

Teacher's Guide
Grade 4



Teaching the Language Strand

Common Core State Standards

Teaching the Language Strand Grade 4

Mark Pennington

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Teaching the Language Strand Grade 4

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TLS Fourth 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 Proper Noun Titles	Short Vowels	Common Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common nouns	Periods to End Statements and Commands	Short Vowels	Proper Nouns	Word Relationships, Connotations, Academic Language
3	Plural Nouns and Irregular Plurals	Periods for Abbreviations	Long Vowel <i>a</i>	Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Collective Nouns	Periods for Acronyms	Long Vowel <i>a</i>	Simple and Complete Subjects	Word Relationships, Connotations, Academic Language
5	Possessive Nouns	Periods in Roman Numeral Outlines	Long Vowel <i>e</i>	Simple and Complete Predicates	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Personal Pronouns	Apostrophes for Singular Possessive Proper Nouns	Long Vowel <i>e</i>	Compound Subjects and Predicates	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Singular Possessive Common Nouns	Long Vowel <i>i</i>	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Reflexive Pronouns	Apostrophes for Plural Possessive Proper Nouns	Long Vowel <i>i</i>	Complete Sentences	Word Relationships, Connotations, Academic Language

Boldface denotes Introductory Standard for Fourth Grade Level. * Denotes Progressive Language Skill.

TLS Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
9	Indefinite Pronouns	Apostrophes for Plural Possessive Common Nouns	Long Vowel <i>o</i>	Fragments	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	*Pronoun Antecedents	Comma Misuse	Long Vowel <i>o</i>	Run-ons	Word Relationships, Connotations, Academic Language
11	Articles	Apostrophes for Middle Contractions	Long Vowel <i>u</i>	Compound Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Adjectives	Apostrophes for Beginning Contractions	Long Vowel <i>u</i>	Collective Nouns	Word Relationships, Connotations, Academic Language
13	Adjective order	Apostrophes for Ending Contractions	Silent Final <i>e</i>	Personal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	Past tense verbs	Commas for Geographical Places	Silent Final <i>e</i>	Possessive Pronouns	Word Relationships, Connotations, Academic Language
15	Irregular past tense verbs	Commas for Geographical Places	Vowel Diphthongs /aw/	Reflexive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Present tense verbs	Commas for Letters	Vowel Diphthongs /aw/	Intensive Pronouns	Word Relationships, Connotations, Academic Language

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TLS Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
17	*Singular subject-verb agreement	Commas in Addresses	Vowel Diphthongs “oo”	Pronoun Antecedents	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	*Plural subject-verb agreement	Commas for Names	Vowel Diphthongs “oo”	Relative Pronouns	Word Relationships, Connotations, Academic Language
19	Future tense verbs	Commas between Adjectives	Vowel Diphthongs /oi/, /ow/	Adjectives	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Helping verbs	Commas and Quotation Marks with Beginning Speaker Tags and Dialogue	Vowel Diphthongs /oi/, /ow/	Adjective Order	Word Relationships, Connotations, Academic Language
21	Linking verbs	Commas and Quotation Marks with Ending Speaker Tags and Dialogue	Consonant Digraphs	Short Comparative Modifier	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Indicative Modals	Commas and Quotation Marks with Middle Speaker Tags and Dialogue	Consonant Digraphs	Long Comparative Modifier	Word Relationships, Connotations, Academic Language
23	Imperative Modals	Direct Quotations from Text	r- controlled Vowels	Short Superlative Modifier	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Conditional Modals	Direct Quotations from Text	r- controlled Vowels	Long Superlative Modifier	Word Relationships, Connotations, Academic Language

