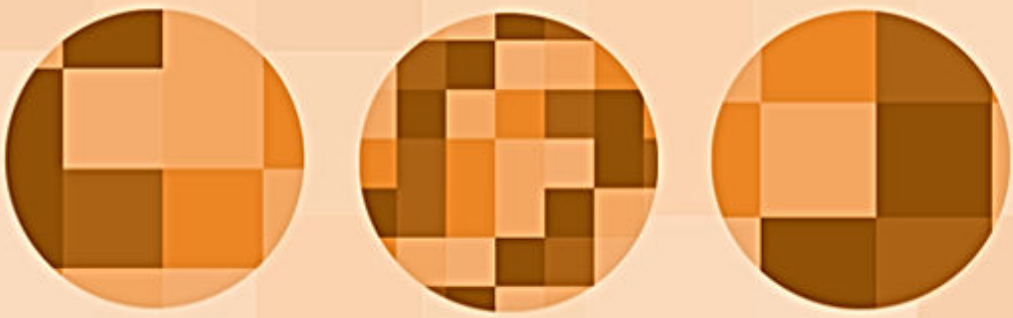




Teacher's Guide
Grade 6



Teaching ^{the} Language Strand

Common Core State Standards

Teaching the Language Strand Grade 6

Table of Contents

Sections	Pages
Introduction, Program Overview, and Organization.....	1–3
Language 1.0, 2.0 Conventions of Standard English	
Language Conventions	
<i>Direct Instruction: Grammar, Usage, and Mechanics</i>	
Mechanics, Grammar and Usage Openers.....	4–235
Interactive Practice, Sentence Diagrams, Mentor Texts, Writing Applications, and Sentence Dictations	
<i>Individualized Instruction: Grammar, Usage, and Mechanics</i>	
Diagnostic Grammar and Usage, Mechanics Assessments.....	236–247
Directions, Answers, and Assessment Mastery Matrix	
Grammar, Usage, and Mechanics Remedial Worksheets	248–335
Definitions (Rules), Examples, Writing Hints, Practice, Formative Assessments, and Answers	
Language 2.0 Conventions of Standard English	
Spelling Patterns	
<i>Direct Instruction: Spelling</i>	
Comprehensive Grade–level Spelling Patterns Program.....	336–417
Weekly Spelling Pattern Tests, Personal Spelling Lists, Spelling Sort Worksheets and Answers, Formative and Summative Assessments	
<i>Individualized Instruction: Spelling</i>	
Diagnostic Spelling Assessment.....	418–425
Directions, Answers, and Assessment Mastery Matrix	
Remedial Spelling Pattern Worksheets.....	426–517
Sound–Spelling Focus/Examples, Spelling Sorts, Word Jumbles, Rhyme or Search, Writing Application, Sentence Dictations Formative Assessments	

Table of Contents (continued)

Language 3.0 Knowledge of Language

Direct Instruction: Language Application

Language Application Openers.....	518–575
Using Language and its Conventions in Reading, Writing, Listening and Speaking Word Choice and Word Order for Precision and Effect, Sentence Structure, Patterns, and Variety, Sentence Expansion, Combination, and Reduction, Writing Style, Voice, Mood, Point of View, Rhetorical Stance: Informal and Formal Language, Standard and Non–standard Language, and Language Variety, Context, and Form	

Individualized Instruction: Language Application

Remedial Language Worksheets.....	576–601
Subjects and Predicates, Fragments and Run–ons, Sentence Structure, Sentence Variety, Coherence, Unity, Form, Parallelism	

Language 4.0, 5.0, 6.0 Vocabulary Acquisition and Use

Direct Instruction and Practice: Vocabulary and Vocabulary Resources

Vocabulary Worksheets.....	602–613
Standards, Instruction, Grading, and Answer Keys Multiple Meaning Words and Context Clues (L.4.a.), Greek and Latin Word Parts (L.4.a.), Language Resources (L.4.c.d.), Figures of Speech (L.5.a.), Word Relationships (L.5.b.), Connotations (L.5.c.), Academic Language Words (L.6.0)	
Vocabulary Study Cards.....	614–641

