



Teacher's Guide  
Grade 7



# Teaching <sup>the</sup> Language Strand

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Common Core State Standards

# Teaching the Language Strand Grade 7

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# TLS 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        |
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|--------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------|
| 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       |
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|--------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|-----------------------------------------------------------------|
| 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          |
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# TLS 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             |
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# TLS Seventh Grade Instructional Scope and Sequence

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| 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              |
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# TLS Seventh Grade Instructional Scope and Sequence

| Lesson Focus | Grammar and Usage                            | Mechanics                                               | Spelling                                     | Reading, Writing, Listening and Speaking           | Vocabulary Acquisition and Use                                       |
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| 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               |
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# TLS Seventh Grade Instructional Scope and Sequence

| Lesson Focus | Grammar and Usage                                   | Mechanics                                           | Spelling                                            | Reading, Writing, Listening and Speaking                                        | Vocabulary Acquisition and Use                                         |
|--------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------|
| CCSS         | <b>Conventions of Standard English Language 1.0</b> | <b>Conventions of Standard English Language 1.0</b> | <b>Conventions of Standard English Language 2.0</b> | <b>Conventions of Standard English Language 3.0</b>                             | <b>Conventions of Standard English Language 4.0, 5.0, 6.0</b>          |
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**Boldface denotes Introductory Standard for Seventh Grade Level. \* Denotes Progressive Language Skill.**

# TLS Language Conventions #6

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## Mechanics Lesson

“Today we are studying how to use **apostrophes** with singular possessive nouns. Remember that a possessive shows ownership and that a noun is a person, place, thing, or idea. Usually, the singular possessive noun is placed before another noun to modify that noun, but sometimes the noun is only implied (suggested). Now let’s read the mechanics lesson, highlight or underline the key points of the text, and study the examples.”

“To form a singular possessive noun, add on an apostrophe then an s (’s) to the end of the noun. For nouns ending in s, it is not necessary to add on another s after the apostrophe.

**Examples:** Tim’s wallet, Doris’ purse.”

“A singular possessive noun can also modify a **gerund** (a verb form ending in ‘ing’ that serves as a noun). **Example:** Len’s training.”

“With compound noun possessives, place the apostrophe before each s for individual possession or before the s of the last listed possessive noun for joint possession. **Examples:** Kayla and Kyla’s essays, Tom and Martha’s house.”

“Now read the practice sentence in your workbook. Apply the mechanics rules to highlight or underline 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:** Noah and Pete’s barbecue was great due to Emma’s grilling and Charles’ hospitality.

## Grammar and Usage Lesson

“Today we are studying **object case pronouns**. Remember that a pronoun takes the place of a noun. Using object case pronouns avoids repetitious nouns. Now let’s read the grammar and usage lesson, highlight or underline the key points of the text, and study the examples.”

“Pronouns are in the object case when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. Following are the object case pronouns:  
Singular—*me, you, him, her, it, whom*      Plural—*us, you, them, whom*”

“Always place the first person pronouns (*me* and *us*) last in compound objects. **Examples:** Bob likes it. Tyrone gave him a gift. The letter is from her.”

“To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary. **Example:** *Whom* did Joan love? can be checked with Did Joan love *him*?”

“Now read the practice sentence in your workbook. Then highlight or underline what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

## Grammar and Usage Practice Answers:

Whom did you expect to see at the concert? I know you were looking for Amalia and me.

# **TLS Language Conventions #6**

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## **Sentence Diagram Lesson and Corrections**

“An object case pronoun is placed to the right of the predicate in sentence diagrams. Complete this Sentence Diagram: ‘Teachers inspire her.’”



“Compare your diagram to that on the display. Use a different color pen or pencil to mark a check mark ✓ above each correctly placed answer and revise any errors.”

## **Mentor Text Lesson**

“This mentor text, written by Ralph Waldo Emerson (a 19<sup>th</sup> Century American author), uses the object case pronoun effectively in this sentence. Let’s read it carefully: ‘A friend is one before whom I may think aloud.’ Which exceptional writing features can you identify?”

