

Grade 3



Evan-Moor®  
EMC 581

Daily

GRADE  
3

# 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

WEEK 17 DAY 3

Correct the sentences.

1. Snails has soft bodys and hard shels.

## Correlations

2. Dad and me are going to make dinner.

Write the word **will** to form the future verb tense.

3. We \_\_\_\_\_ shop for food, and then we \_\_\_\_\_ cook

Add a prefix to form a word that means **to heat again**.

4. When Mom gets home, we will \_\_\_\_\_ **heat** her dinner.

WEEK 17 DAY 2

Daily Language R

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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 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| <b>L.1 Conventions of Standard English: Grammar and Usage</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| L.3.1.b Form and use regular and irregular plural nouns   | • | • | • |   | • | • | • |   |   | •  | •  |    |    | •  |    |    |    |    |
| L.3.1.c Use abstract nouns (e.g., childhood)  |   |   |   |   |   |   |   |   |   |    |    |    |    | •  |    | •  |    | •  |
| L.3.1.d Form and use regular and irregular verbs  |   |   |   |   |   | • |   | • |   | •  |    |    |    |    |    |    |    |    |
| L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses   | • | • |   | • | • |   |   |   |   |    |    |    |    |    | •  |    | •  |    |
| L.3.1.f Ensure subject-verb and pronoun-antecedent agreement  | • | • | • | • | • | • | • |   |   |    |    |    |    |    |    |    |    |    |
| L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified  |   |   | • | • | • |   |   | • |   | •  |    | •  |    |    |    |    | •  | •  |
| L.3.1.h Use coordinating and subordinating conjunctions   |   |   | • |   |   | • |   | • |   | •  | •  | •  |    | •  | •  |    | •  |    |
| L.3.1.i Produce simple, compound, and complex sentences   |   |   |   |   |   | • |   | • |   | •  |    |    |    |    |    |    |    |    |
| <b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| L.3.2.a Capitalize appropriate words in titles  | • |   |   |   |   |   |   | • |   |    |    |    |    | •  |    |    |    | •  |
| L.3.2.b Use commas in addresses   |   |   |   |   |   |   |   | • |   | •  | •  |    |    |    | •  | •  |    |    |
| L.3.2.c Use commas and quotation marks in dialogue  |   |   |   | • |   |   |   | • |   |    |    | •  | •  |    |    | •  | •  |    |
| L.3.2.d Form and use possessives  |   |   | • |   |   | • | • | • | • | •  |    |    | •  | •  |    | •  | •  |    |
| L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  |    | •  |
| L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words  | • | • | • | • | • | • | • | • | • | •  | •  | •  | •  | •  | •  | •  | •  | •  |
| <b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase   |   | • |   | • |   |   |   |   |   | •  | •  |    |    | •  |    | •  |    |    |
| L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)   | • | • |   |   | • | • |   |   | • |    | •  | •  |    |    |    |    | •  |    |
| L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)   |   |   |   |   |   | • |   |   |   |    |    |    |    | •  |    | •  |    |    |
| <b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)  |   |   |   | • |   | • |   |   | • | •  |    |    | •  |    |    | •  |    | •  |
| L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )   |   | • | • |   |   |   |   |   | • |    |    |    |    |    | •  |    |    |    |
| L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)   |   |   | • |   |   | • |   | • |   |    | •  |    |    | •  | •  | •  |    |    |
| <b>L.6 Vocabulary Acquisition and Use: Acquired Vocabulary</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them) |   |   |   |   |   |   | • |   |   |    | •  |    |    |    | •  | •  |    | •  |