Appendices

A. Language 1.0, 2.0 Grammar, Usage, and Mechanics Resources.....	642–647
Parts of Speech, Irregular Verbs, Grammatical Sentence Openers, Mechanics Rules	
B. Language 2.0 Spelling Resources.....	648–685
Spelling Proofreading Strategies, Supplemental Word Lists, Spelling Pattern Review Games, Syllable and Accent Rules, Syllable Worksheets	
C. Language 3.0 Language Application Resources.....	686–751
Rhetorical Stance Worksheets	
D. Language 4.0, 5.0, 6.0 Vocabulary Resources.....	752–771
Word Lists, Context Clues Worksheets, Vocabulary Review Games, Vocabulary Teaching Resources	
E. Tests and Answer Keys.....	772–807
F. Instructional Scope and Sequence.....	808–819
G. Common Core State Standards for English Language Arts.....	820–822
& Literacy in History/Social Studies, Science, and Technical Subjects Alignment: <i>Teaching the Language Strand Grade 6</i>	

Accompanying *Teaching the Language Strand Student Workbook Grade 6*

Language Convention Worksheets.....	1–56
Common Core State Standards: English Language Arts Language (L.1.0, 2.0) Mechanics, Spelling, Grammar and Usage	
Spelling Worksheets.....	57–84
Common Core State Standards: English Language Arts Language (L.2.0) Spelling Rules, Spelling Sorts	
Language Application Worksheets.....	85–140
Common Core State Standards: English Language Arts Language (L.3.0) Knowledge of Language	
Vocabulary Worksheets.....	141–196
Common Core State Standards: English Language Arts Language (L.4.0, 5.0, 6.0) Multiple Meaning Words and Context Clues (L.4.a.), Greek and Latin Word Parts (L.4.a.), Language Resources (L.4.c.d.), Figures of Speech (L.5.a.) Word Relationships (L.5.b.), Connotations (L.5.c.), Academic Language Words (L.6.0)	

TLS Sixth 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	Vowels and Consonants	Delete the Unnecessary “Here” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
2	Common Nouns	Periods in Names, Abbreviations, and Acronyms	Vowels and Consonants	Noun Sentence Opener	Word Relationships, Connotations, Academic Language
3	Collective Nouns	Periods in Indirect Questions and Intentional Fragments	Vowel Diphthongs	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Personal Pronouns	Periods in Alphanumeric Outlines	Vowel Diphthongs	Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
5	Subject (Nominative) Case Pronouns	Semicolons in Compound Sentences	r- controlled Vowels	Delete the Unnecessary “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	r- controlled Vowels	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Consonant Doubling	Delete Unnecessary Writing References	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adjectives	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Consonant Doubling	Possessive Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language

TLS Sixth 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	Demonstrative Adjectives	Apostrophes in Contractions	<i>i</i> before <i>e</i>	Delete Unnecessary Writer References	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Adverbs	Comma Misuse	<i>i</i> before <i>e</i>	Adverb Sentence Opener	Word Relationships, Connotations, Academic Language
11	Coordinating Conjunctions	Commas for Dates	Hard and Soft /c/ and /g/	Parallel Coordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	Correlative Conjunctions	Commas for Letters	Hard and Soft /c/ and /g/	Prepositional Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
13	Subordinating Conjunctions	Commas in Addresses	Plurals	Parallel Correlative Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	*Prepositional Phrases	Commas for Names	Plurals	Complete Subject Sentence Opener	Word Relationships, Connotations, Academic Language
15	Subjects	Commas for Geographical Places	Drop/Keep Final <i>e</i>	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	Predicates	Commas for Tag Questions	Drop/Keep Final <i>e</i>	Direct Object Sentence Opener	Word Relationships, Connotations, Academic Language