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TLS Fourth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
25	Past progressive form	Indirect Quotations from Text	y	Past Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Present progressive form	Indirect Quotations from Text	y	Present Verb Tense	
27	Future progressive form	Capitalization of Named People	Non-phonetic Words	Linking Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Adverbs	Capitalization of Named Places	Non-phonetic Words	Helping Verbs	Word Relationships, Connotations, Academic Language
29	Coordinating Conjunctions	Capitalization of Named Things	Consonant Doubling	Future Tense	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Locational prepositional phrases	Capitalization of Products	Consonant Doubling	Past Participles	Word Relationships, Connotations, Academic Language
31	Time prepositional phrases	Capitalization of Holidays	/j/	Irregular Past Participles	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Relational prepositional phrases	Capitalization of Dates	/j/	Past Progressive Verb Tense	Word Relationships, Connotations, Academic Language

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TLS Fourth 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
33	Simple subject	Capitalization of Titles	<i>i</i> before <i>e</i>	Present Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Complete subject	Capitalization of Organizations	<i>i</i> before <i>e</i>	Future Progressive Verb Tense	Word Relationships, Connotations, Academic Language
35	Simple predicate	Capitalization of Businesses	Hard /c/, Soft /c/	Modal Auxiliaries (Necessity and Advice)	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	Complete predicate/ Complements	Capitalization of Languages	Hard /c/, Soft /c/	Modal Auxiliaries (Ability and Expectation)	Word Relationships, Connotations, Academic Language
37	Direct objects	Capitalization of People Groups	Hard /g/, Soft /g/	Modal Auxiliaries (Permission and Possibility)	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	*Complete sentences	Capitalization of Quotations	Hard /g/, Soft /g/	Adverbs	Word Relationships, Connotations, Academic Language
39	*Fragments	Capitalization of Independent Clauses	“s” and “es” Plurals	Relative Adverbs	Multiple Meaning Words, Greek and Latin Morphemes
40	*Run-ons	Capitalization of Special Events	“s” and “es” Plurals	Conjunctions (Joining Words)	Word Relationships, Connotations, Academic Language

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TLS Fourth 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
41	Declarative sentences	Capitalization of Historical Periods	/x/,/ch/,/sh/,/z/, /f/ Plurals	Conjunctions (Joining Sentences)	Multiple Meaning Words, Greek and Latin Morphemes
42	Interrogative sentences	Question Marks	/x/,/ch/,/sh/,/z/, /f/ Plurals	Prepositions	Word Relationships, Connotations, Academic Language
43	Imperative sentences	Exclamation Points	Irregular Plurals	Prepositional Phrase Sentence Opener	Multiple Meaning Words, Greek and Latin Morphemes
44	Exclamatory sentences	Commas before Conjunctions in Compound Sentences	Irregular Plurals	Revise Exclamatory into Declarative	Word Relationships, Connotations, Academic Language
45	Compound subjects	Commas with Beginning Phrases	Contractions	Revise Declarative into Interrogative	Multiple Meaning Words, Greek and Latin Morphemes, Personification
46	Compound predicates	Commas with Ending Phrases	Contractions	Revise Interrogative into Imperative	Word Relationships, Connotations, Academic Language
47	Compound sentences	Commas with Beginning Dependent Clauses	Silent Letters	Revise Imperative into Exclamatory	Multiple Meaning Words, Greek and Latin Personification
48	Independent clauses	Commas with Ending Dependent Clauses	Silent Letters	Example Transition Sentence Opener	Word Relationships, Connotations, Academic Language

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TLS Fourth 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
49	Relative pronoun phrases	Colons in Business Letter Salutations	Homonyms	Comparison and Contrast Transition Sentence Opener	Multiple Meaning Words, Greek and Latin Personification
50	Relative adverb phrases	Parentheses as Comments and Appositives	Homonyms	Addition and Conclusion Transition Sentence Opener	Word Relationships, Connotations, Academic Language
51	Dependent clauses	Parentheses as Appositives	Greek and Latin Prefixes	Sequence and Numerical Transition Sentence Opener	Multiple Meaning Words, Greek and Latin Morphemes
52	Complex sentences	Dashes	Greek and Latin Prefixes	Precise Word and Phrase Choice	Word Relationships, Connotations, Academic Language
53	Short Comparative Modifiers	Brackets	Greek and Latin Roots	Using Punctuation for Effect	Multiple Meaning Words, Greek and Latin Morphemes
54	Long Comparative Modifiers	Hyphens with Compound Words	Greek and Latin Roots	Rearrange in Chronological Order	Word Relationships, Connotations, Academic Language
55	Short Superlative Modifiers	Slashes	Greek and Latin Suffixes	Formal Language	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	Long Superlative Modifiers	Numbers	Greek and Latin Suffixes	Informal Language	Word Relationships, Connotations, Academic Language

