

Grade 5



Evan-Moor®
EMC 583

Daily

GRADE
5

Language Review

Common Core Edition

Correlated to State and
Common Core State Standards

- Ideal for test prep
- Grammar and usage
- Capitalization, punctuation, and spelling
- Word meanings and relationships
- 36 weeks of 10-minute daily activities

Daily Language Review

WEEK 17 DAY 3

Write the sentences correctly.

1. Drinking enough water every day is importantly to your health.

_____ helped take toxins out your body and helps make blood flow easily

Correlations

2. Wow Perry, that diving board is high shouts Carmen.

_____ the missing interjection.

3. "_____ I'm so used to it that I don't think about it anymore.
Uh oh, Rats! Look! Gee,

Explain how interjections help in dialogue.

4. Interjections _____

WEEK 17 DAY 2

Daily Language Review

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Common Core State Standards Correlations

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
L.1 Conventions of Standard English: Grammar and Usage																		
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	•	•	•		•	•	•	•	•	•	•	•	•			•	•	•
L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses					•			•		•		•				•		•
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions	•		•					•						•	•			
L.5.1.d Recognize and correct inappropriate shifts in verb tense	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor)																		
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.5.2.a Use punctuation to separate items in a series				•			•					•				•		
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence																		
L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)																		
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works																		
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed		•		•		•	•			•				•			•	
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase	•			•		•	•			•			•				•	
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)	•			•				•		•		•		•	•	•		
L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases			•						•						•			
L.5 Vocabulary Acquisition and Use: Word Relationships																		
L.5.5.a Interpret figurative language, including similes and metaphors, in context																		
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs						•						•						•
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words				•	•	•	•	•		•	•		•		•		•	•
L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)		•						•						•				

Common Core State Standards Correlations

Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
L.1 Conventions of Standard English: Grammar and Usage																		
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences		•	•	•	•	•	•	•	•			•	•			•	•	
L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses	•					•		•				•			•		•	
L.5.1.c Use verb tense to convey various times, sequences, states, and conditions		•		•				•			•			•	•		•	
L.5.1.d Recognize and correct inappropriate shifts in verb tense	•	•	•	•	•	•		•	•	•	•		•	•	•	•	•	
L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor)							•	•	•	•	•	•	•	•	•	•	•	•
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.5.2.a Use punctuation to separate items in a series	•			•			•		•			•	•		•			•
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence	•	•	•		•						•				•	•	•	
L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)		•	•	•			•		•	•		•	•	•	•		•	•
L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works							•	•	•	•	•	•	•	•	•	•	•	•
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed		•		•			•		•					•	•			•
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase	•		•		•		•			•		•				•	•	
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)	•	•	•	•	•	•	•	•	•	•	•	•		•	•			•
L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases			•						•						•			
L.5 Vocabulary Acquisition and Use: Word Relationships																		
L.5.5.a Interpret figurative language, including similes and metaphors, in context	•		•	•	•	•		•		•	•		•	•		•		•
L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs				•	•	•		•		•	•						•	•
L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words			•		•			•			•	•			•		•	•
L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)		•						•						•				

Texas Essential Knowledge and Skills (TEKS)

§110.16. English Language Arts and Reading, Grade 5

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:																		
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	•			•				•		•		•		•	•	•		•
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	•			•		•	•			•			•			•		
(C) produce analogies with known antonyms and synonyms	•		•				•		•			•		•		•		
(D) identify and explain the meaning of common idioms, adages, and other sayings						•						•						•
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words			•						•						•			
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:																		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:																		
(i) verbs (irregular verbs and active voice)	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•
(ii) collective nouns (e.g., class, public)	•		•	•		•		•	•		•		•		•			•
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)	•		•	•	•			•	•	•		•	•	•	•		•	•
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)	•		•	•	•			•	•	•		•	•	•	•		•	•
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details			•		•		•		•			•		•			•	
(vi) indefinite pronouns (e.g., all, both, nothing, anything)			•	•	•	•				•		•	•		•	•		
(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:																		
(A) use correct capitalization	•		•			•			•		•			•		•		
(B) recognize and use punctuation marks including:																		
(i) commas in compound sentences		•			•		•				•		•			•		
(ii) proper punctuation and spacing for quotations	•				•			•			•			•			•	
(C) use proper mechanics including italics and underlining for titles and emphasis																		
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:																		
(A) spell words with more advanced orthographic patterns and rules		•		•		•	•			•				•			•	
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect)	•			•						•		•	•			•		

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Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:																		
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(C) produce analogies with known antonyms and synonyms	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(D) identify and explain the meaning of common idioms, adages, and other sayings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:																		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:																		
(i) verbs (irregular verbs and active voice)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(ii) collective nouns (e.g., class, public)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(vi) indefinite pronouns (e.g., all, both, nothing, anything)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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(B) recognize and use punctuation marks including:																		
(i) commas in compound sentences	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(ii) proper punctuation and spacing for quotations	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(C) use proper mechanics including italics and underlining for titles and emphasis	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:																		
(A) spell words with more advanced orthographic patterns and rules	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•