## **Writing Application Lesson**

“Now let’s apply what we’ve learned and compose a sentence with an object case pronoun 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 rules to write this Sentence Dictation correctly in your workbook: ‘Tom’s carpentry skills are terrific, but Chris’ painting is better.’”

“Apply the grammar and usage lesson to write this Sentence Dictation in your workbook, revising this sentence with appropriate object case pronouns: ‘Who did I like? I liked both Sergio and him.’”

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

# **TLS Language Conventions #6**

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## **Mechanics**

To form a singular possessive noun, add on an apostrophe then an s ('s) to the end of the noun. For nouns ending in s, it is not necessary to add on another s after the apostrophe.

**Examples:** Tim's wallet, Doris' purse.

A singular possessive noun can also modify a **gerund** (a verb form ending in "ing" that serves as a noun). **Example:** Len's training.

With compound noun possessives, place the apostrophe before each s for individual possession or before the s of the last listed possessive noun for joint possession. **Examples:** Kayla and Kyla's essays, Tom and Martha's house.

**Practice:** Noah and Pete's barbecue was great due to Emmas grilling and Charle's hospitality.

# **TLS Language Conventions #6**

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## **Grammar and Usage**

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

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

Always place the first person pronouns (*me* and *us*) last in compound objects. **Examples:** Bob likes it. Tyrone gave him a gift. The letter is from her.

To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary. For example, *Whom* did Joan love? can be checked with Did Joan love *him*?

**Example:** *Whom* did Joan love? can be checked with Did Joan love *him*?

**Practice:** Who did you expect to see at the concert? I know you were looking for me and Amalia.

# **TLS Language Conventions #6**

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## **Sentence Diagram Answers**

Teachers | inspire | her

## **Mentor Text**

“A friend is one before whom I may think aloud.”

Ralph Waldo Emerson (1803–1882)

## **Writing Application Lesson**

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## **Mechanics Dictation**

Tom’s carpentry skills are terrific, but Chris’ painting is better.

## **Grammar and Usage Dictation**

Whom did I like? I liked both Sergio and him.

# TLS Language Conventions Worksheet #6

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## Mechanics

To form a singular possessive noun, add on an apostrophe then an s ('s) to the end of the noun. For nouns ending in s, it is not necessary to add on another s after the apostrophe.

**Examples:** Tim's wallet, Doris' purse.

A singular possessive noun can also modify a *gerund* (a verb form ending in "ing" that serves as a noun). **Example:** Len's training.

With compound noun possessives, place the apostrophe before each s for individual possession or before the s of the last listed possessive noun for joint possession. **Examples:** Kayla and Kyla's essays, Tom and Martha's house.

**Practice:** Noah and Pete's barbecue was great due to Emmas grilling and Charle's hospitality.

## Grammar and Usage

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

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

Always place the first person pronouns (*me* and *us*) last in compound objects. **Examples:** Bob likes it. Tyrone gave him a gift. The letter is from her.

To check whether *whom* is correct, try substituting *him* in place of *whom* and rephrase, if necessary. **Example:** *Whom* did Joan love? can be checked with Did Joan love *him*?

## Sentence Diagram

An object case pronoun is placed to the right of the predicate in sentence diagrams. Complete this Sentence Diagram: "Teachers inspire her."



## Writing Application

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## Mechanics Dictation

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## Grammar and Usage Dictation

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# **TLS Spelling Patterns Test #17**

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**“able”**

1. variable
2. quotable
3. remarkable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. gable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

# **TLS Spelling Sort Answers #17**

**“able”**

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

## **SPELLING WORDS**

1. variable
2. quotable
3. remarkable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. gable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

## **Base Words (Without Silent Final e)**

variable  
taxable  
questionable  
favorable  
unbearable  
reliable

## **Following Hard /c/**

remarkable  
applicable  
replicable

## **Roots with Silent Final e**

quotable  
valuable  
disputable  
drivable  
ignitable  
adorable

## **Following Hard /g/**

navigable  
gable  
huggable

# **TLS** Spelling Worksheet #17 “able”

## **Spelling Rule**

Spell “able” as a suffix (and not “ible”) if the root before the suffix has a hard /c/ or /g/ sound as in *cable* or *gable*. Also spell “able” after a base word, including those ending in a silent *e* as in *teachable* and *likeable*.

