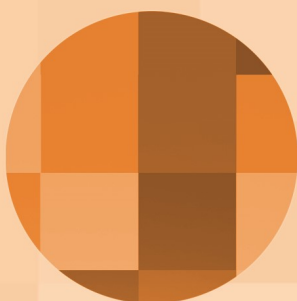
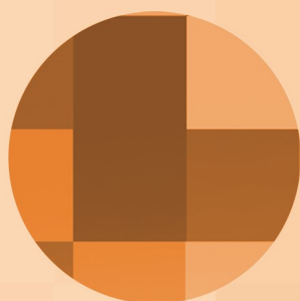
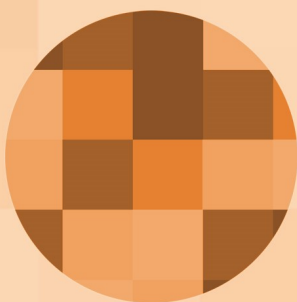
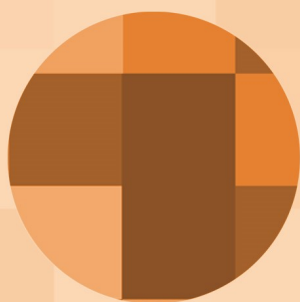
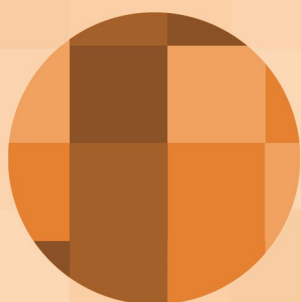


Teacher's Guide  
Grade 6



# Grammar, Mechanics, Spelling, and Vocabulary

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Teaching the Language Strand

## 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 “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
4	Personal Pronouns	Numbers, Letters, and Periods in Alphanumeric Outlines	Vowel Diphthongs	Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
5	Subject (Nominative) Case Pronouns	Semicolons in Compound Sentences	<i>r</i> - controlled Vowels	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Object Case Pronouns	Apostrophes for Singular Possessive Nouns	<i>r</i> - controlled Vowels	Adjective Sentence Opener	Word Relationships, Connotations, Academic Language
7	Possessive Case Pronouns	Apostrophes for Plural Possessive Nouns	Consonant Doubling	<b>Delete Unnecessary Writing References</b>	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

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## 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>	<b>Delete Unnecessary Writer References</b>	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/	<b>Parallel Coordinating Conjunctions</b>	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	<b>Subordinating Conjunctions</b>	Commas in Addresses	Plurals	<b>Parallel Correlative Conjunctions</b>	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>	<b>Delete Paired Redundancies</b>	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

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## 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”	<b>Connective Sentence Opener</b>	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	<b>*Noun Phrases</b>	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

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## Sixth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	<b>Conventions of Standard English Language 1.0</b>	<b>Conventions of Standard English Language 1.0</b>	<b>Conventions of Standard English Language 2.0</b>	<b>Conventions of Standard English Language 3.0</b>	<b>Conventions of Standard English Language 4.0, 5.0, 6.0</b>
25	<b>Interrogative Pronouns</b>	Commas before Conjunctions in Compound Sentences	“al” and “ful”	Interrogative Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	<b>Reciprocal Pronouns</b>	Commas with Phrases in a Series	“al” and “ful”	<b>Noun Clause Sentence Opener</b>	
27	<b>Demonstrative Pronouns</b>	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>	<b>Nominative Absolute Sentence Opener</b>	Word Relationships, Connotations, Academic Language
29	Intensive Pronouns	<b>Punctuation in Nonrestrictive Clauses</b>	<b>“ph”</b>	Intensive Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	*Pronoun Antecedents	<b>Punctuation in Restrictive Clauses</b>	<b>“ph”</b>	Demonstrative Pronoun Sentence Opener	Word Relationships, Connotations, Academic Language
31	<b>*Pronoun Number and Person Shifts</b>	Dialogue and Direct Quotations	<b>/ion/</b>	Reciprocal Pronouns	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	<b>*Vague Pronoun References</b>	Punctuation of Direct Quotations	<b>/ion/</b>	Demonstrative Adjective Sentence Opener	Word Relationships, Connotations, Academic Language

