



Teacher's Guide
Grade 7



Teaching ^{the} Language Strand

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
5	Subject (Nominative) Case Pronouns	Semicolons with Phrases	<i>i before e</i>	Delete Circumlocutions	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	<i>i before e</i>	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Hard and Soft /c/ and /g/	Substitute Adjectives for Adjective Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adjectives	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Hard and Soft /c/ and /g/	Verb before the Subject Sentence Opener	Word Relationships, Connotations, Academic Language

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
9	Verbs	Apostrophes in Contractions	Plurals	Change “To Be” to Active Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Adverbs	Comma Misuse	Plurals	Adverb Sentence Opener	Word Relationships, Connotations, Academic Language
11	Coordinating Conjunctions	Commas for Dates	Drop/Keep Final e	Make Language Before and After Coordinating Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Correlative Conjunctions	Commas for Letters	Drop/Keep Final e	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
13	Subordinating Conjunctions	Commas in Addresses	Change/Keep y	Make Language Before and After Correlative Conjunctions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	*Prepositional Phrases	Commas for Names	Change/Keep y	Complete Subject Sentence Opener	Word Relationships, Connotations, Academic Language
15	Subjects and Predicates	Commas for Geographical Places	“ph”	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Direct Objects	Commas for Tag Questions	“ph”	Direct Object Sentence Opener	Word Relationships, Connotations, Academic Language

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
17	Indirect Objects	Commas for Beginning Direct Speech	/ion/	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Phrases and Clauses	Commas for Ending Direct Speech	/ion/	Compound Subject Sentence Opener	Word Relationships, Connotations, Academic Language
19	*Complete sentences, Fragments, and Run-ons	Commas for Middle Direct Speech	Vowel Shift	Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	Simple, Compound, and Complex Sentences	Commas in a Series	Vowel Shift	Noun Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
21	Compound-complex Sentences	Commas after Introductory Words and Phrases	Consonant Shift	Compound-Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Types of Sentences	Commas after Introductory Clauses	Consonant Shift	Noun Clause Sentence Openers	Word Relationships, Connotations, Academic Language
23	*Noun Phrases	Commas to Set off “Yes” and “No”	“c/tial” and “c/tious”	Change Clauses to Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	*Noun Clauses	Commas and Quotation Marks with Speaker Tags	“c/tial” and “c/tious”	Verb Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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
25	Indefinite Pronouns	Commas before Conjunctions in Compound Sentences	Consonant-"le"	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Interrogative Pronouns	Commas with Phrases in a Series	Consonant-"le"	Nominative Absolute Sentence Opener	
27	Demonstrative Pronouns	Commas in Complex Sentences	Vowel-"se," "ve"	Make Items in a List Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Reflexive Pronouns	Commas with Coordinate Adjectives	Vowel-"se," "ve"	Adjectival Clause Sentence Opener	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	Commas with Hierarchical Adjectives	"est," "ist," and "iest"	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Reciprocal Pronouns	Punctuation in Nonrestrictive Clauses	"est," "ist," and "iest"	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
31	*Pronoun Antecedents	Punctuation in Restrictive Clauses	"ice," "ise," "ize," "yze"	Avoid Words between Helping Verb and Base Form of the Verb	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	*Pronoun Number and Person Shifts	Direct Quotations from Text	"ice," "ise," "ize," "yze"	Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
33	*Vague Pronoun References	Indirect Quotations from Text	"able"	Eliminate Dangling Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Personification

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
34	Non-restrictive Clauses and Relative Pronouns	Quotations within Quotations	“able”	Connective Sentence Opener	Word Relationships, Connotations, Academic Language
35	Restrictive Clauses	Italics and Underlining: Movies and Television Show Titles	“ible”	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	*Adjectival Clauses and Relative Pronouns	Italics and Underlining: Book and Magazine Titles	“ible”	Appositive Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
37	Predicate Adjectives and *Adjectival Phrases	Italics and Underlining: Play and Work of Art Titles	Schwa	Change Nominalizations to Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	Short Comparative Modifiers	Quotation Marks: Song and Poem Titles	Schwa	Past Progressive Verb Tense	Word Relationships, Connotations, Academic Language
39	Long Comparative Modifiers	Quotation Marks: Book Chapter Titles	“ant,” “ance,” “ancy”	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
40	Short Superlative Modifiers	Quotation Marks: Magazine Article Titles	“ant,” “ance,” “ancy”	Present Progressive Verb Tense	Word Relationships, Connotations, Academic Language
41	Long Superlative Modifiers	Quotation Marks: Short Story and Document Titles	“ent,” “ence,” “ency”	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Allusions

