | extrovert introvert | subsequent academy |
| 3 | bear | $\text { hema }(\mathrm{t})$ oma |  | Idioms |  |  |
| 4 |  |  | Synonyms: caricature imitation |  | abundant scarce | alter amend |
| 5 | bass | bi opsy |  | Idioms |  |  |
| 6 |  |  | Antonyms: virtue vice |  | attractive repulsive | aware capacity |
| 7 | cool | psycho path |  | Similes |  |  |
| 8 |  |  | Antonyms: voluntary compulsory |  | admonish praise | challenge clause |
| 9 | offense | xeno phil(e) |  | Metaphors |  |  |
| 10 |  |  | Part to Whole: vowel phonics |  | courageous timid | compound consult |
| 11 | proceeds | epi <br> taph |  | Imagery |  |  |
| 12 |  |  | Part to Whole: galaxy universe |  | brilliant dim | contact decline |
| 13 | finish | vict or |  | Adages |  |  |
| 14 |  |  | Degree: opinion propaganda |  | tranquil frantic | discrete draft |
| 15 | grave | $\begin{aligned} & \hline \text { cor } \\ & \text { rect } \end{aligned}$ |  | Adages |  |  |
| 16 |  |  | Degree: frugal thrifty |  | inept capable | entity equivalent |
| 17 | indent | $\begin{aligned} & \text { pod } \\ & \text { ium } \\ & \hline \end{aligned}$ |  | Alliteration |  |  |
| 18 |  |  | Item to Category: anguish emotion |  | extravagant stingy | evolve expose |

## TLS CCSS $8^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 19 | upset | orig <br> in |  | Onomatopoeia |  |  |
| 20 |  |  | Item to Category: kidney organ |  | vindictive forgiving | external facilitate |
| 21 | resort | an nounce |  | Personification |  |  |
| 22 |  |  | Character to Location: astronomer observatory |  | distress cultivate | fundamental generate |
| 23 | reform | ad <br> junct |  | Proverbs |  |  |
| 24 |  |  | Character to Location: protagonist novel |  | blissful sullen | generation image |
| 25 | contest | $\begin{aligned} & \hline \text { af } \\ & \text { firm } \end{aligned}$ |  | Symbolism |  |  |
| 26 |  |  | Object to its Use: scalpel surgery |  | obsolete outdated | liberal license |
| 27 | converse | ac cept |  | Colloquialisms |  |  |
| 28 |  |  | Object to its Use: router network |  | immense miniscule | logic marginal |
| 29 | minute | pyro mania |  | Allusions |  |  |
| 30 |  |  | Source and its Object: conflict friction |  | idle industrious | mental modify |
| 31 | resign | belli <br> (c)ose |  | Allusions |  |  |
| 32 |  |  | Source and its Object: mutation variation |  | feeble <br> stout | monitor network |
| 33 | refuse | $\begin{aligned} & \text { altt(i) } \\ & \text { tude } \end{aligned}$ |  | Consonance |  |  |

## TLS CCSS $8^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic Language L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 34 |  |  | Worker to Work: tailor alteration |  | reckless prudent | notion objective |
| 35 | resume | pug ilist |  | Consonance |  |  |
| 36 |  |  | Worker to Work: minister sermon |  | pliable <br> elastic | orient perspective |
| 37 | scale | of fend |  | *Assonance |  |  |
| 38 |  |  | Problem to Solution: imply infer |  | elude engage | precise prime |
| 39 | hail | chron icle |  | *Assonance |  |  |
| 40 |  |  | Problem to Solution: infection diagnosis |  | clarify baffle | psychology pursue |
| 41 | chair | $\begin{aligned} & \text { man } \\ & \text { age } \end{aligned}$ |  | Verbal Irony |  |  |
| 42 |  |  | Defining Characteristic: recession unemployment |  | adversity prosperity | ratio <br> reject |
| 43 | bank | $\begin{aligned} & \hline \text { il } \\ & \operatorname{lumin}(\mathrm{e}) \end{aligned}$ |  | Verbal Irony |  |  |
| 44 |  |  | Defining Characteristic: verdict trial |  | debacle blockbuster | revenue stable |
| 45 | channel | oper ative |  | *Situational Irony |  |  |
| 46 |  |  | Lack of to Object: poverty wealth |  | graceful awkward | sustain symbol |
| 47 | base | $\begin{aligned} & \text { sequ } \\ & \text { el } \end{aligned}$ |  | *Situational Irony |  |  |

Boldface denotes Introductory Standard for Eighth Grade Level.

## TLS CCSS $8^{\text {th }}$ Grade Vocabulary Scope and Sequence

|  | Multiple Meanings L.4.a | Greek and Latin Word Parts L.4.a.c.d. | Word Relationships L.4.a. | Figures of Speech L.5.a. | Connotations L.5.c. | Academic <br> Language <br> L.6.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 48 |  |  | Lack of to Object: ignorance wisdom |  | polite inconsiderate | target transit |
| 49 | fine | sur <br> $\operatorname{viv}(\mathrm{e})$ |  | *Dramatic Irony |  |  |
| 50 |  |  | Tool to Worker: stethoscope internist |  | incompetent adept | trend version |
| 51 | court | $\begin{aligned} & \text { proto } \\ & \text { type } \end{aligned}$ |  | *Dramatic Irony |  |  |
| 52 |  |  | Tool to Worker: barometer meteorologist |  | chaotic systematized | welfare abstract |
| 53 | degree | $\begin{aligned} & \text { prim } \\ & \text { acy } \end{aligned}$ |  | *Puns |  |  |
| 54 |  |  | $\begin{aligned} & \hline \text { Cause-Effect: } \\ & \text { startle } \\ & \text { flinch } \\ & \hline \end{aligned}$ |  | decent obscene | acknowledge aggregate |
| 55 | recover | domin ion |  | *Puns |  |  |
| 56 |  |  | Cause-Effect: prejudice discrimination |  | endure desist | allocate assign |

Boldface denotes Introductory Standard for Eighth Grade Level.