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## 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	In-text Citations and Indirect Quotations	“c/tial” and “c/tious”	Helping Verb Deletions	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	*Adjectival Clauses and <b>Relative Pronouns</b>	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	“c/tial” and “c/tious”	Adjectival Phrase Sentence Opener	Word Relationships, Connotations, Academic Language
35	<b>Short Comparative Modifiers</b>	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	<b>Consonant-“le”</b>	<b>Substitute Adjectives for Adjective Phrases</b>	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	<b>Long Comparative Modifiers</b>	Quotation Marks: Song and Poem Titles	<b>Consonant-“le”</b>	<b>Adjectival Clause Sentence Opener</b>	Word Relationships, Connotations, Academic Language
37	<b>Short Superlative Modifiers</b>	Quotation Marks: Book Chapter Titles	<b>Vowel-“se,” “ve”</b>	Eliminate Interruptions	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	<b>Long Superlative Modifiers</b>	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	<b>Vowel-“se,” “ve”</b>	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

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## Sixth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	<b>Conventions of Standard English Language 1.0</b>	<b>Conventions of Standard English Language 1.0</b>	<b>Conventions of Standard English Language 2.0</b>	<b>Conventions of Standard English Language 3.0</b>	<b>Conventions of Standard English Language 4.0, 5.0, 6.0</b>
41	Perfect Verb Tense	Capitalization of Named Places	<b>Vowel Shift</b>	<b>Eliminate “to be” Verbs by Rephrasing</b>	Multiple Meaning Words, Greek and Latin Morphemes
42	*Adverbial Clauses	Capitalization of Named Things and Products	<b>Vowel Shift</b>	Short Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
43	*Singular Subject-Verb Agreement	Capitalization of Holidays and Dates	<b>Consonant Shift</b>	<b>Eliminate “to be” Verbs by Changing Nouns to Verbs</b>	Multiple Meaning Words, Greek and Latin Morphemes
44	*Plural Subject-Verb Agreement	Capitalization of Titles	<b>Consonant Shift</b>	Long Superlative Modifier Sentence Opener	Word Relationships, Connotations, Academic Language
45	*Shifts in Verb Tense	Capitalization of Special Events and Historical Periods	Pronunciation Problems	<b>Make Noun Constructions Parallel</b>	Multiple Meaning Words, Greek and Latin Morphemes, <b>Personification</b>
46	<b>*Non-standard English Contractions: ain’t and han’t</b>	Capitalization of Organizations and Businesses	Pronunciation Problems	<b>Non-restrictive Relative Clause Sentence Opener</b>	Word Relationships, Connotations, Academic Language
47	<b>*Non-standard English Negation</b>	Capitalization of Languages and People Groups	<b>Schwa</b>	<b>Combine Short, Choppy Sentences Using Coordination</b>	Multiple Meaning Words, Greek and Latin <b>Personification</b>
48	<b>*Non-standard English for the Continuous “to be” and “do or don’t be”</b>	Question Marks	<b>Schwa</b>	<b>End A Sentence With A Restrictive Relative Clause</b>	Word Relationships, Connotations, Academic Language

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

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# Language Conventions #29

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## Mechanics Lesson

“Today we are studying how to use **commas** with nonrestrictive clauses. Remember that a nonrestrictive clause begins with the relative pronouns *who* or *which* and tells you something about a preceding noun or pronoun, but they do *not* limit, restrict, or define the meaning of that noun or pronoun. The clause could be removed without affecting the basic meaning of the sentence. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses. **Example:** The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

“Now read the Practice sentence in your workbook. Apply the mechanics rules to circle or highlight 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 sweater, which had been dyed green, is nice and warm. It fit my grandpa, who was grateful for the gift.