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TLS Fourth Grade Vocabulary Scope and Sequence

CCSS Lesson	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	brief	un able		Idioms		
2			Synonyms: conclude finish		colossal enormous	analyze approach
3	staff	re sent		Idioms		
4			Synonyms: gather collect		furious upset	assess assume
5	work	in san(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	en dur(e)		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	in sist		Idioms		
14			Degree: worried anxious		scorching lukewarm	data derive
15	match	over act		Similes		
16			Degree: spicy mild		sniffle sob	distribute economy
17	bright	mis quot(e)		Similes		
18			Item to Category: hurricane weather		scrawny obese	environment establish

TLS Fourth Grade Vocabulary Scope and Sequence

CCSS Lesson	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	box	suburb		Similes		
20			Item to Category: pudding dessert		dull fascinating	estimate evident
21	block	predict		Metaphors		
22			Character to Location: athlete Olympics		recommend approve	export factor
23	bark	intercept		Metaphors		
24			Character to Location: groom wedding		probable certain	finance formula
25	trip	forward		Metaphors		
26			Object to its Use: broom sweep		plead request	function identify
27	star	depend		Imagery		
28			Object to its Use: vehicle transfer		master succeed	income indicate
29	roll	transport		Imagery		
30			Source and its Object: bakery scones		dawn twilight	individual interpret
31	rock	superior		Imagery		
32			Source and its Object: distress panic		courageous cowardly	involve issue

TLS Fourth Grade Vocabulary Scope and Sequence

CCSS Lesson	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
33	punch	semi annu(al)		Adages		
34			Worker to Work: captain tugboat		require demand	labor legal
35	play	anti dot(e)		Adages		
36			Worker to Work: criminal prison		deny refuse	legislate major
37	ring	mid term		Adages		
38			Problem to Solution: rude respect		encourage inspire	method occur
39	park	under stat(e)		Alliteration		
40			Problem to Solution: infection antibiotics		approximate accurate	percent period
41	mean	audi tion		Alliteration		
42			Defining Characteristic : commercial advertise		ancient modern	policy principle
43	light	tri dent		Alliteration		
44			Defining Characteristic : comedy humor		appropriate fitting	proceed process
45	fall	ex claim		Proverbs		
46			Lack of to Object: calories nutrition		gulp sip	require research

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TLS Fourth Grade Vocabulary Scope and Sequence

CCSS Lesson	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	stall	ambulance		Symbolism		
48			Lack of to Object: manners courtesy		counterfeit phony	respond role
49	mouse	postpon(e)		Proverbs		
50			Tool to Worker: match fire		cooperate reject	section sector
51	train	dissect		Onomatopoeia		
52			Tool to Worker: wrench plumber		argue chat	significant similar
53	does	emerge		Onomatopoeia		
54			Cause-Effect: tragedy depression		gobble nibble	source specific
55	wind	abrupt		Onomatopoeia		
56			Cause-Effect: misbehavior suspension		neglect notice	structure theory

Boldface denotes Introductory Standard for Fourth Grade Level.

TLS Language Conventions #32

Mechanics Lesson

“Today we are studying how to punctuate **indirect quotations**. Remember that a direct quotation includes the spoken or written words exactly as someone said them or wrote them.”

“An indirect quotation is using your own words to tell what someone said or wrote. The prefix “in” means *not*, so “indirect” means *not direct*. In other words you don’t copy someone else’s words and put them *directly* in your writing. You use someone’s ideas, but not the way they were said or written. Since you aren’t using a direct quotation, don’t use quotation marks.”

