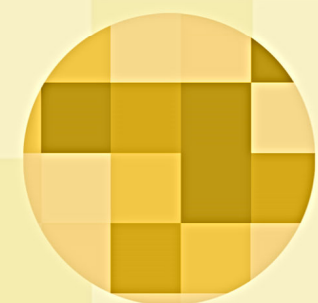


Teacher's Guide
Grade 5



Teaching ^{the} Language Strand

Common Core State Standards

Teaching the Language Strand Grade 5

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

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Teaching the Language Strand Grade 5

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

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

TLS Fifth 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 in Contractions	Consonant Digraphs	Compound Nouns	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	*Pronoun Antecedents	Comma Misuse	Consonant Digraphs	Collective Nouns	Word Relationships, Connotations, Academic Language
11	Articles	Commas for Dates	r- controlled Vowels	Personal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	How Many? Adjectives	Commas for Letters	r- controlled Vowels	Possessive Pronouns	Word Relationships, Connotations, Academic Language
13	Which One? Adjectives	Commas in Addresses	y	Reflexive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	What Kind? Adjectives	Commas for Names	y	Intensive Pronouns	Word Relationships, Connotations, Academic Language
15	Adjective Order	Commas for Geographical Places	Consonant Doubling	Reciprocal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Demonstrative Adjectives	Commas for Tag Questions	Consonant Doubling	Relative Pronouns	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	Past, Present, and Future Verb Tense	Commas for Beginning Direct Speech	/j/	Demonstrative Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Verb Tense and Time	Commas for Ending Direct Speech	/j/	Adjectives and Adjective Order	Word Relationships, Connotations, Academic Language
19	Verb Tense and Sequence	Commas for Middle Direct Speech	<i>i before e</i>	Short Comparative Modifier	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Verb Tense and State of Being	Commas in a Series	<i>i before e</i>	Long Comparative Modifier	Word Relationships, Connotations, Academic Language
21	Verb Tense and Condition	Commas after Introductory Words and Phrases	Hard /c/, Soft /c/	Short Superlative Modifier	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Irregular past tense verbs	Commas after Clauses	Hard /c/, Soft /c/	Long Superlative Modifier	Word Relationships, Connotations, Academic Language
23	*Shifts in Verb Tense	Commas to Set off “Yes” and “No”	Hard /g/, Soft /g/	Past Verb Tense (Time)	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	*Singular subject-verb agreement	Commas before Conjunctions in Compound Sentences	Hard /g/, Soft /g/	Present Verb Tense (Condition)	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	*Plural subject-verb agreement	Commas with Phrases	s and “es” Plurals	Linking Verbs (State of Being)	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Helping verbs	Commas in Complex Sentences	s and “es” Plurals	Future Tense (Sequence)	
27	Linking verbs	Commas and Quotation Marks with Speaker Tags	/x/,/ch/,/sh/,/z/, /f/ Plurals	Helping Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Modals	Direct Quotations from Text	/x/,/ch/,/sh/,/z/, /f/ Plurals	Past Participles	Word Relationships, Connotations, Academic Language
29	Past progressive form	Indirect Quotations from Text	Drop/Keep Final e	Irregular Past Participles	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Present progressive form	Italics and Underlining: Movies and Television Show Titles	Drop/Keep Final e	Past Progressive Verb Tense	Word Relationships, Connotations, Academic Language
31	Future progressive form	Italics and Underlining: Book and Magazine Titles	/ch/	Present Progressive Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Past Perfect Verb Forms	Italics and Underlining: Play and Work of Art Titles	/ch/	Future Progressive Verb Tense	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	Present Perfect Verb Forms	Quotation Marks: Song and Poem Titles	“ough” and “augh”	Past Perfect Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Future Perfect Verb Forms	Quotation Marks: Book Chapter Titles	“ough” and “augh”	Present Perfect Verb Tense	Word Relationships, Connotations, Academic Language
35	How? Adverbs	Quotation Marks: Magazine Article Titles	Starting/Ending /k/	Future Perfect Verb Tense	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	When? Adverbs	Quotation Marks: Short Story and Document Titles	Starting/Ending /k/	Modal Auxiliaries	Word Relationships, Connotations, Academic Language
37	Where? Adverbs	Capitalization of Named People and Places	Change/Keep y	Adverbs	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	What Degree? Adverbs	Capitalization of Named Things and Products	Change/Keep y	Relative Adverbs	Word Relationships, Connotations, Academic Language
39	Coordinating Conjunctions and their Functions	Capitalization of Holidays	“al” and “ful”	Coordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes
40	Correlative Conjunctions and their Functions	Capitalization of Dates	“al” and “ful”	Correlative Conjunctions	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	Locational prepositional phrases	Capitalization of Titles	Double l-f-s-z	Interjections	Multiple Meaning Words, Greek and Latin Morphemes
42	Time prepositional phrases	Capitalization of Organizations and Businesses	Double l-f-s-z	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
43	Relational prepositional phrases	Capitalization of Languages and People Groups	Irregular Plurals	Revise Exclamatory into Declarative	Multiple Meaning Words, Greek and Latin Morphemes
44	Interjections and their Functions	Capitalization of Quotations	Irregular Plurals	Revise Declarative into Interrogative	Word Relationships, Connotations, Academic Language
45	Who with Restrictive/ Parenthetical Clauses	Capitalization of Independent Clauses	Contractions	Revise Interrogative into Imperative	Multiple Meaning Words, Greek and Latin Morphemes, Personification
46	Who with Nonrestrictive/ Parenthetical Clauses	Capitalization of Special Events and Historical Periods	Contractions	Revise Imperative into Exclamatory	Word Relationships, Connotations, Academic Language
47	Which with Nonrestrictive/ Parenthetical Clauses	Question Marks	Silent Letters	Example Transition Sentence Opener	Multiple Meaning Words, Greek and Latin Personification
48	That with Restrictive/ Parenthetical Clauses	Exclamation Points	Silent Letters	Comparison and Contrast Transition Sentence Opener	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	Subjects	Colons to Introduce Lists	Non-phonetic Words	Addition and Conclusion Transition Sentence Opener	Multiple Meaning Words, Greek and Latin Personification
50	Predicates	Parentheses as Comments and Appositives	Non-phonetic Words	Sequence and Numerical Transition Sentence Opener	Word Relationships, Connotations, Academic Language
51	Direct Objects	Dashes	Non-phonetic Words	Precise Word and Phrase Choice	Multiple Meaning Words, Greek and Latin Morphemes
52	*Complete sentences	Brackets	Non-phonetic Words	Using Punctuation for Effect	Word Relationships, Connotations, Academic Language
53	*Fragments and Interjections	Hyphens for Numbers	Greek and Latin Prefixes	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes
54	*Run-ons	Hyphens with Numbers and Spelled-out Fractions	Greek and Latin Prefixes	Formal and Informal Language	Word Relationships, Connotations, Academic Language
55	Sentence Forms simple, complex	Slashes	Greek and Latin Roots	Dialects	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	Types of Sentences	Numbers	Greek and Latin Roots	Registers	Word Relationships, Connotations, Academic Language