## Grammar and Usage Lesson

“Today we are studying **intensive pronouns**. Remember that a pronoun takes the place of a noun. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. **Examples:** you yourself, he himself

“Now read the Practice sentence in your workbook. Then circle or highlight 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:** They themselves feel better about the situation than he himself did.

# Language Conventions #29

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram in your workbook. ‘Intensive pronouns are placed within parentheses following the subject or object. Complete this sentence diagram: “She herself paid attention.”’” [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 Gautama Siddharta (the founder of Buddhism), uses an intensive pronoun to emphasize his point in this sentence. Let’s read it carefully: ‘You yourself, as much as anybody in the entire universe, deserve your love and affection.’ Which exceptional writing features can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned and respond to this quote with a sentence using an intensive 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: ‘My friend, whom you know, never thanked my wife, whose hospitality he enjoyed for over two weeks.’”

“Apply the grammar and usage lesson to write this Sentence Dictation in your workbook, revising this sentence with appropriate intensive pronoun usage: ‘We ourself did it.’”

“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.”

## Language Conventions #29

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### Mechanics

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses. **Example:** The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

**Practice:** The sweater, which had been dyed green, is nice and warm. It fit my grandpa who was grateful for the gift.

### Grammar and Usage

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. **Examples:** you yourself, he himself

**Practice:** They, themselves, feel better about the situation than he himself did.

# Language Conventions #29

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## Sentence Diagram Answers

She (herself) | paid | attention

## Mentor Text

“You yourself, as much as anybody in the entire universe, deserve your love and affection.”

Gautama Siddharta (563–483)

## Writing Application Lesson

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## Mechanics Dictation

My friend, whom you know, never thanked my wife, whose hospitality he enjoyed for over two weeks.

## Grammar and Usage Dictation

We ourselves did it.



## Language Conventions Worksheet #29

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### Mechanics

The relative pronouns *who*, *whom*, *whose*, and *which*, but not *that*, begin nonrestrictive relative clauses. Use commas to set off nonrestrictive relative clauses from the noun or pronoun before the clause. **Example:** The girl, who sits in the corner, is sleepy.

Also use commas to separate a series of nonrestrictive clauses. **Example:** The children, who cooperate, who try their best, and who always listen to the teacher, will succeed in this class.

**Practice:** The sweater, which had been dyed green, is nice and warm. It fit my grandpa who was grateful for the gift.

### Grammar and Usage

Intensive pronouns are used to emphasize subject or object case nouns or pronouns. These pronouns take the same form as reflexive pronouns and end in “self” or “selves”: *myself*, *ourselves*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, and *themselves*.

Unlike reflexive pronouns, removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas. **Examples:** you yourself, he himself

**Practice:** They, themselves, feel better about the situation than he himself did.

### Sentence Diagram

Intensive pronouns are placed within parentheses following the subject or object. Complete this sentence diagram: “She herself paid attention.”

          (herself)          |          |          

### Writing Application

\_\_\_\_\_

\_\_\_\_\_

### Mechanics Dictation

\_\_\_\_\_

\_\_\_\_\_

### Grammar and Usage Dictation

\_\_\_\_\_

## Spelling Patterns Test #24

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### Schwa

1. novel
2. handsome
3. garage
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. amend
12. system
13. adjust
14. tandem
15. lentil
16. pleasant
17. sentence
18. native
19. pivot
20. enemy

## Spelling Sort Answers #24

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### Schwa

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

#### **SPELLING WORDS**

1. novel
2. handsome
3. **garage**
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. **amend**
12. system
13. **adjust**
14. tandem
15. lentil
16. pleas**ant**
17. sentence
18. native
19. **pivot**
20. enemy

#### **a**

garage  
stomach  
**amend**  
**adjust**  
pleasant

#### **i**

pencil  
basin  
president  
lentil  
native

#### **e**

novel  
system  
tandem  
sentence  
enemy

#### **o**

handsome  
tendon  
plankton  
seldom  
pivot

## Spelling Worksheet #24 Schwa

### Spelling Focus

The schwa is the most common vowel sound in the English language. Its sound is a soft “uh” and is usually found in unaccented syllables. For example, in *sofa* the “a” has the schwa sound. Each of the common vowels (*a*, *e*, *i*, *o*, and *u*) can make the “schwa” sound.