“You do need to write the name of the speaker or writer and where you heard or read the ideas you want to borrow for your indirect quotation. We call this a *citation*. A citation is written in parentheses after the indirect quotation. It lists the last name of the speaker or writer and the place or page number where you found the information. The ending period is placed after the citation. **Example:** Before they plowed their fields, farmers had to remove a lot of trees (Lane 124).”

“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: It took months to prepare the fields (Jones 84).

Grammar and Usage Lesson

“Today we are studying the **past progressive verb tense**. Remember that *verb tense* is the form of the verb that shows time. Now let’s read the grammar and usage lesson, highlight or underline the key points of the text, and study the examples.”

“A **past progressive verb** is used for a physical or mental action that happened over a period of time. It connects *was* (when used with single nouns or pronouns) or *were* (when used with plural nouns or pronouns) to a verb with an ‘__ing’ ending. **Examples:** Lee (or He) was dreaming; Nancy and Todd (or They) were running.”

“Now read the Practice sentence in your workbook. Then find the words showing the past progressive verb tense. ‘Can anyone identify the words showing the past progressive verb tense? [Highlight the past progressive verb tense on the display].’”

Grammar and Usage Practice Answers: Rob was whispering, but they were shouting.

TLS Language Conventions #32

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this Sentence Diagram in your workbook:
Revise this sentence with the past progressive verb tense: ‘Sal eats.’” [Allow time.]



Sentence Diagram Answers: “Now compare your answers to the sentence diagrams on the display.” Use a different color pen or pencil to place a √ above each correctly placed answer and revise any of your mistakes.

Mentor Text Lesson

“This mentor text, written by James Herriot (the British author and veterinarian), uses the past progressive verb tense to describe an action that happened over a period of time. Let’s read it carefully: ‘Pedestrians hurried by, uncaring, but I had the feeling that fortune was smiling on me.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and write a sentence using the past progressive verb tense. [Allow a brief time for composition.] Does anyone have sentence to share? [Have students share a few and then write one of the sentences on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly in your workbook: ‘She said that she put in on the table.’ The author’s name is Tom Smith and the information was found in his article on page 10.”

“Apply the grammar and usage lesson to write this Sentence Dictation in your workbook, revising this sentence with the past progressive verb tense: ‘The teacher played a game with us.’”

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

TLS Language Conventions #32

Mechanics

An indirect quotation is using your own words to tell what someone said or wrote. The prefix “in” means *not*, so “indirect” means *not direct*. In other words you don’t copy someone else’s words and put them *directly* in your writing. You use someone’s ideas, but not the way they were said or written. Since you aren’t using a direct quotation, don’t use quotation marks.

You do need to write the name of the speaker or writer and where you heard or read the ideas you want to borrow for your indirect quotation. We call this a *citation*. A citation is written in parentheses after the indirect quotation. It lists the last name of the speaker or writer and the place or page number where you found the information. The ending period is placed after the citation. **Example:** Before they plowed their fields, the farmers had to remove a lot of trees (Lane 124).

Practice: “It took months to prepare the fields. (Jones 84)”

Grammar and Usage

A **past progressive verb** is used for a physical or mental action that happened over a period of time. It connects *was* (when used with single nouns or pronouns) or *were* (when used with plural nouns or pronouns) to a verb with an “__ing” ending.

Examples: Lee (or He) was dreaming; Nancy and Todd (or They) were running.

Practice: Rob was whispering, but they were shouting.

TLS Language Conventions #32

Sentence Diagram Answers

Sal | was eating

Mentor Text

“Pedestrians hurried by, uncaring, but I had the feeling that fortune was smiling on me.”

James Herriot (1916–1995)

Writing Application Lesson

Mechanics Dictation

She said that she put in on the table (Smith 10).

Grammar and Usage Dictation

The teacher was playing a game with us.