TLS Sixth 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	Direct objects	Commas for Beginning Direct Speech	/ch/	Delete Restatements	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Phrases and Clauses	Commas for Ending Direct Speech	/ch/	Compound Subject Sentence Opener	Word Relationships, Connotations, Academic Language
19	*Fragments and Complete Sentences	Commas for Middle Direct Speech	“ough” and “augh”	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	*Run-ons and Complete Sentences	Commas in a Series	“ough” and “augh”	Connective Sentence Opener	Word Relationships, Connotations, Academic Language
21	Sentence Forms simple, compound, complex	Commas after Introductory Words and Phrases	Starting/ Ending /k/	Make Items in a List Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Types of Sentences	Commas after Introductory Clauses	Starting/ Ending /k/	Transition Word Sentence Opener	Word Relationships, Connotations, Academic Language
23	*Noun Phrases	Commas to Set off Interjections	Change/Keep y	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Indefinite Pronouns	Commas and Quotation Marks with Speaker Tags	Change/Keep y	Noun Phrase Sentence Opener	Word Relationships, Connotations, Academic Language

TLS Sixth 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	Interrogative Pronouns	Commas before Conjunctions in Compound Sentences	“al” and “ful”	Interrogative Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	Reciprocal Pronouns	Commas with Phrases in a Series	“al” and “ful”	Noun Clause Sentence Opener	
27	Demonstrative Pronouns	Commas in Complex Sentences	Double <i>l-f-s-z</i>	Reflexive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Reflexive Pronouns	Commas with Hierarchical Adjectives	Double <i>l-f-s-z</i>	Nominative Absolute Sentence Opener	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	Punctuation in Non-restrictive Clauses	“ph”	Intensive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	*Pronoun Antecedents	Punctuation in Restrictive Clauses	“ph”	Demonstrative Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
31	*Pronoun Number and Person Shifts	Direct Quotations	/ion/	Reciprocal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	*Vague Pronoun References	Indirect Quotations	/ion/	Demonstrative Adjective Sentence Opener	Word Relationships, Connotations, Academic Language

TLS Sixth 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	*Adjectival Phrases	Italics and Underlining: Movie and Television Show Titles	“c/tial” and “c/tious”	Helping Verb Deletions	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	*Adjectival Clauses and Relative Pronouns	Italics and Underlining: Book and Magazine Titles	“c/tial” and “c/tious”	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
35	Short Comparative Modifiers	Italics and Underlining: Play and Work of Art Titles	Consonant-“le”	Substitute Adjectives for Adjective Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	Long Comparative Modifiers	Quotation Marks: Song and Poem Titles	Consonant-“le”	Adjectival Clause Sentence Opener	Word Relationships, Connotations, Academic Language
37	Short Superlative Modifiers	Quotation Marks: Book Chapter Titles	Vowel-“se,” “ve”	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	Long Superlative Modifiers	Quotation Marks: Magazine Article Titles	Vowel-“se,” “ve”	Short Comparative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
39	*Verb Phrases	Quotation Marks: Short Story and Document Titles	Irregular Plurals	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes
40	Progressive Verb Tense	Capitalization of Named People and Characters	Irregular Plurals	Long Comparative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language

TLS Sixth 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	Perfect Verb Tense	Capitalization of Named Places	Vowel Shift	Eliminate “to be” Verbs by Rephrasing	Multiple Meaning Words, Greek and Latin Morphemes
42	*Adverbial Clauses	Capitalization of Named Things and Products	Vowel Shift	Short Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
43	*Singular subject-verb agreement	Capitalization of Holidays and Dates	Consonant Shift	Eliminate “to be” Verbs by Changing Nouns to Verbs	Multiple Meaning Words, Greek and Latin Morphemes
44	*Plural subject-verb agreement	Capitalization of Titles	Consonant Shift	Long Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
45	*Shifts in Verb Tense	Capitalization of Special Events and Historical Periods	Pronunciation Problems	Make Noun Constructions Parallel	Multiple Meaning Words, Greek and Latin Morphemes, Personification
46	*Non-standard English Contractions: ain’t and han’t	Capitalization of Organizations and Businesses	Pronunciation Problems	Non-restrictive Relative Clause Sentence Opener	Word Relationships, Connotations, Academic Language
47	*Non-standard English Negation	Capitalization of Languages and People Groups	Schwa	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Personification
48	*Non-standard English for the Continuous “to be” and “do or don’t be”	Question Marks	Schwa	End A Sentence With A Restrictive Relative Clause	Word Relationships, Connotations, Academic Language
49	*Non-standard English Was and Were-Leveling	Exclamation Points	Greek and Latin Prefixes	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Personification