### Spelling Sort

Sort each spelling word into the group that best matches.

#### SPELLING WORDS

1. novel
2. handsome
3. garage
4. pencil
5. tendon
6. basin
7. stomach
8. plankton
9. president
10. seldom
11. amend
12. system
13. adjust
14. tandem
15. lentil
16. pleasant
17. sentence
18. native
19. pivot
20. enemy

a

e

i

o

## Language Application #39

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### Lesson Focus

Our language application task is to rearrange an order of events in **chronological order** from old to new. **Chronological** refers to the order of time, from older events to newer ones. Use transition words such as *first, second, later, next, before, for one, for another, previously, then, finally, following, since, and now* to establish a time sequence from old to new.

### Example

Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.

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

First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

**Revise these sentences by placing the events in chronological order:**

Later this afternoon we will clean up the yard. This morning I trimmed the trees. Now I'm taking a well-deserved break.

### Language Application Revision

This morning I trimmed the trees. Now I'm taking a well-deserved break. Later this afternoon we will clean up the yard.

## Language Application Worksheet #39

### Rearrange in Chronological Order

#### Lesson Focus

Our language application task is to rearrange an order of events in **chronological order** from old to new. **Chronological** refers to the order of time, from older events to newer ones. Use transition words such as *first, second, later, next, before, for one, for another, previously, then finally, following, since,* and *now* to establish a time sequence from old to new.

#### Key Idea(s)

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### Example

Mary asked if she could go with us, later she got permission from her parents, but before both she had cancelled her plans.

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

First, Mary cancelled her plans. Then she asked if she could go with us. Later, she got permission from her parents.

### Revise these sentences by placing the events in chronological order:

Later this afternoon we will clean up the yard. This morning I trimmed the trees. Now I'm taking a well-deserved break.

### Language Application Revision

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## Vocabulary Worksheet #13

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### 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

- |          |   |
|----------|---|
| soil (n) | 1. The surface level of the earth in which plants grow. |
| soil (v) | 2. To stain or make something dirty.                    |

The boys always soil \_\_\_\_ their jeans when they roll down that grassy hill. But those stains are easy to remove, unlike those stains left by the red soil \_\_\_\_ in our backyard.

### 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
	civ		citizen	_____
		il	relating to	_____

civil \_\_\_\_\_

### 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.

civil ( ) \_\_\_\_\_

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

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

### Similes (stated comparisons between two unlike things)

**Directions:** As used in the following sentence, interpret or explain the meaning of this simile: “as harmless as doves.” All parents think their own children are as harmless as doves.

\_\_\_\_\_

## Vocabulary Worksheet #14

### Word Relationships: Degree

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
peaceful (adj)	Free of conflict or disturbance.
tranquil (adj)	Undisturbed or calm.

### Connotations: Shades of Meaning

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

Vocabulary Words	Definitions
obvious (adj)	Something that is noticeable or easy to spot.
mysterious (adj)	Something that is hidden or difficult to identify.



### Academic Language

**Directions:** Describe the vocabulary words in each box.

<b>Vocabulary Word:</b> convene (v) <b>Definition:</b> To get together for a meeting or activity.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

<b>Vocabulary Word:</b> coordinate (v) <b>Definition:</b> To determine how the parts of a whole can best work together.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>