TLS Language Conventions Worksheet #32

Mechanics

An indirect quotation is using your own words to tell what someone said or wrote. The prefix “in” means *not*, so “indirect” means *not direct*. In other words you don’t copy someone else’s words and put them *directly* in your writing. You use someone’s ideas, but not the way they were said or written. Since you aren’t using a direct quotation, don’t use quotation marks.

You do need to write the name of the speaker or writer and where you heard or read the ideas you want to borrow for your indirect quotation. We call this a *citation*. A citation is written in parentheses after the indirect quotation. It lists the last name of the speaker or writer and the place or page number where you found the information. The ending period is placed after the citation. **Example:** Before they plowed their fields, the farmers had to remove a lot of trees (Lane 124).

Practice: “It took months to prepare the fields. (Jones 84)”

Grammar and Usage

A **past progressive verb** is used for a physical or mental action that happened over a period of time. It connects *was* (when used with single nouns or pronouns) or *were* (when used with plural nouns or pronouns) to a verb with an “__ing” ending. **Examples:** Lee (or He) was dreaming; Nancy and Todd (or They) were running.

Practice: Rob was whispering, but they were shouting.

Sentence Diagram

Revise this sentence on the Sentence Diagram with the past progressive verb tense: “Sal eats.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

TLS Spelling Patterns Test #24

Silent Letters “mb” “kn” “sc” “lk” “u”

1. **comb**
2. **scientific**
3. **kneel**
4. **talking**
5. **guard**
6. **knit**
7. **thumb**
8. **yolk**
9. **scenery**
10. **guilty**
11. **cornstalk**
12. **plumbing**
13. **league**
14. **scepter**
15. **knowledge**
16. **bomb**
17. **descendent**
18. **folktale**
19. **gauge**
20. **known**

TLS Spelling Worksheet #24

Silent Letters “mb” “kn” “sc” “lk” “u”

Spelling Rule

Certain letters are unpronounced (silent) when combined with other letters in English spelling. The *b* is silent in “mb.” The *k* is silent in “kn.” The *c* is silent in “sc.” The *l* is silent in “lk.” The *u* can also be silent when connected to other vowels.

Directions: Sort each spelling word into the group that best matches its sound or spelling pattern.

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folktale
19. gauge
20. known

mb

kn

sc

lk

u

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

TLS Spelling Sort Answers #24

Silent Letters “mb” “kn” “sc” “lk” “u”

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

SPELLING WORDS

1. comb
2. scientific
3. kneel
4. talking
5. guard
6. knit
7. thumb
8. yolk
9. scenery
10. guilty
11. cornstalk
12. plumbing
13. league
14. scepter
15. knowledge
16. bomb
17. descendent
18. folktale
19. gauge
20. known

mb

comb

thumb

plumbing

bomb

sc

scientific

scenery

scepter

descendent

u

guard

guilty

league

gauge

kn

kneel

knit

knowledge

known

lk

talking

yolk

cornstalk

folktale

SPELLING TIPS

Why are some letters silent?

English uses many foreign language spellings, but doesn't pronounce them.

TLS Language Application #32

LEARN...

A **past progressive verb** is used for a physical or mental action that happened over a period of time. It connects *was* (when used with single nouns or pronouns) or *were* (when used with plural nouns or pronouns) to a verb with an “__ing” ending.

Examples: Juan (or I) was walking; Sue and Tyrone (or They) were thinking.

PRACTICE...

Change the verb in this sentence to the past progressive verb tense: The girl finished her lunch.

The girl was finish_____ her lunch.

Change the verb in this sentence to the past progressive verb tense: The boys will play on the soccer field.

The boys _____ playing on the soccer field.

ON YOUR OWN...

Revise this sentence with the past progressive verb tense:
Tom and Linda look for more clues.

Language Application Revision

Tom and Linda were looking for more clues.

Past Progressive Verb Tense

LEARN...