TLS Sixth 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	*Non-standard English Pronoun Usage	Colons in Titles, Numbers, and Ratios	Greek and Latin Prefixes	Combine Short, Choppy Sentences by Adding a Beginning Subordinate Clause	Word Relationships, Connotations, Academic Language
51	*Non-standard English Third Person Subject-Verb Agreement	Parentheses with Numbers and Letters	Greek and Latin Roots	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes
52	*Non-standard English Deletions	Dashes with Dates, Times, and Numbers	Greek and Latin Roots	Complex Sentences	Word Relationships, Connotations, Academic Language
53	*Non-standard English Substitutions and Additions	Brackets	French Spellings	Compound-Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes
54	*Non-standard English Substitutions of the Past Participle Verb Form	Hyphens and Compound Adjectives	French Spellings	Short Sentences for Sentence Variety	Word Relationships, Connotations, Academic Language
55	*Non-standard English Misuse of the Past Progressive Verb Tense	Slashes	Homonyms	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
56	*Non-standard English Commonly Misused Words	Numbers	Homonyms	Delete Redundant Categories	Word Relationships, Connotations, Academic Language

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

TLS Language Conventions #5

Mechanics Lesson

“Today we are studying how to use **semicolons** to join independent clauses. Remember that an independent clause is a noun and a connected verb expressing a complete thought. Two or more independent clauses form a compound sentence. Now let’s read the mechanics lesson, highlight or underline the key points of the text, and study the examples.”

“A **semicolon (;)** can be used to join two independent clauses in a compound sentence. The semicolon replaces a comma-conjunction. **Example:** Joe is a real leader; he serves as class president.”

“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: There might be some reason; she just hasn’t told me what it is.

Grammar and Usage Lesson

“Today we are studying **subject (nominative) case pronouns**. Remember that a pronoun takes the place of a noun. 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 subject (nominative) case when they act upon a verb or when they identify or refer to the subject. Writers use subject (nominative) case pronouns to avoid repetitious nouns. If unsure that the pronoun is in the subject case, rephrase the sentence with the pronoun at the start of the sentence.”

“These are subject (nominative) case pronouns:

Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*”

“Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I”

“Also use subject (nominative) case pronouns following ‘to be’ verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.”

“Now read the practice sentences 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: No, it wasn’t they who called first. It was Tom and I.

TLS Language Conventions #5

Sentence Diagram Lesson and Corrections

“Now read the directions and complete this Sentence Diagram in your workbook: ‘They help her.’” [Allow time.]



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

Mentor Text Lesson

“This mentor text, written by Dale Carnegie (an American author and motivational speaker), uses second person subject case pronouns to both personalize and generalize. Let’s read it carefully: ‘You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned and compose a sentence with a variety of subject case pronouns on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation correctly in your workbook: ‘That is silly; he should know better.’”

“Apply the grammar and usage lesson to write this Sentence Dictation correctly in your workbook: ‘I and he thought that it was me who knew more than he.’”

“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 #5

Mechanics

A semicolon (;) can be used to join two independent clauses in a compound sentence. The semicolon replaces a comma-conjunction in most compound sentences. **Example:** Joe is a real leader; he serves as class president.

Practice: There might be some reason; she; just hasn't told me what it is.

Grammar and Usage

Pronouns are in the subject (nominative) case when they act upon a verb or when they identify or refer to the subject. Writers use subject (nominative) case pronouns to avoid repetitious nouns. If unsure that the pronoun is in the subject case, rephrase the sentence with the pronoun at the start of the sentence.