## Diagnostic Grammar and Usage Assessment

**Directions:** Place the letter in the space to the left of the number that best matches or completes each sentence.

- \_\_\_ 21. The students who got into trouble are \_\_\_\_\_.  
 A. them B. those C. I and he  
 D. they E. me and she
- \_\_\_ 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. who B. whose C. it  
 D. which E. that
- \_\_\_ 25. \_\_\_\_\_ who wants to try out for the team can do so, but not \_\_\_\_\_ is chosen.  
 A. Anyone; everybody B. Everyone; both C. Someone; one  
 D. Everyone; others E. Others; neither
- \_\_\_ 26. \_\_\_\_\_ of the candy is on the counter, though \_\_\_\_\_ is free.  
 A. Some; fewer B. Plenty; little C. Many; nothing  
 D. All; none E. A large amount; few
- \_\_\_ 27. She should \_\_\_\_\_ for her school pictures.  
 A. have smiled B. is smiling C. had smiled  
 D. smiled E. has smiled
- \_\_\_ 28. Jamie \_\_\_\_\_ three miles around the track for the fundraiser.  
 A. walk B. has walk C. is walking  
 D. walking E. had walking
- \_\_\_ 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 \_\_\_\_\_ student in his class.  
 A. most intelligent B. more intelligent C. intelligentest  
 D. more intelligenter E. intelligenter
- \_\_\_ 33. Dennis \_\_\_\_\_ ready and he \_\_\_\_\_ prepared well.  
 A. seem; has B. seems; have C. seems; has  
 D. seems; was E. seem; is

**Directions:** Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

1. a friend named **John** said, “I am glad I don’t need any help on my homework”

60

2. that new student, paula, is from South Africa; she told me she had never seen the star wars movie in that country

61

3. she saw pictures of the costumes, robots, and ship models in the newsweek article

**55 (needs both)**

(the one that featured **S**pace **C**amp)

56

4. yes, you should listen to that song called “the one monster’s howl” before Halloween

63

5. bring both girls' best dresses to atlanta, georgia to see the play titled fiddler on the roof

**57 (needs both)**

6. joe, please read these chapters: “knots” and “cooking” to prepare for the **Boy Scouts** meeting tonight

**65 (needs both)**

7. mr. wong put on his glasses, and then he read the magazine article titled “my dog spoke

58

English”

**52 (needs both greeting and closing)**

8. dear mary,

**66 (needs both)**

what a complete surprise! no one had read the short story titled “yankees and

**59 (needs both)**

rebels” about the Civil War

yours truly,

amy

## Grammar, Usage, and Mechanics Worksheet #44

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### FOCUS Irregular Verbs

English has many **irregular verbs** in the past tense and past participle verb form.

### CONNECT TO WRITING

Unlike regular verbs, irregular verbs don't form the past tense and past participle by adding “\_ed” endings onto the base forms of their verbs. Many common English verbs are irregular.

### PRACTICE

Match these verbs to their irregular verb patterns: go-went-gone, say-said-said, build-built-built, put-put-put, tell-told-told, drink-drank-drunk, find-found-found, wear-wore-worn, blow-blew-blown, swing-swung-swung, see-saw-seen, mean-meant-meant, feed-fed-fed

Irregular Verb Patterns	Present	Past	Past Participle
The “d” changes to “_t”	_____	_____	_____
Other consonants change to “_t”	_____	_____	_____
Verbs ending in “_d” or “_t” don’t change	_____	_____	_____
Other consonants change to “_en”	_____	_____	_____
Other consonants change to “_n”	_____	_____	_____
Vowels change to “u”	_____	_____	_____
Vowels change from “i” to “a” and “u”	_____	_____	_____
Vowels change to “ou”	_____	_____	_____
Vowels change “ee” change to “e”	_____	_____	_____
The “ear” changes to “ore” and “orn”	_____	_____	_____
The “ay” to “aid”	_____	_____	_____
Consonants change to “_d”	_____	_____	_____
Oddballs	_____	_____	_____

### WRITE

Write a sentence using an irregular past tense verb and an irregular past participle verb form.

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# Grammar, Usage, and Mechanics Worksheet #51

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## **FOCUS**      Commas with Conjunctions

Use commas before conjunctions to join two clauses.

## **CONNECT TO WRITING**

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses unless one or both of the clauses are short. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions.