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
42	*Misplaced Modifiers	Capitalization of Named People, Places, and Things	“ent,” “ence,” “ency”	Future Progressive Verb Tense	Word Relationships, Connotations, Academic Language
43	*Dangling Modifiers	Capitalization of Titles	“ary,” “ery,” “ory,” “ury,” “ry”	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
44	*Verb Phrases	Capitalization of Holidays and Dates	“ary,” “ery,” “ory,” “ury,” “ry”	Perfect Progressive Verb Form	Word Relationships, Connotations, Academic Language
45	*Singular Subject-verb Agreement	Capitalization of Special Events and Historical Periods	“us” and “_ous”	Make Noun Constructions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
46	*Plural Subject-Verb Agreement	Capitalization of Organizations and Businesses	“us” and “_ous”	Relative Clause Sentence Opener	Word Relationships, Connotations, Academic Language
47	*Shifts in Verb Tense	Capitalization of Languages and People Groups	Pronunciation Problems	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
48	Progressive Verb Tense	Question Marks	Pronunciation Problems	End a Sentence With a Relative Clause	Word Relationships, Connotations, Academic Language
49	Perfect Verb Tense	Exclamation Points	Greek and Latin Prefixes	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Morphemes, Consonance

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
50	*Adverbial Clauses	Colons to Introduce Long Direct Quotations	Greek and Latin Prefixes	Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause	Word Relationships, Connotations, Academic Language
51	Adverb Order	Parentheses with Complete Sentences	Greek and Latin Roots	Keep a Consistent Language Register	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
52	*Non-standard English Deletions	Dashes	Greek and Latin Roots	Combine Short, Choppy Sentences by Adding an Ending Subordinate Clause	Word Relationships, Connotations, Academic Language
53	*Non-standard English Additions	Brackets	French Spellings	Combine Choppy Sentences Using Relative Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
54	*Non-standard English Substitutions	Hyphens and Compound Adverbs	French Spellings	Short Sentences for Sentence Variety	Word Relationships, Connotations, Academic Language
55	*Non-standard English Commonly Misused Words	Slashes	British Spellings	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	*Non-standard English Commonly Misused Words	Numbers	British Spellings	Transition Word Sentence Openers	Word Relationships, Connotations, Academic Language

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

TLS Language Conventions #6

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

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 19th 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

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

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

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

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

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

Mechanics Dictation

Grammar and Usage Dictation

TLS Spelling Patterns Test #17

“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

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.

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

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

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 sentence below.

Vocabulary Words	Definitions
cóm-pact (n)	1. A formal agreement or contract.
com-páct (v)	2. To press together to make smaller.

They discussed their goals and made a verbal compact ____ to compact ____ all of their recyclables into one large trash can each week.

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
	mal		evil	_____
		ice	characterized by	_____

malice _____

Language Resources: Dictionary and Thesaurus

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

malice () _____

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

Synonym _____ Antonym _____

Metaphors (implied comparisons between two unlike things)

Directions: As used in the following sentence, interpret or explain the meaning of this metaphor: “a window of opportunity” The stock market crash provided a window of opportunity for some investors.

TLS Vocabulary Worksheet #14

Word Relationships: Degree

Directions: Consult a **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

courageous (adj) Being brave in the face of danger or pain.
careless (adj) Not paying enough attention to avoid making mistakes.

transition: _____, _____.

Connotations: Shades of Meaning

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

Vocabulary Words Definitions

conceited (adj) Full of one's self; proud or arrogant.
egotistical (adj) Self-centered.

← proud self-important _____ →

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: attitude (n) Definition: One's feelings or opinions about a subject.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: attribute (n) Definition: The positive characteristics or components of a subject.	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>
16. sh	42. oo	
17. ch and _tch	43. _ue	
18. th	44. u	
19. wh_	45. _ew	
20. ph		
	<i>oo</i> Sound as in <i>woodpecker</i>	
Long <i>a</i> Sound Vowels	46. oo	
	47. _u_	
21. a		
22. _ay	<i>ow</i> Sound as in <i>cow</i>	
23. ai_		
24. ei	48. _ow	
	49. ou_	
Long <i>e</i> Sound Vowels	<i>oi</i> Sound	
25. e		
26. _ee	50. oi_	
27. [c]ei	51. _oy	
28. _y		
29. ea		
30. i-Vowel		