# Common Core State Standards Correlations

| Week  | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>L.1 Conventions of Standard English: Grammar and Usage</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.1.b Form and use regular and irregular plural nouns   | •  | •  |    |    |    |    | •  |    | •  | •  |    |    |    |    | •  | •  | •  | •  |
| L.3.1.c Use abstract nouns (e.g., childhood)  |    |    |    |    | •  |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.1.d Form and use regular and irregular verbs  |    |    | •  | •  |    |    |    |    |    |    |    | •  | •  | •  | •  |    |    |    |
| L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses   |    | •  | •  |    | •  | •  |    |    |    | •  |    | •  |    | •  | •  |    |    | •  |
| L.3.1.f Ensure subject-verb and pronoun-antecedent agreement  | •  | •  | •  | •  | •  | •  | •  | •  | •  |    | •  |    | •  |    |    |    |    |    |
| L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified  | •  | •  |    | •  |    | •  | •  | •  |    | •  |    |    |    | •  |    | •  | •  | •  |
| L.3.1.h Use coordinating and subordinating conjunctions   |    |    | •  |    |    |    |    |    | •  | •  | •  | •  | •  |    |    | •  |    |    |
| L.3.1.i Produce simple, compound, and complex sentences   |    |    | •  |    |    |    |    |    | •  | •  | •  | •  | •  |    |    | •  |    |    |
| <b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.2.a Capitalize appropriate words in titles  |    |    |    | •  | •  |    |    |    |    |    |    | •  |    |    | •  |    |    | •  |
| L.3.2.b Use commas in addresses   |    |    |    |    |    |    |    |    | •  |    |    | •  | •  |    |    |    |    |    |
| L.3.2.c Use commas and quotation marks in dialogue  |    | •  |    |    |    |    |    |    | •  |    | •  | •  |    |    | •  |    |    | •  |
| L.3.2.d Form and use possessives  | •  |    |    | •  | •  |    | •  |    |    |    |    | •  |    | •  |    | •  |    | •  |
| L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)  | •  |    | •  | •  | •  |    | •  | •  | •  | •  | •  | •  |    |    | •  | •  | •  |    |
| L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |
| <b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase   | •  | •  |    |    | •  |    | •  |    |    |    | •  | •  |    | •  | •  |    |    | •  |
| L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)   |    |    | •  | •  | •  |    |    |    |    | •  | •  |    |    |    | •  |    |    | •  |
| L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)   | •  |    |    |    | •  | •  | •  | •  | •  | •  | •  | •  |    | •  | •  | •  | •  |    |
| <b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)  |    |    | •  | •  | •  |    | •  |    |    |    |    | •  |    |    | •  |    |    | •  |
| L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )   |    |    | •  | •  |    |    |    |    |    |    |    |    |    | •  |    | •  |    | •  |
| L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)   |    |    | •  |    | •  | •  | •  |    | •  | •  |    |    |    |    | •  | •  |    | •  |
| <b>L.6 Vocabulary Acquisition and Use: Acquired Vocabulary</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them) |    | •  |    | •  |    | •  |    | •  |    |    |    |    | •  | •  | •  |    | •  |    |

