

Grade 1



Evan-Moor®  
EMC 579

Daily

GRADE  
1

# 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 10 DAY 3

Fix the sentences.

1. It's too cold to swim in the lake.  
\_\_\_\_\_

# Correlations

2. She's bike is green, brown, white, an gold.  
\_\_\_\_\_

Read the word. Write the word two times.

3. find \_\_\_\_\_

Finish the sentence.

4. Do not ride \_\_\_\_\_

WEEK 10 DAY 2

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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.1.1.a Print all upper- and lowercase letters	•	•	•	•	•	•	•	•			•				•			
L.1.1.b Use common, proper, and possessive nouns	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)	•	•	•			•	•	•	•	•		•	•	•		•	•	•
L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)		•	•			•	•	•	•	•		•	•	•		•	•	•
L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)		•	•		•					•		•			•			•
L.1.1.f Use frequently occurring adjectives				•				•		•			•	•		•		
L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because)		•		•		•	•			•	•			•		•	•	•
L.1.1.h Use determiners (e.g., articles, demonstratives)	•	•	•	•		•				•		•			•			•
L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward)	•		•		•	•		•				•		•		•	•	•
L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>																		
L.1.2.a Capitalize dates and names of people	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•
L.1.2.b Use end punctuation for sentences	•	•	•	•	•	•	•	•	•			•	•	•	•		•	
L.1.2.c Use commas in dates and to separate single words in a series									•			•		•	•			
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>																		
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase	•			•	•			•	•	•	•		•	•		•	•	•
L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word	•	•	•	•		•	•	•	•	•	•	•	•	•		•		•
L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	•	•	•	•		•	•	•	•	•	•	•	•	•		•		•
<b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>																		
L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•
L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy)		•	•	•			•	•	•		•	•			•		•	
L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings				•			•	•		•		•						

# 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.1.1.a Print all upper- and lowercase letters					•													
L.1.1.b Use common, proper, and possessive nouns	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)	•	•	•	•	•	•	•	•		•	•	•	•	•		•	•	•
L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)	•			•				•	•		•			•	•	•		
L.1.1.f Use frequently occurring adjectives			•	•	•	•	•	•			•	•			•			•
L.1.1.g Use frequently occurring conjunctions (e.g., and, but, or, so, because)			•	•	•	•	•	•								•	•	•
L.1.1.h Use determiners (e.g., articles, demonstratives)	•		•	•		•			•	•					•	•	•	
L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward)	•	•			•	•		•	•		•	•	•	•		•	•	•
L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling</b>																		
L.1.2.a Capitalize dates and names of people	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.1.2.b Use end punctuation for sentences	•	•	•	•	•	•	•			•		•	•			•	•	•
L.1.2.c Use commas in dates and to separate single words in a series		•		•	•	•	•	•		•		•	•	•	•			•
L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>L.4 Vocabulary Acquisition and Use: Determine Word Meaning</b>																		
L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase									•	•	•	•	•	•	•	•	•	•
L.1.4.b Use frequently occurring affixes as a clue to the meaning of a word	•	•	•	•	•		•	•	•				•	•	•	•	•	•
L.1.4.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)	•	•	•	•	•		•	•	•				•	•	•	•	•	•
<b>L.5 Vocabulary Acquisition and Use: Word Relationships</b>																		
L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent				•	•			•		•	•	•	•	•	•	•		
L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy)	•	•		•	•	•	•	•		•	•		•	•			•	•
L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings		•						•					•					

# Texas Essential Knowledge and Skills (TEKS)

## §110.12. English Language Arts and Reading, Grade 1

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English is written and printed. Students are expected to:																		
(B) identify upper- and lowercase letters	•	•	•	•	•	•									•			
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:																		
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)							•					•			•			•
<b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:																		
(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)							•					•			•			•
(C) determine what words mean from how they are used in a sentence, either heard or read	•			•	•			•	•	•	•		•	•		•	•	•
(D) identify and sort words into conceptual categories (e.g., opposites, living things)	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words				•		•												
<b>(20) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:																		
(A) understand and use the following parts of speech in the context of reading, writing, and speaking:																		
(i) verbs (past, present, and future)		•	•		•					•			•	•		•		
(ii) nouns (singular/plural, common/proper)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(iii) adjectives (e.g., descriptive: green, tall)				•				•		•			•	•		•		
(v) prepositions and prepositional phrases	•		•		•	•		•				•		•		•	•	
(vi) pronouns (e.g., I, me)		•	•	•	•	•	•				•		•		•	•	•	
<b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:																		
(B) use letter-sound patterns to spell	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(C) spell high-frequency words from a commonly used list	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

# Texas Essential Knowledge and Skills (TEKS)

## §110.12. English Language Arts and Reading, Grade 1

Week	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
<b>(1) Reading/Beginning Reading Skills/Print Awareness.</b> Students understand how English is written and printed. Students are expected to:																		
(B) identify upper- and lowercase letters					●													
(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>(3) Reading/Beginning Reading Skills/Phonics.</b> Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:																		
(F) use knowledge of the meaning of base words to identify and read common compound words (e.g., football, popcorn, daydream)			●									●						●
<b>(6) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:																		
(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)			●									●						●
(C) determine what words mean from how they are used in a sentence, either heard or read								●	●	●	●	●	●	●	●	●	●	●
(D) identify and sort words into conceptual categories (e.g., opposites, living things)				●	●			●		●	●	●	●	●	●	●		
(E) alphabetize a series of words to the first or second letter and use a dictionary to find words				●		●				●						●		●
<b>(20) Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students are expected to:																		
(A) understand and use the following parts of speech in the context of reading, writing, and speaking																		
(i) verbs (past, present, and future)	●			●				●	●		●			●	●	●		
(ii) nouns (singular/plural, common/proper)	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
(iii) adjectives (e.g., descriptive: green, tall)	●		●	●	●	●	●	●			●	●			●			●
(v) prepositions and prepositional phrases	●	●			●	●		●	●		●	●	●	●		●	●	●
(vi) pronouns (e.g., I, me)	●	●		●	●	●	●		●	●	●	●	●		●	●		●
<b>(22) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:																		
(B) use letter-sound patterns to spell	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●
(C) spell high-frequency words from a commonly used list		●	●	●	●	●	●	●	●			●	●	●	●	●	●	●