**Examples:** I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and      either...or      whether...or      neither...nor

**Example:** Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

**Before** **unless** **despite** (in spite of) **in order that** **since** **while** **if** **since** **even though** (if),  
**because** **until** **that** **how** **once** **than!** **After** **Although** (though) **As** (As if, As long as, As much as,  
As soon as, As though) **Whether** **When** (Whenever) **Where** (Wherever)

**Example:** As much as I liked her company, she eventually became tiresome.

## **PRACTICE**

Place commas where they belong in the following sentences.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

## **WRITE**

Write three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.

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## Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	<b>Long /oo/</b>
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	<b>Short /oo/</b>
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	<b>/ow/ (cow)</b>
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	<b>/oi/</b>
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	<b>/aw/</b>
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	<b>r-controlled</b>
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	<b>Hard/Soft</b>
64.	strangely	Her cousin behaved very strangely.	strangely	<b>c and g</b>
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	<b>Soft y</b>
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	<b>Consonant</b>
68.	commitment	The coach questioned his commitment.	commitment	<b>Doubling</b>
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	<b>/j/</b>
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	<b>“ie”/“ei”</b>
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	<b>Plurals</b>
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	<b>Silent Letters</b>
80.	skating	I had my birthday party at the skating rink.	skating	<b>Drop/Keep</b>
81.	wisely	She wisely asked the teacher for help.	wisely	<b>Final e</b>
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	<b>/ch/</b>
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	<b>/k/</b>

## Spelling Pattern Worksheet #79

---

### Silent Consonant Letters

**FOCUS** English has many silent consonant letter spellings (comb).

**SORT** Write each word in the correct column.

bomb	scene	shepherd	sign	thirteen	kitchen
awhile	through	ghost	howled	column	answer

#### Silent Consonant Spellings

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#### Other Spellings

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**SEARCH** In a book find four words with silent consonant spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

**JUMBLE** Write the word with the silent consonant spelling found in each jumbled word.

nokt	_____	lkat	_____
------	-------	------	-------

elosnm	_____	stnoebmot*	_____
--------	-------	------------	-------

\*Bonus

**WRITE** Compose a sentence using two of your own silent consonant spelling words.

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## Word Making and Word Jumbles Spelling Pattern Words

### Sound-Spellings

### Unscrambled Words

### Word Jumbles

#### Long *u* Sound

“u”

musical

csualim

“u\_e”

usefulness

uefesslnsu

“\_ew”

curfew

furewe

“\_ue”

fueling

inufegl

#### Silent Final *e*

“a\_e”

milkshake

klsimkeah

“e\_e”

completed

ldeemocpt

“i\_e”

submarine

rabsumnei

“o\_e”

lonesome

oelsmeon

/ū/ “u\_e”

muleskinner

nknresieuml

/oo/ “u\_e”

parachute

etuahcrpa

as in *rooster*

#### *aw* Sound

“aw”

awesome

ewaosme

“au”

auditorium

tduaouimr

“al”

almost

malsto

“all”

smallest

lamsselt

#### *oo* as in *rooster* Sound

“oo”

toothache

eeoatthch

“u”

cruising

rciuisgn

“u\_e”

attitude

tttiadeu

“\_ew”

unscrewed

dweenuscr

“\_ue”

barbecued

ecduberab

#### *oo* as in *woodpecker* Sound

“oo”

understood

ouorsdtden

“\_u\_”

sugarless

ragulsses

#### *oi* Sound

“oi\_”

poisonous

oponsiuos

“\_oy”

enjoyment

nemtnojey

## Consonant – “le” Syllable Division

---

- |              |              |                |
|--------------|--------------|----------------|
| 1. handle    | 2. hassled   | 3. trickled    |
| 4. muscle    | 5. humble    | 6. cattleman   |
| 7. single    | 8. purple    | 9. rifle       |
| 10. paddling | 11. measles  | 12. ticklish   |
| 13. circling | 14. bottle   | 15. settlement |
| 16. toggle   | 17. sample   | 18. stifle     |
| 19. cradle   | 20. waffling | 21. unbuckled  |
| 22. cubicle  | 23. fabled   | 24. gentlemen  |
| 25. icicle   | 26. triangle | 27. reshuffle  |

**Consonant – “le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent. **Example:** circle



## Consonant – “le” Syllable Division Worksheet

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**Directions:** Print the Consonant-“le” Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( / ) above the primary vowel accent.