Teacher Resource Page: *r*-controlled Vowel Sounds

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

Example Words “ur”

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

Formative Dictations Assessment

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

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

Example Words “er”

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

Formative Dictations Assessment

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

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

Example Words “ir”

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

Formative Dictations Assessment

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

TLS Spelling Pattern Worksheet #56

r-controlled “ur”

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

SORT Write each word in the correct column.

burn
perspire
squirm

barbed
church

surfer
thirst

stork
certainly

burst
churned

curls

er Sound “ur” Spellings

Other “er” Spellings

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

urn _____ furl _____

spurt _____ curse _____

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

rdremu _____ surbda _____

rntu _____ lurehr _____

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

TLS 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

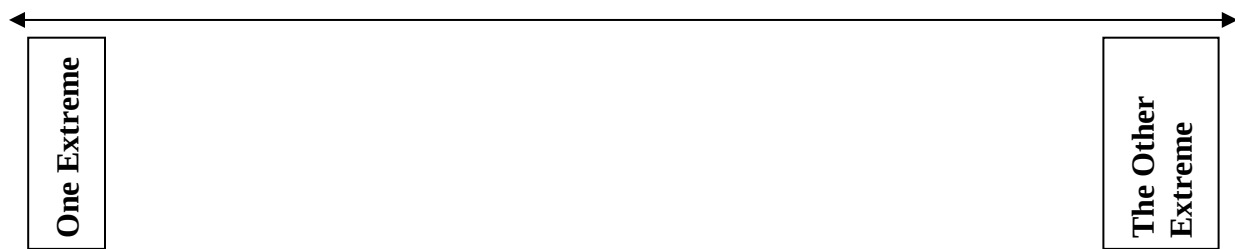
cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

Semantic Spectrums

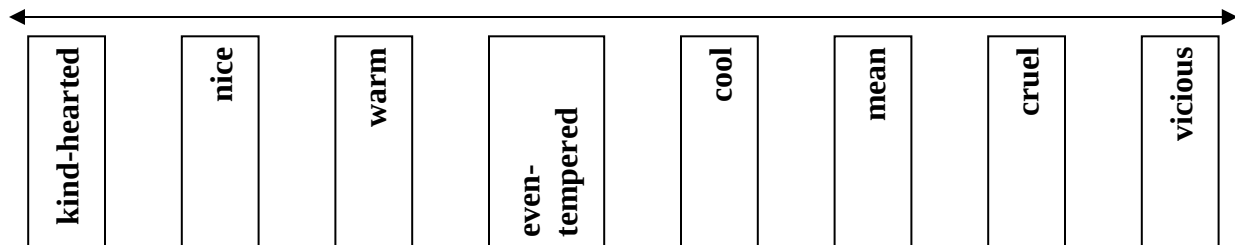
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means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

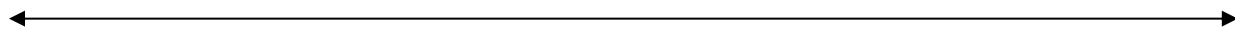


Example: Vocabulary Word *vicious*



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

ca

juicy

get

em

[illegible]

Grammar, Usage, and Mechanics Test: Lessons 41–44

Matching Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|--|--|
| ____ 1. Titles with quotation marks | A. I celebrate National Tea And Coffee Day. |
| ____ 2. Two-syllable or longer modifier | B. An object that can't be picked up from a table. |
| ____ 3. Articles | C. "a," "an," "the" |
| ____ 4. Misplaced modifier | D. I <u>have always been known</u> as fearless. |
| ____ 5. Preposition capitalization error | E. Starving, the last piece was given to him. |
| ____ 6. Dangling modifier | AB. I read "Playing Through the Course" twice. |
| ____ 7. Conjunction capitalization error | AC. least entertained |
| ____ 8. Verb phrase | AD. I most want the cookies of all. |

Sentence Application Directions: Answer in complete sentences.

9. Write a sentence including the title of a short story. _____

10. Write a sentence with a two-syllable or longer superlative modifier. _____

11. Write a sentence including your favorite cartoon character. _____

12. Revise this sentence: We worked in the evenings mostly. _____

13. Revise this sentence: The Duke Of York met the President of The United States. _____

14. Revise this sentence. Having stopped her whispering, the class went back to its work.

15. Write a sentence including a holiday. _____

16. Write a sentence with a verb phrase. _____