## **Spelling Sort**

Sort each spelling word into the group that best matches its spelling pattern.

### **SPELLING WORDS**

1. variable
2. quotable
3. remarkable
4. navigable
5. valuable
6. taxable
7. applicable
8. questionable
9. replicable
10. notable
11. accountable
12. gable
13. disputable
14. favorable
15. huggable
16. drivable
17. unbearable
18. ignitable
19. adorable
20. reliable

### **Base Words (without silent final e)**

### **Roots with Silent Final e**

### **Following Hard /c/**

### **Following Hard /g/**

# **TLS Language Application #5**

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## **Lesson Focus**

Our language application task is to delete **circumlocutions**. A **circumlocution** is a roundabout expression that does not add additional meaning to the sentence. Common circumlocutions are adverb or adjective modifiers which limit or describe verbs or nouns. Substitute circumlocutions with one of these words: *because*, *about*, *must* or *should*, *can*, and *might* or *may*.

## **Examples**

- Replace *to the fact that* with *because*.
- Replace *regarding the situation in which* with *about*.
- Replace *it is important that* with *must* or *should*.
- Replace *is able to* with *can*.
- Replace *it is possible that* with *might* or *may*.

It is possible that Ken and Maggie will marry.

***This sentence can be better revised as...***

Ken and Maggie may marry.

## **Revise this sentence by deleting the circumlocution:**

The firefighters talked regarding the situation in which the fire destroyed your patio.

## **Language Application Revision**

The firefighters talked about the fire that destroyed your patio.

# TLS Language Application Worksheet #5

## Delete Circumlocutions

### Lesson Focus

Our language application task is to delete **circumlocutions**. A **circumlocution** is a roundabout expression that does not add additional meaning to the sentence. Common circumlocutions are adverb or adjective modifiers which limit or describe verbs or nouns. Substitute circumlocutions with one of these words: *because, about, must* or *should, can, and might* or *may*.

### Key Idea

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## Examples

- Replace *to the fact that* with *because*.
- Replace *regarding the situation in which* with *about*.
- Replace *it is important that* with *must* or *should*.
- Replace *is able to* with *can*.
- Replace *it is possible that* with *might* or *may*.

It is possible that Ken and Maggie will marry.

*This sentence can be better revised as...*

Ken and Maggie may marry.

## Revise this sentence by deleting the circumlocution:

The firefighters talked regarding the situation in which the fire destroyed your patio.

## Language Application Revision

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# **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** Grammar, Usage, and Mechanics 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 connects 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.

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## TLS Diagnostic Spelling Assessment (Teacher Copy)