**Consonant-“le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent.

**Example:** circle

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____

## Consonant – “le” Syllable Division Answers

---

- |               |                |                  |
|---------------|----------------|------------------|
| 1. hán/dle    | 2. hás/sled    | 3. tríc/kled     |
| 4. mú/scle    | 5. húm/ble     | 6. cát/tle/man   |
| 7. sín/gle    | 8. púr/ple     | 9. rí/fle        |
| 10. pád/dling | 11. méa/sles   | 12. tíc/klish    |
| 13. cír/cling | 14. bót/tle    | 15. sét/tle/ment |
| 16. tóg/gle   | 17. sám/ple    | 18. stí/fle      |
| 19. crá/dle   | 20. wáf/fling  | 21. un/búc/kled  |
| 22. cú/bi/cle | 23. fá/bled    | 24. gén/tle/men  |
| 25. í/ci/cle  | 26. trí/an/gle | 27. re/shúf/fle  |

**Consonant – “le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent. **Example:** circle

## Context Clues Strategies

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

*See how the word fits into the whole sentence.*

Pronounce the word out loud.

*Sometimes hearing the word will give you a clue to meaning.*

Syllables—Examine each word part.

*Word parts can be helpful clues to meaning.*

Before—Read the sentence before the unknown word.

*The sentence before can hint at what the word means.*

After—Read the sentence after the unknown word.

*The sentence after can define, explain, or provide an example of the word.*

Grammar—Determine the part of speech.

*Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.*

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

*Often a sentence will have two clauses with one clause listing the word and the other clause defining it.*

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

## Context Clues Worksheet

**Directions:** After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

**Logic**—Sometimes an unknown word is explained by the use of other words.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

### The Laurho Dinner Party

Last **Ertoke** December, Synonym just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** \_\_\_\_\_. What a party it was with delicious **swenjusa** \_\_\_\_\_ and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** \_\_\_\_\_.

The dress was **yontuk** \_\_\_\_\_ not formal, and the ladies enjoyed wearing their floor-length **goreds** \_\_\_\_\_. After dinner a young **westy** \_\_\_\_\_, \_\_\_\_\_ Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** \_\_\_\_\_.

## Context Clues Worksheet Answers

**Correction Note:** Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

**Logic**—Sometimes an unknown word is explained by the use of other words.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

### The Laurho Dinner Party

Last **Ertoke** December, Synonym just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** country Logic. What a party it was with delicious **swenjusa** food Example and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** tree Example.

The dress was **yontuk** casual, Antonym not formal, and the ladies enjoyed wearing their floor-length **goreds** gowns Logic. After dinner a young **westy** woman, Synonym Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** piano Example.

## Grammar, Usage, and Mechanics Test: Lessons 1–4

---

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

- |                                   |   |
|-----------------------------------|---|
| ____ 1. Title after a proper noun | A. UNICEF                                     |
| ____ 2. Hyphenated proper noun    | B. Wow!                                       |
| ____ 3. Acronym                   | C. will + the base form of the verb           |
| ____ 4. Common noun               | D. Native-American                            |
| ____ 5. Intentional fragment      | E. A., B., C.                                 |
| ____ 6. Type of verb              | AB. Don Pearson, M.D.                         |
| ____ 7. Major details             | AC. Idea, person, place, or thing             |
| ____ 8. Future tense              | AD. Links a noun or pronoun to something else |

**Sentence Application Directions:** Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. \_\_\_\_\_

\_\_\_\_\_

10. Write a sentence using a group of words used as a proper noun. \_\_\_\_\_

\_\_\_\_\_

11. Write a sentence using an abbreviation. \_\_\_\_\_

\_\_\_\_\_

12. Write a sentence with a common noun idea. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence with an indirect question. \_\_\_\_\_

\_\_\_\_\_

14. Write a sentence using both mental and physical actions. \_\_\_\_\_

\_\_\_\_\_

15. List the first ten Roman numerals. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence using first and second person personal pronouns. \_\_\_\_\_