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TLS Fifth 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	page	nomin ee		Idioms		
2			Synonyms: worried anxious		ordinary exceptional	vary achieve
3	sign	dec ade		Idioms		
4			Synonyms: skeptical doubtful		annoy irritate	acquire administer
5	tear	aqua(e) duct		Idioms		
6			Antonyms: violent peaceful		passive energetic	affect appropriate
7	lead	op pos(e)		Idioms		
8			Antonyms: success failure		blizzard drizzle	aspect assist
9	plain	mov er		Similes		
10			Part to Whole: kilometer meter		cheap expensive	category chapter
11	pitcher	dei ty		Similes		
12			Part to Whole: constellation galaxy		motivate inspire	commission community
13	batter	geo (o)logy		Similes		
14			Degree: observe stalk		fragile durable	complex conclude
15	strike	geno cide		Metaphors		
16			Degree: necessary essential		strange weird	conduct consequence
17	present	cred ible		Metaphors		

TLS Fifth 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
18			Item to Category: senate legislature		expedition journey	construct consume
19	pound	temporary		Metaphors		
20			Item to Category: villain character		ally rival	credit culture
21	patient	supply		Imagery		
22			Character to Location: monarch throne		cruel ruthless	design distinct
23	lean	monolith		Imagery		
24			Character to Location: cadaver morgue		insult offend	element equate
25	race	equate		Imagery		
26			Object to its Use: veil conceal		confuse comprehend	evaluate feature
27	coast	tribute		Adages		
28			Object to its Use: brake cease		intellectual genius	final focus
29	fire	hypothesis		Adages		
30			Source and its Object: exercise fitness		rookie veteran	impact injure
31	face	pardon		Adages		
32			Source and its Object: volcano lava		permanent eternal	institute invest