These are subject (nominative) case pronouns:

Singular—*I, you, he, she, it, who* Plural—*we, you, they, who*

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I

Also use subject (nominative) case pronouns following “to be” verbs to identify or refer to the subject as *predicate nominatives*.

Example: No, it wasn't they who called first, but Tom and I.

Practice: No, it wasn't they who called first. It was Tom and I.

TLS Language Conventions #5

Sentence Diagram Answers

They | help | her

Mentor Text

“You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.”

Dale Carnegie (1888–1955)

Writing Application Lesson

Mechanics Dictation

That is silly; he should know better.

Grammar and Usage Dictation

He and I thought that it was I who knew more than he.

TLS Language Conventions Worksheet #5

Mechanics

A **semicolon (;)** can be used to join two independent clauses in a compound sentence. The semicolon replaces a comma-conjunction. **Example:** Joe is a real leader; he is class president.

Practice: There might be some reason; she; just hasn't told me what it is.

Grammar and Usage

Pronouns are in the subject (nominative) case when they act upon a verb or when they identify or refer to the subject. Writers use subject (nominative) case pronouns to avoid repetitious nouns. If unsure that the pronoun is in the subject case, rephrase the sentence with the pronoun at the start of the sentence.

These are subject (nominative) case pronouns:

Singular—I, you, he, she, it, who Plural—we, you, they, who

Place the first person singular pronoun (*I*) last in compound subjects. **Example:** Paul and I

Also use subject (nominative) case pronouns following “to be” verbs (*is, am, are, was, were, be, being, been*) to identify or refer to the subject as *predicate nominatives*. **Example:** It is I.

Practice: No, it wasn't them who called first. It was Tom and I.

Sentence Diagram

Complete this Sentence Diagram: “They help her.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

TLS Spelling Patterns Test #16

/ion/

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

TLS Spelling Sort Answers #16

/ion/

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

SPELLING WORDS

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

/shun/ after

/ or s

mission

expulsion

passion

concussion

transmission

Person

musician

technician

beautician

mortician

magicians

/zyun/

seclusion

televisions

confusion

explosion

collisions

**Other /ion/
Spelling**

nation

evolution

transition

emotion

ovation

TLS Spelling Worksheet #16 /ion/ Sound

Spelling Rule

When a suffix sounds like /shun/ and follows an *l* or *s*, spell “sion” as in *propulsion* or *passion*. Also, when the suffix sounds like /zyun/, spell “sion” as in *illusion*. If the suffix sounds like /shun/ and indicates a person, spell “cian” as in *magician*. Otherwise, spell “tion” for the rest of the suffixes that have the /ion/ sound as in *lotion*.

Spelling Sort

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

SPELLING WORDS

1. seclusion
2. mission
3. musician
4. nation
5. televisions
6. expulsion
7. technician
8. confusion
9. beautician
10. passion
11. evolution
12. mortician
13. transition
14. emotion
15. explosion
16. concussion
17. magicians
18. ovation
19. collisions
20. transmission

/shun/ after *l* or *s*

/zyun/

Person

Other /ion/ Spelling

TLS Language Application #9

Lesson Focus

Our language application task is to **delete unnecessary writer references**. Using phrases that refer to the writer are not needed and tend to make writing wordier. Eliminate such phrases to make your writing more direct.

Examples

I think (or I believe) you would be better off without it.

This sentence can be better revised as...

You would be better off without it.

In my opinion (or In this writer's opinion) this should change.

This sentence can be better revised as...

This should change.

From my point of view (or From this writer's point of view) no one is safe in this city anymore.

This sentence can be better revised as...

No one is safe in this city any more.

Revise this sentence by deleting the unnecessary writer reference:

In my opinion the teacher is wrong about this proposed law.

Language Application Revisions

The teacher is wrong about this proposed law.

TLS Language Application Worksheet #9

Unnecessary Writer References

Lesson Focus

Our language application task is to **delete unnecessary writer references**. Using phrases that refer to the writer are not needed and tend to make writing wordier. Eliminate such phrases to make your writing more direct.

Key Idea

Examples

I think (or I believe) you would be better off without it.