\_\_\_\_\_

## Vocabulary Test: Lessons 1–4

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

- |                   |  |
|-------------------|--|
| ___ 17. border    | A. Belief or custom passed from generation to generation |
| ___ 18. auto      | B. The unchangeable events of a person's future          |
| ___ 19. crat      | C. Printed or written words                              |
| ___ 20. destiny   | D. Rule  |
| ___ 21. fanatical | E. Extreme support of a thing or idea                    |
| ___ 22. text      | AB. The outside edge or boundary                         |
| ___ 23. tradition | AC. Self   |

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

- |                      |   |
|----------------------|---|
| ___ 24. brush        | A. Commonly seen or found; that which is usual      |
| ___ 25. grat(e)      | B. Full of  |
| ___ 26. ful          | C. A fact relating to an event or situation         |
| ___ 27. descendant   | D. An option or different approach                  |
| ___ 28. ordinary     | E. Please   |
| ___ 29. alternative  | AB. One who is related to a person who lived before |
| ___ 30. circumstance | AC. To touch lightly                                |

**Sentence Application Directions:** Answer in complete sentences.

31. Write a sentence showing the meaning of this idiom: “don’t hold your breath.”

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32. Write a sentence showing the meaning of this idiom: “take a rain check.” \_\_\_\_\_

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33. Write a sentence showing the meaning of this word: “autocrat.” \_\_\_\_\_

---

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34. Write a sentence showing the meaning of this word: “grateful.” \_\_\_\_\_

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## Common Core Language Strand Grade 6 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Conventions of Standard English	Grammar and Usage Standards
<b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	LC/SW 4–7 LA/SW 4, 8 GUM 3, 21, 22, 23, 24
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	LC/SW 29 LA/SW 29 GUM 3
c. Recognize and correct inappropriate shifts in pronoun number and person.*	LC/SW 31 GUM 23
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	LC/SW 24–32 GUM 23
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	LC/SW 46–52
Conventions of Standard English	Mechanics and Spelling Standards
<b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	LC/SW 29, 30, 51–53 GUM 42
b. Spell correctly.	LC/SW 1–64 SP/SW 1–32 SPW 1–72
Knowledge of Language	Knowledge of Language Standards
<b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	LA/SW Even AA
b. Maintain consistency in style and tone.*	LA/SW 21, 23, 45, 47, 50, 54

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets;  
 GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets;  
 AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D;  
 SW = Student Workbook; VW = Vocabulary Worksheets



## Common Core Language Strand Grade 6 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use Standards
<b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	VW Even and Odd
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	VW Odd
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	VW Odd
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	VW Odd
<b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g. personification) in context.	VW Odd
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	VW Even
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, un wasteful, thrifty</i> ).	VW Even
<b>L.6.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	VW Even

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets; GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets; AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D; SW = Student Workbook; VW = Vocabulary Worksheets

## Common Core Language Strand Grade 6 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.	LC/SW 15, 16, 30–32, 43,44 GUM 9–12, 21–23, 25–28		LW	
<b>L.3.3a.</b> Choose words and phrases for effect.	LC/SW 14, 18, 23, 33, 39		LA/SW Odd	VW Even AD
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	LC/SW 19, 20 GUM 17–20 LW		LW	
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).				VW Odd
<b>L.4.3b.</b> Choose punctuation for effect.		LC/SW 49, 53 GUM 72		
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.	LC/SW 45 GUM 33–38			
<b>L.5.2a.</b> Use punctuation to separate items in a series.		LC/SW 10–15, 20, 26 GUM 43, 45, 48, 66		
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.	LC/SW 30–32			
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LC/SW 24–32			
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	LC/SW 46–56			
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		LC/SW 29, 52, 53 GUM 67		
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.			LA/SW Even AA	
<b>L.6.3b.</b> Maintain consistency in style and tone.			LA/SW 43, 45, 47, 50, 54 LW AC	

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