TLS Fifth 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	fit	collapse		Alliteration		
34			Worker to Work: pharmacist prescription		professional amateur	item journal
35	capital	amphibian		Alliteration		
36			Worker to Work: minister church		destroy create	maintain normal
37	key	telephone		Alliteration		
38			Problem to Solution: illness medicine		jagged blunt	obtain participate
39	odd	signal		Proverbs		
40			Problem to Solution: drought precipitation		shallow superficial	perceive positive
41	iron	polygon		Proverbs		
42			Defining Characteristic: tropical equator		gauge calculate	potential previous
43	state	different		Proverbs		
44			Defining Characteristic: trophy award		trim prune	primary purchase
45	period	terrific		Onomatopoeia		
46			Lack of to Object: order chaos		tolerate permit	range region

TLS Fifth 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	change	kilo gram		Onomatopoeia		kilo gram
48			Lack of to Object: privacy solitude		discuss argue	
49	even	aster oid		Onomatopoeia		
50			Tool to Worker: baton conductor		timid bold	reside resource
51	check	vac ancy		Symbolism		
52			Tool to Worker: script actor		lenient strict	secure seek
53	press	con vert		Symbolism		
54			Cause-Effect: effort achievement		ridicule mock	select site
55	spring	struct ure		Symbolism		
56			Cause-Effect: guilt shame		authorized forbidden	strategy survey

Boldface denotes Introductory Standard for Fifth Grade Level.

TLS Language Conventions #33

Mechanics Lesson

“Today we are studying how to punctuate **movie and television show titles**. Now let’s read the mechanics lesson, highlight or underline the key points of the text, and study the examples.”

“Underline or italicize the titles of movies and television shows. Movies and television shows are *whole things, big things, or things that can be picked up from a table* such as a DVD.

Examples: Shrek, Monday Night Football”

“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: The comedies I Love Lucy and The Simpsons were popular televisions shows.

Grammar and Usage Lesson

“Today we are studying the **perfect 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.”

“The present perfect verb tense is used for a physical or mental action that has already been completed or began in the past and continues to the present. It connects *has* (when used with single nouns or pronouns) or *have* (when used with plural nouns or pronouns) to a verb with a past participle, which ends in ‘ed’ as in *paid*, ‘ed’ as in *started*, or ‘en’ as in *seen* for regular verbs. **Examples:** I have texted him several times with no response. She has asked me for his phone number.

“Now read the Practice sentences in your workbook. Then highlight or underline the present perfect verb tense. [Allow time.] ‘Can anyone identify the present perfect verb tense [Highlight the present perfect verb tense on the display].’”

Grammar and Usage Practice Answers: I have eaten breakfast in the cafeteria every day. Sonya has helped me carry my tray.

TLS Language Conventions #33

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this Sentence Diagram in your workbook: Revise this sentence with the present perfect verb tense: ‘We will complain.’” [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 author J. K. Rowling, uses several present perfect verb forms. Let’s read it carefully: ‘The Dursleys couldn’t have known about this or they’d have had it from him faster than blinking. How often had they complained how much Harry cost them to keep? And all the time there had been a small fortune belonging to him, buried deep under London.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and write a sentence with a present perfect 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: ‘I watched Star Wars for the first time this summer.’”

“Apply the grammar and usage lesson to write this Sentence Dictation in your workbook. Revise these sentences with the present perfect verb tense: ‘I revised my science project several times. My teacher have always helped me with the materials.’”

“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 #33

Mechanics

Underline or italicize the titles of movies and television shows. Movies and television shows are *whole things, big things, or things that can be picked up from a table* such as a DVD.

Examples: Shrek, *Monday Night Football*

Practice: The comedies I Love Lucy and “The Simpsons” were popular television shows.

Grammar and Usage

The present perfect verb tense is used for a physical or mental action that has already been completed or began in the past and continues to the present. It connects *has* (when used with single nouns or pronouns) or *have* (when used with plural nouns or pronouns) to a verb with a past participle, which ends in ‘__d’ as in *paid*, ‘__ed’ as in *started*, or ‘__en’ as in *seen* for regular verbs. **Examples:** I have texted him several times with no response. She has asked me for his phone number.

Practice: I has eaten breakfast in the cafeteria every day. Sonya helped me carry my tray.

TLS Language Conventions #33

Sentence Diagram Answers

We | have complained

Mentor Text

“The Dursleys couldn’t have known about this or they’d have had it from him faster than blinking. How often had they complained how much Harry cost them to keep? And all the time there had been a small fortune belonging to him, buried deep under London.”

J. K. Rowling (1965–)

Writing Application Lesson

Mechanics Dictation

I watched Star Wars for the first time this summer.

Grammar and Usage Dictation

I have revised my science project several times. My teacher has always helped me with the materials.