This sentence can be better revised as...

You would be better off without it.

In my opinion (or In this writer's opinion) this should change.

This sentence can be better revised as...

This should change.

From my point of view (or From this writer's point of view)

no one is safe in this city anymore.

This sentence can be better revised as...

No one is safe in this city any more.

Revise this sentence by deleting the unnecessary writer reference:

In my opinion the teacher is wrong about this proposed law.

Language Application Revision

TLS Vocabulary Worksheet #5

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

- | | |
|-----------|---|
| table (v) | 1. To postpone. |
| table (n) | 2. A graph of facts or figures containing rows and columns. |

After distributing a table ____ showing recent gains in sales, the manager decided to table ____ the discussion about cutting production costs.

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
	circum		against	_____
	vent		come	_____

circumvent _____

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.

circumvent () _____

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

Inflected Form _____ Inflected Form _____

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

Directions: As used in the following sentences, interpret or explain the meaning of this idiom: “take it up a notch.” We did pretty well for our first debate, but next time we will have to do better. We will definitely have to take it up a notch.

TLS Vocabulary Worksheet #6

Word Relationships: Antonyms

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

employee (n) Someone who works for a person, business, or organization.
employer (n) The person, business, or organization that pays a person to do work.

transition: _____, _____.

Connotations: Shades of Meaning

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

Vocabulary Words Definitions

pebble (n) A small stone made smooth by weather and water.
boulder (n) A very large stone made smooth by weather and water.

← _____ stone rock _____ →

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: comment (n) Definition: Something said or written about a topic.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: compensate (v) Definition: To pay people for their work.	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	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

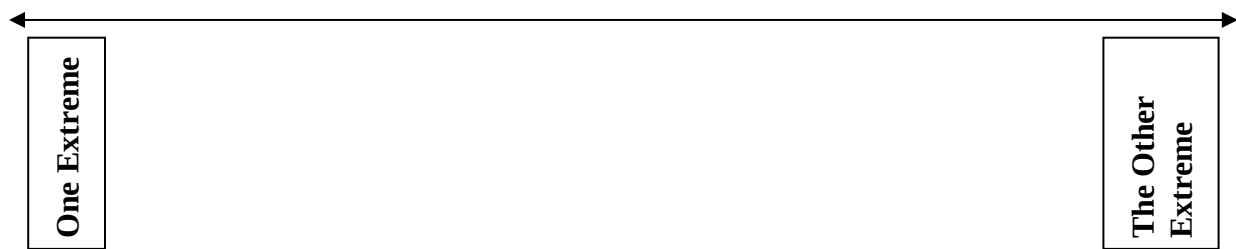
cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

Semantic Spectrums

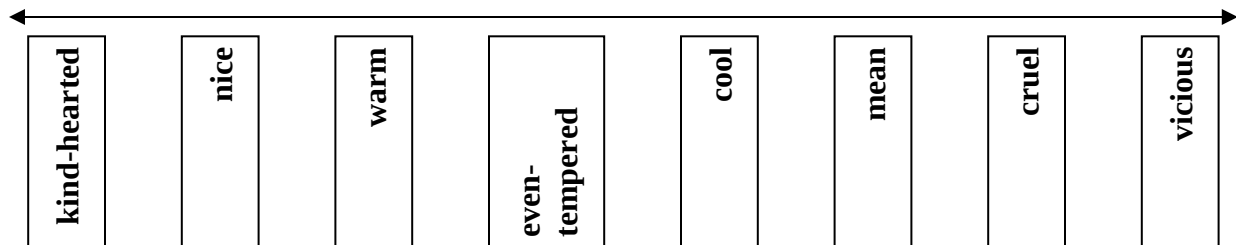
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means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

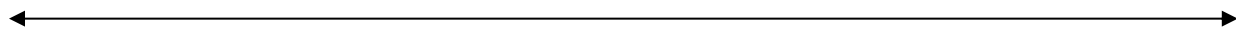


Example: Vocabulary Word *vicious*



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

orca

cut

juicy

get

gem

[illegible]