|     |            |                                              |            |                       |
|-----|------------|----------------------------------------------|------------|-----------------------|
| 1.  | bumper     | The car bumper had a large dent.             | bumper     |                       |
| 2.  | foggy      | In foggy conditions it is hard to drive.     | foggy      |                       |
| 3.  | briskly    | They walked briskly through the park.        | briskly    |                       |
| 4.  | medical    | His medical condition worsened.              | medical    |                       |
| 5.  | defiance   | The child's defiance created heartache.      | defiance   | <b>Short Vowels</b>   |
| 6.  | dreadful   | A dreadful sound came out of the trumpet.    | dreadful   | ____/6                |
| 7.  | provide    | She can provide all of the details.          | provide    |                       |
| 8.  | lately     | That happens a lot lately.                   | lately     |                       |
| 9.  | compute    | To compute numbers he used a calculator.     | compute    |                       |
| 10. | hopeful    | I am hopeful that she will visit soon.       | hopeful    |                       |
| 11. | attitude   | The student had a wonderful attitude.        | attitude   |                       |
| 12. | surprise   | It could not have been a better surprise.    | surprise   |                       |
| 13. | muffle     | The headphones muffle the noise.             | muffle     |                       |
| 14. | motive     | The lawyer found the motive for the crime.   | motive     | <b>Silent Final e</b> |
| 15. | submarine  | A submarine can be very long.                | submarine  | ____/9                |
| 16. | eyelashes  | Her eyelashes were very long.                | eyelashes  |                       |
| 17. | crutches   | He had to use crutches because of his ankle. | crutches   |                       |
| 18. | hypothesis | The scientist's hypothesis was tested.       | hypothesis | <b>Consonant</b>      |
| 19. | cartwheel  | I could never do a proper cartwheel.         | cartwheel  | <b>Digraphs</b>       |
| 20. | telegraph  | The telegraph was invented in the 1800s.     | telegraph  | ____/5                |
| 21. | patriot    | A patriot is one who supports his country.   | patriot    |                       |
| 22. | payment    | I received his payment last July.            | payment    |                       |
| 23. | trained    | She trained long and hard for the Olympics.  | trained    | <b>Long /a/</b>       |
| 24. | neighbor   | My neighbor wakes up early each morning.     | neighbor   | ____/4                |
| 25. | maybe      | He thought maybe they would agree.           | maybe      |                       |
| 26. | seeking    | The captain was seeking buried treasure.     | seeking    |                       |
| 27. | ceilings   | The apartment had very high ceilings.        | ceilings   |                       |
| 28. | lobbying   | Student Council is lobbying for a game day.  | lobbying   |                       |
| 29. | creature   | The iguana is a strange-looking creature.    | creature   | <b>Long /e/</b>       |
| 30. | radius     | The radius of the circle was six inches.     | radius     | ____/6                |
| 31. | bicycle    | She got a bicycle for her birthday.          | bicycle    |                       |
| 32. | delight    | The new neighbor is such a delight.          | delight    |                       |
| 33. | supply     | A huge supply came in yesterday.             | supply     | <b>Long /i/</b>       |
| 34. | untie      | It took me a long time to untie the knot.    | untie      | ____/4                |
| 35. | introduce  | I would like to introduce my friend.         | introduce  |                       |
| 36. | vetoed     | The president vetoed the proposed law.       | vetoed     |                       |
| 37. | soaking    | When you are soaking in a tub, life is fine. | soaking    | <b>Long /o/</b>       |
| 38. | fellowship | The hobbit joined the secret fellowship.     | fellowship | ____/4                |
| 39. | musician   | Our friend is an excellent musician.         | musician   |                       |
| 40. | fewer      | There are fewer choices than I had thought.  | fewer      | <b>Long /u/</b>       |
| 41. | rescued    | The dog rescued the child from the river.    | rescued    | ____/3                |

## 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                   |
| <b>Silent Final <i>e</i></b>      | 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                           |                                                | <b>Hard/Soft <i>c</i> and <i>g</i> Sounds</b> |
| 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>                             |
|                                   | <b><i>oo</i> Sound as in <i>rooster</i></b>    | 63. Hard <i>g</i>                             |
| <b>Consonant Digraph Sounds</b>   |                                                | 64. Soft <i>g</i>                             |
|                                   | 42. oo                                         |                                               |
| 16. sh                            | 43. _ue                                        |                                               |
| 17. ch and _tch                   | 44. u                                          |                                               |
| 18. th                            | 45. _ew                                        |                                               |
| 19. wh_                           |                                                |                                               |
| 20. ph                            | <b><i>oo</i> Sound as in <i>woodpecker</i></b> |                                               |
|                                   |                                                |                                               |
| <b>Long <i>a</i> Sound Vowels</b> | 46. oo                                         |                                               |
|                                   | 47. _u_                                        |                                               |
| 21. a                             |                                                |                                               |
| 22. _ay                           | <b><i>ow</i> Sound as in <i>cow</i></b>        |                                               |
| 23. ai_                           |                                                |                                               |
| 24. ei                            | 48. _ow                                        |                                               |
|                                   | 49. ou_                                        |                                               |
| <b>Long <i>e</i> Sound Vowels</b> |                                                |                                               |
|                                   | <b><i>oi</i> Sound</b>                         |                                               |
| 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