TLS Language Conventions Worksheet #33

Mechanics

Underline or italicize the titles of movies and television shows. Movies and television shows are *whole things, big things, or things that can be picked up from a table* such as a DVD.

Examples: Shrek, *Monday Night Football*

Practice: The comedies I Love Lucy and “The Simpsons” were popular televisions shows.

Grammar and Usage

The present perfect verb tense is used for a physical or mental action that has already been completed or began in the past and continues to the present. It connects *has* (when used with single nouns or pronouns) or *have* (when used with plural nouns or pronouns) to a verb with a past participle, which ends in ‘__d’ as in *paid*, ‘__ed’ as in *started*, or ‘__en’ as in *seen* for regular verbs. **Examples:** I have texted him several times with no response. She has asked me for his phone number.

Practice: I has eaten breakfast in the cafeteria every day. Sonya helped me carry my tray.

Sentence Diagram

Revise this sentence on the Sentence Diagram with the present perfect verb tense: “We will complain.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

TLS Spelling Patterns Test #24

Silent Letters “w” “gn” “lm” “h” “gh” “p” “d” “t” “b”

1. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

TLS Spelling Worksheet #24

Silent Letters “w” “gn” “lm” “h” “gh” “p” “d” “t” “b”

Spelling Focus

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. designer
2. doubt
3. wrong
4. pneumonia
5. calming
6. palms
7. foreigner
8. wrist
9. ghost
10. depot
11. gnome
12. gnat
13. spaghetti
14. psychologist
15. handkerchief
16. swords
17. sandwiches
18. hourly
19. honest
20. wrap

w

gn

lm

h

gh

p

d

t

b

TLS Spelling Sort Answers #24

Silent Letters “w” “gn” “lm” “h” “gh” “p” “d” “t” “b”

Share your best prefix words with the class.

SPELLING WORDS

1. design**er**
2. doub**t**
3. w**ro**ng
4. p**ne**umonia
5. cal**mi**ng
6. pal**ms**
7. fore**ign**er
8. w**ri**st
9. g**ho**st
10. dep**o**t
11. g**no**me
12. g**na**t
13. spag**he**tti
14. p**sy**chologist
15. han**d**kerchief
16. s**wo**rds
17. sand**wi**ches
18. h**ou**rly
19. h**o**nest
20. w**ra**p

w

w**ro**ng

w**ri**st

s**wo**rds

w**ra**p

lm

cal**mi**ng

pal**ms**

gh

g**ho**st

spag**he**tti

d

han**d**kerchief

sand**wi**ches

b

doub**t**

gn

design**er**

fore**ign**er

g**no**me

g**na**t

h

h**ou**rly

h**o**nest

p

p**ne**umonia

p**sy**chologist

t

dep**o**t

TLS Language Application #32

LEARN...

The present perfect verb tense is used to refer to a physical or mental action that has already been completed or something that began in the past and is still happening now. The perfect verb tense connects *has* (when used with single nouns or pronouns) or *have* (when used with plural nouns or pronouns) to a verb with a “__d,” “__ed,” or “__en” ending for regular verbs.

Examples: Amanda has waited since dawn; We have walked every morning this week.

PRACTICE...

Change the verb in this sentence to the present perfect tense:
James played basketball since last summer.

James has play ____ basketball since last summer.

Change the verb in this sentence to the present perfect tense:
Luis and Timothy ate lunch together every day.

Luis and Timothy _____ eaten lunch together every day.

ON YOUR OWN...

Revise this sentence with the present perfect tense: Tim and I will pay for our mistakes for years.

Language Application Revision

Tim and I have paid for our mistakes for years.

TLS Language Application Worksheet #32

Present Perfect Verb Tense

LEARN...

The present perfect verb tense is used to refer to a physical or mental action that has already been completed or something that began in the past and is still happening now. The perfect verb tense connects *has* (when used with single nouns or pronouns) or *have* (when used with plural nouns or pronouns) to a verb with a “__d,” “__ed,” or “__en” ending for regular verbs.

Examples: Amanda has waited since dawn; We have walked every morning.

KEY IDEA

PRACTICE...

Change the verb in this sentence to the present perfect tense: James played basketball for two years.

James has play ____ basketball for six months.

Change the verb in this sentence to the present perfect tense: Luis and Timothy ate lunch together every day.

Luis and Timothy _____ eaten lunch together every day.

ON YOUR OWN...

Revise the sentence with the present perfect verb tense: Tim and I will pay for our mistakes for years.