# Texas Essential Knowledge and Skills (TEKS)

## §110.14. English Language Arts and Reading, Grade 3

| Week  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| <b>(4) Reading/Vocabulary Development.</b><br><b>Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots  | ● | ● |   |   | ● | ● |   |   | ● |    | ●  | ●  |    |    |    |    |    |    |
| (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs  |   | ● |   | ● |   |   |   | ● | ● | ●  | ●  |    |    | ●  |    | ●  |    | ●  |
| (C) identify and use antonyms, synonyms, homographs, and homophones   |   | ● | ● | ● | ● | ● | ● | ● |   | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |
| <b>(22) Oral and Written Conventions/Conventions.</b><br><b>Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b> |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (i) verbs (past, present, and future)   |   |   |   |   |   | ● |   | ● |   | ●  |    |    |    |    |    |    |    |    |
| (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)   |   | ● | ● | ● | ● | ● |   |   | ● | ●  | ●  |    | ●  | ●  | ●  | ●  | ●  |    |
| (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)   |   | ● |   | ● | ● |   |   |   | ● |    |    |    | ●  |    | ●  |    | ●  |    |
| (v) prepositions and prepositional phrases  |   |   | ● | ● |   | ● | ● |   | ● | ●  | ●  |    |    | ●  | ●  |    |    |    |
| (vii) coordinating conjunctions (e.g., and, or, but)  |   |   | ● |   |   | ● |   | ● |   | ●  | ●  | ●  |    | ●  | ●  |    | ●  |    |
| (C) use complete simple and compound sentences with correct subject-verb agreement  | ● |   | ● |   |   |   |   | ● |   |    |    | ●  |    | ●  | ●  |    | ●  |    |
| <b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b><br><b>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>                                     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (B) use capitalization for:   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (i) geographical names and places   | ● | ● |   | ● | ● |   | ● | ● | ● |    |    | ●  | ●  | ●  | ●  |    | ●  | ●  |
| (ii) historical periods   | ● | ● |   | ● | ● |   | ● | ● | ● |    |    | ●  | ●  | ●  | ●  |    | ●  | ●  |
| (iii) official titles of people   | ● | ● |   | ● | ● |   | ● | ● | ● |    |    | ●  | ●  | ●  | ●  |    | ●  | ●  |
| (C) recognize and use punctuation marks including:  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (i) apostrophes in contractions and possessives   |   |   |   |   | ● |   | ● | ● |   |    |    | ●  | ●  |    |    |    | ●  |    |
| (ii) commas in series and dates   | ● |   | ● |   |   |   |   | ● |   | ●  | ●  |    |    |    | ●  | ●  |    | ●  |
| <b>(24) Oral and Written Conventions/Spelling.</b><br><b>Students spell correctly. Students are expected to:</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |
| (B) spell words with more advanced orthographic patterns and rules  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  | ●  |

# Texas Essential Knowledge and Skills (TEKS)

## §110.14. English Language Arts and Reading, Grade 3

| Week  | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>(4) Reading/Vocabulary Development.</b><br><b>Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots  |    |    | •  | •  | •  |    |    |    |    | •  | •  |    |    |    | •  |    |    | •  |
| (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs  | •  | •  |    |    | •  | •  | •  |    |    |    | •  | •  | •  | •  | •  |    |    | •  |
| (C) identify and use antonyms, synonyms, homographs, and homophones   | •  |    | •  |    |    | •  | •  | •  |    | •  |    | •  | •  | •  | •  | •  | •  | •  |
| <b>(22) Oral and Written Conventions/Conventions.</b><br><b>Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b> |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (i) verbs (past, present, and future)   |    |    | •  | •  |    |    |    |    |    |    | •  | •  | •  | •  |    |    |    |    |
| (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)   | •  | •  |    |    | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |
| (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);  |    | •  |    |    | •  | •  | •  |    |    | •  | •  |    | •  | •  | •  | •  | •  | •  |
| (v) prepositions and prepositional phrases  |    |    | •  |    |    | •  |    | •  | •  |    |    | •  | •  |    |    |    | •  |    |
| (vii) coordinating conjunctions (e.g., and, or, but)  |    |    | •  |    |    |    |    |    | •  | •  | •  | •  | •  |    |    | •  |    |    |
| (C) use complete simple and compound sentences with correct subject-verb agreement  | •  | •  |    |    |    |    | •  |    | •  | •  | •  | •  | •  |    |    | •  | •  |    |
| <b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b><br><b>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (B) use capitalization for:   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (i) geographical names and places   |    | •  | •  | •  | •  |    | •  | •  |    |    | •  | •  | •  |    | •  | •  |    | •  |
| (ii) historical periods   |    | •  | •  | •  | •  |    | •  | •  |    |    | •  | •  | •  |    | •  | •  |    | •  |
| (iii) official titles of people   |    | •  | •  |    | •  |    | •  | •  |    |    | •  | •  | •  |    | •  | •  |    | •  |
| (C) recognize and use punctuation marks including:  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (i) apostrophes in contractions and possessives   |    |    | •  | •  | •  |    |    | •  |    |    |    |    |    |    |    |    |    |    |
| (ii) commas in series and dates   |    | •  |    |    |    | •  |    | •  | •  |    | •  | •  | •  | •  |    |    |    |    |
| <b>(24) Oral and Written Conventions/Spelling.</b><br><b>Students spell correctly. Students are expected to:</b>  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| (B) spell words with more advanced orthographic patterns and rules  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  | •  |