A **past progressive verb** is used for a physical or mental action that happened over a period of time. It connects *was* (when used with single nouns or pronouns) or *were* (when used with plural nouns or pronouns) to a verb with an “_ing” ending.

Examples: Juan (or I) was walking; Sue and Tyrone (or They) were thinking.

✓ KEY IDEA

➔ PRACTICE...

Change the verb in this sentence to the past progressive verb tense: The girl finished her lunch.

The girl was finish_____ her lunch.

Change the verb in this sentence to the past progressive verb tense: The boys will play on the soccer field.

The boys _____ playing on the soccer field.

💬 ON YOUR OWN...

Revise the sentence with the past progressive verb tense: Tom and Linda look for more clues.

Language Application Revision

TLS Vocabulary Worksheet #1

Multiple Meaning Words

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

Vocabulary Words Definitions

brief (n)

1. Short.

brief (v)

2. To inform or give a summary of information or events.

The reporter wrote a brief ____ summary of the news story to brief ____ her boss, the City Editor.

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

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

Prefix	Root	Suffix	Meaning	Example Word
un			not	_____
		able	to be able to	_____
	unable			_____

Language Resources: Dictionary and Thesaurus

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

un a ble () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom: “a lot on my plate.” I’d like to stop and help you, but right now I’ve just got a lot on my plate.

TLS Vocabulary Worksheet #2

Word Relationships: Synonyms

Directions: Use **SALE** (Synonym, Antonym, Logic, Example) context clues to write a sentence that shows the meaning of each vocabulary word. Connect the clauses with a transition.

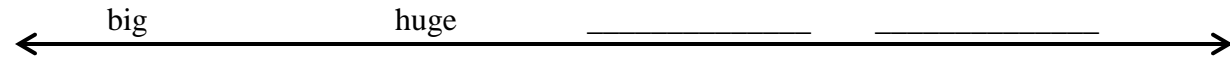
Vocabulary Words	Definitions
conclude (v)	To end or bring to a close.
finish (v)	To add the final touches to a project.

transition: _____

Connotations: Shades of Meaning

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

Vocabulary Words	Definitions
colossal (adj)	Extremely and unusually large.
enormous (adj)	Very large.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: analyze (v) Definition: To break into parts and examine each part.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: approach (v) Definition: To get close to something.	Similar to...
Different than...	Example, Characteristics, or Picture:

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.

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	Short Vowels
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	Silent Final e
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	Consonant
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	Digraphs
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	Long /a/
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	Long /e/
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	Long /i/
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	Long /o/
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	Long /u/
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
Silent Final <i>e</i>	35. o	56. ur
	36. _oe	57. er
7. Long <i>i</i> Sound i_e	37. oa_	58. ir
8. a_e	38. ow	59. ar
9. u_e		60. or
10. o_e		
11. u_e	Long <i>u</i> Sound Vowels	Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	39. u	
13. _le	40. _ew	
14. _ve	41. _ue	61. Hard <i>c</i>
15. Long <i>e</i> i_e		62. Soft <i>c</i>
	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
Consonant Digraph Sounds		64. Soft <i>g</i>
	42. oo	
16. sh	43. _ue	
17. ch and _tch	44. u	
18. th	45. _ew	
19. wh_		
20. ph	<i>oo</i> Sound as in <i>woodpecker</i>	
Long <i>a</i> Sound Vowels	46. oo	
	47. _u_	
21. a		
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_		
24. ei	48. _ow	
	49. ou_	
Long <i>e</i> Sound Vowels		
	<i>oi</i> Sound	
25. e		
26. _ee	50. oi_	
27. [c]ei	51. _oy	
28. _y		
29. ea		
30. i-Vowel		

Teacher Resource Page: r-controlled Vowel Sounds

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

Example Words “ur”

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

Formative Dictations Assessment

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

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

Example Words “er”

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

Formative Dictations Assessment

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

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

Example Words “ir”

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

Formative Dictations Assessment

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

TLS Spelling Pattern Worksheet #56

r-controlled “ur”