Language Application Revision

TLS Vocabulary Worksheet #13

Multiple Meaning Words

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

Vocabulary Words Definitions

- | | |
|------------|---|
| batter (v) | 1. To pound heavily and repeatedly. |
| batter (n) | 2. A thick mixture of flour, eggs, and water used in cooking. |

First, the cook had to spice and batter ____ the huge slabs of beef to tenderize the meat. Next, she turned her attention to mixing the cake batter ____ for our dessert.

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

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

Prefix	Root	Suffix	Meaning	Example Words
	geo		earth	_____
		(o)logy	the study of	_____

geology _____

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.

geology () _____

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

Inflected Form _____ Inflected Form _____

Similes (stated comparisons between two unlike things)

Directions: As used in the following sentence, interpret or explain the meaning of this simile: “as clear as a bell.” The answer to her question was as clear as a bell to me.

TLS Vocabulary Worksheet #14

Word Relationships: Degree

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

observe (v) To notice or pay special attention to something.
stalk (v) To watch or follow while hidden.

transition: _____.

Connotations: Shades of Meaning

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

Vocabulary Words Definitions

fragile (adj) Delicate or easy to break.
durable (adj) Sturdy and built to last.

← _____ breakable _____ solid →

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: complex (adj) Definition: Complicated with many parts.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: conclude (v) Definition: To bring to an end.	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 Digraphs
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	____/5
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	
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	Long <i>u</i> Sound Vowels	
11. u_e		Hard/Soft <i>c</i> and <i>g</i> Sounds
12. _se	39. u	
13. _le	40. _ew	
14. _ve	41. _ue	61. Hard <i>c</i>
15. Long <i>e</i> i_e		62. Soft <i>c</i>
	<i>oo</i> Sound as in <i>rooster</i>	63. Hard <i>g</i>
Consonant Digraph Sounds		64. Soft <i>g</i>
	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
perspire
squirm

barbed
church

surfer
thirst

stork
certainly

burst
churned

curls

er Sound “ur” Spellings

Other “er” Spellings

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

urn _____ furl _____

spurt _____ curse _____

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

rdremu _____ surbda _____

rntu _____ lurehr _____

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

TLS 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

[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

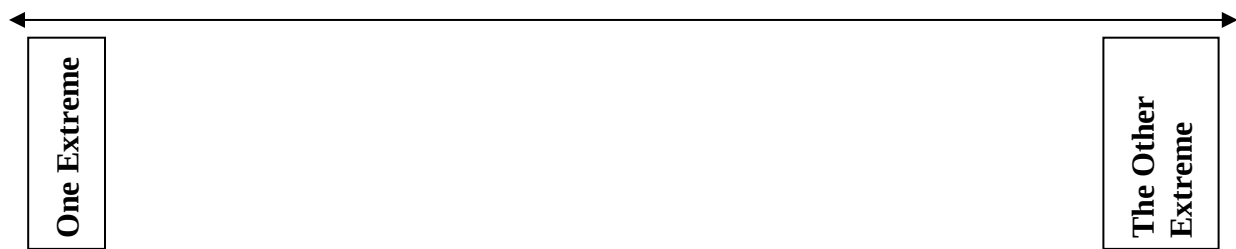
cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

Semantic Spectrums

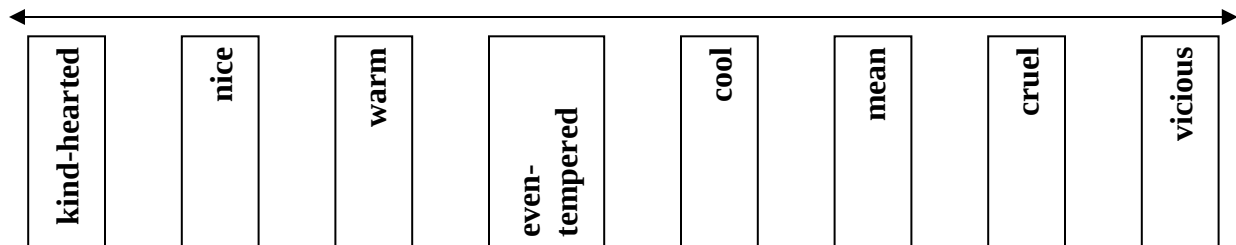
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means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

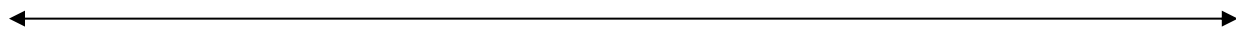


Example: Vocabulary Word *vicious*



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) 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:

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

forca

juicy

get g

[illegible]