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**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.

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# **TLS** Accent Shift Syllable Worksheet

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**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  |

**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 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

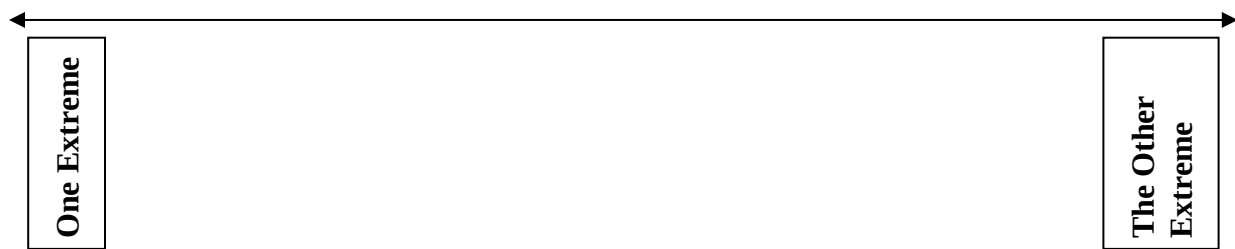
|       |          |             |       |       |
|-------|----------|-------------|-------|-------|
| cent  | hundred  | centigram   | _____ | _____ |
| magn  | great    | magnificent | _____ | _____ |
| milli | thousand | millimeter  | _____ | _____ |
| mini  | small    | miniature   | _____ | _____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

## Semantic Spectrums

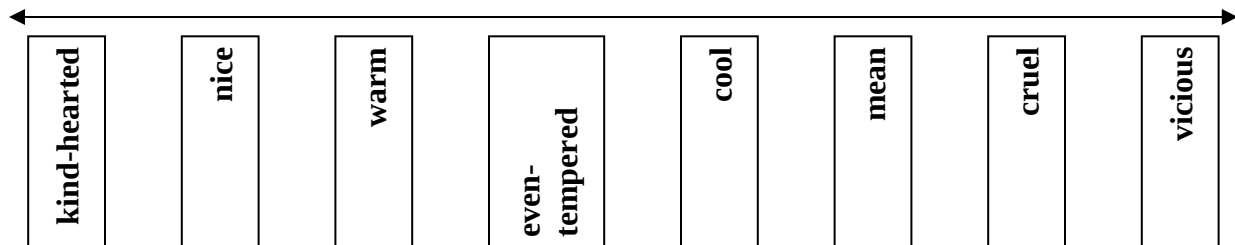
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means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

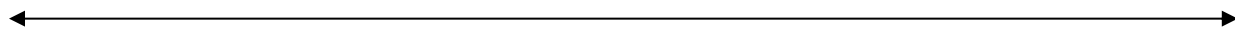


### Example: Vocabulary Word *vicious*



### Practice

Vocabulary Word \_\_\_\_\_



# TLS Diagnostic Grammar and Usage Assessment 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

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

# TLS

## Diagnostic Spelling Assessment Mastery Matrix

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

### Sound-Spellings:

## oo Sound

oo Sound ow So

## oi Sound

***aw* Sound**

### ***r*-controlled Vowels**

### Hard/Soft $c$ and $g$

**as in the word:**

**rooster**

woodpecker cow

***koi***

**hawk**

*ermine*

**arm** **c**

***ca cut***

*juicy*

net gem

[illegible]