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

SORT Write each word in the correct column.

burn	barbed	surfer	stork	burst	curls
perspire	church	thirst	certainly	churned	
squirm					

er Sound “ur” Spellings

Other “er” Spellings

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

urn _____ furl _____

spurt _____ curse _____

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

rdremu _____ surbda _____

rntu _____ lurehr _____

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

TLS Accent Shift Syllable Worksheet

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

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

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

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

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

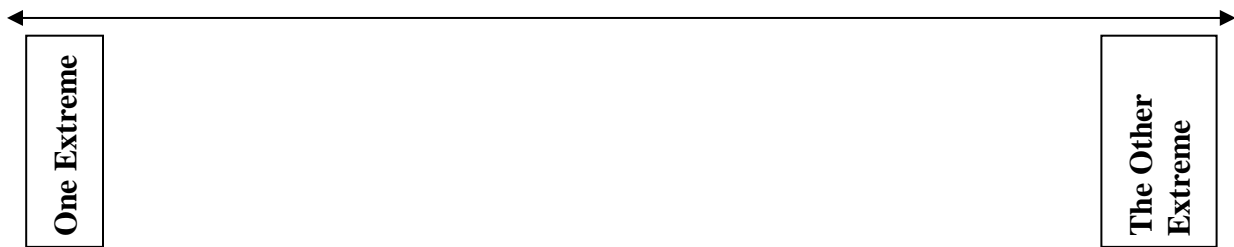
cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

Semantic Spectrums

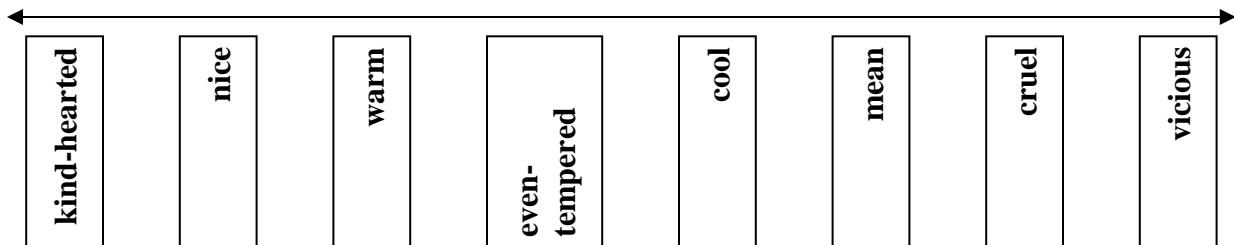
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means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

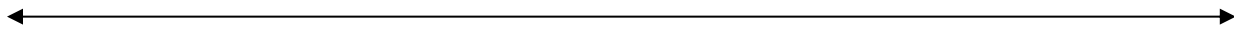


Example: Vocabulary Word *vicious*



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) Case	Object Case	Pronoun-Antecedents	Pronoun Pests	Pronoun-Base Form Verb Agreement	Pronoun-Present Participle Agreement	Pronoun-Past Tense Verb Agreement	Pronoun-Past Participle Agreement	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Present Tense Verbs	Present Perfect Tense Verbs	Past Tense Verbs	Past Perfect Tense Verbs	Future Tense Verbs	Future Perfect Verbs	Mood	Voice
Class _____																				
Student Names																				
Totals →																				

TLS Diagnostic Spelling Assessment Mastery Matrix

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

Sound-Spellings: as in the word:	oo Sound <i>rooster</i>			oo Sound <i>woodpecker</i>		ow Sound <i>cow</i>		oi Sound <i>koi</i>		aw Sound <i>hawk</i>			r-controlled Vowels <i>ermine</i>			Hard/Soft c and g <i>arm orca cut juicy get gem</i>							
	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher _____																							
Class _____																							
Student Names	oo	_ue	u	_ew	oo	_u_	_ow	ou_	oi_	_oy	aw	au	al	all	ur	er	ir	ar	or	Hard c	Soft c	Hard g	Soft g
Totals →																							