

Grade 7



Evan-Moor®
EMC 2797

Daily

GRADE
7

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 18 DAY 3

Write the sentences correctly.

1. You know that you oughta drink a lotta liquids right?

2. There's inicy delicious fruits and vegetables which contains a lot of water.

Correlations

2. Midori said I'll make some sandwiches tonight so them will be ready to take".

Write the sentence with the more appropriate word. Then explain your choice.

3. "Just use a _____ amount of mayo so they won't be soggy," said
small skimpy

Write the words that make this a compound sentence.

4. Ann cut up some watermelon _____ some corn on the
in order to cook _____, and Midori cooked _____ although Midori coo

WEEK 18 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.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences | • | | | • | | | | • | | | | • | | | | • | • | |
| L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas | | • | | | | • | | | • | | • | | | | | • | | • |
| L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers | | | | | | | | • | • | • | | | | | • | | • | |
| L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling | | | | | | | | | | | | | | | | | | |
| L.7.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, green shirt]</i>) | | | | | | | • | | • | | • | | | • | • | | | • |
| L.7.2.b Spell correctly | • | • | | | | | • | | | | • | | | | • | | • | |
| L.4 Vocabulary Acquisition and Use: Determine Word Meaning | | | | | | | | | | | | | | | | | | |
| L.7.4.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 | • | | • | | | | • | | • | | • | | • | | | • | • | |
| L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel) | | | | | • | • | | • | | | | • | | • | | | | • |
| L.7.4.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 | | | • | | | | | | • | | | | | | • | | | |
| L.5 Vocabulary Acquisition and Use: Word Relationships | | | | | | | | | | | | | | | | | | |
| L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context | | | | • | | | • | • | | | | | | • | | | • | |
| L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words | | | | | • | • | • | | | • | • | | | | • | | • | • |
| L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | | | | • | | | | • | | • | | | • | | | | | • |
| L.6 Vocabulary Acquisition and Use: Acquired Vocabulary | | | | | | | | | | | | | | | | | | |
| L.7.6 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 | | • | | | | • | | | | | | • | | | | | | |

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.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences | | | • | | | • | | | | • | | • | | • | | • | | |
| L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas | | • | | | • | | • | | • | | | | | • | • | | • | |
| L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers | • | | | • | • | | | | • | • | • | | | | • | • | | |
| L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling | | | | | | | | | | | | | | | | | | |
| L.7.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, green shirt]</i>) | • | | | | • | • | | | • | | | • | | • | | | • | |
| L.7.2.b Spell correctly | • | • | | • | | | • | | | | • | | | • | | | • | • |
| L.4 Vocabulary Acquisition and Use: Determine Word Meaning | | | | | | | | | | | | | | | | | | |
| L.7.4.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 | • | | | | • | | • | | • | | • | | • | • | | | | |
| L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel) | • | | | • | | | | • | | • | | | | | | • | | • |
| L.7.4.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 | | | • | | | | | | • | | | | | | • | | | |
| L.5 Vocabulary Acquisition and Use: Word Relationships | | | | | | | | | | | | | | | | | | |
| L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context | | | | • | | • | • | | • | | • | | | • | | | | • |
| L.7.5.b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words | | | • | | • | • | | • | | • | • | | | | | • | • | • |
| L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | | • | | | • | | • | | | • | | • | | | • | | | • |
| L.6 Vocabulary Acquisition and Use: Acquired Vocabulary | | | | | | | | | | | | | | | | | | |
| L.7.6 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 | | • | | | | | | • | | | | | | • | | | | |

Texas Essential Knowledge and Skills (TEKS)

§110.19. English Language Arts and Reading, Grade 7

| 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 (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words | • | | • | | | | • | | • | | • | | • | | | • | • | |
| (C) complete analogies that describe part to whole or whole to part | | | | | | • | • | | | • | | | | | • | | | • |
| (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 | | | • | | | | | | • | | | | | | • | | | |
| (19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: | | | | | | | | | | | | | | | | | | |
| (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: | | | | | | | | | | | | | | | | | | |
| (i) verbs (perfect and progressive tenses) and participles | | • | • | • | | | • | | • | | | • | | • | | | • | • |
| (ii) appositive phrases | • | | | • | | | • | | | | | • | | | | • | • | |
| (iii) adverbial and adjectival phrases and clauses | • | • | | • | • | | | • | | | | | • | • | | | • | |
| (v) prepositions and prepositional phrases and their influence on subject-verb agreement | • | • | | • | | | • | | | • | | | • | | | • | | • |
| (vi) relative pronouns (e.g., whose, that, which) | | | | • | | • | • | | • | | | | • | • | | | | • |
| (vii) subordinating conjunctions (e.g., because, since) | • | | • | | • | | | • | • | | | | | • | • | • | | |
| (B) write complex sentences and differentiate between main versus subordinate clauses | • | | | • | | | | • | | | | • | | | | • | • | |
| (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | | • | | | | • | | | • | | • | | | | | • | | • |
| (20) 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 conventions of capitalization | • | • | | | | | | | • | • | | • | | • | | • | | |
| (B) recognize and use punctuation marks including: | | | | | | | | | | | | | | | | | | |
| (i) commas after introductory words, phrases, and clauses | | • | | | • | | • | | | | • | | • | | | | | • |
| (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | | | | | | | | | | | | | | | | | | |
| spell correctly, including using various resources to determine and check correct spellings | • | • | | | | | • | | | | • | | | | • | | • | |

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|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| (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 (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words | • | | | | • | | • | | • | | • | | • | • | | | | |
| (C) complete analogies that describe part to whole or whole to part | | | • | | | • | | • | | | • | • | | • | | | • | |
| (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 | | | • | | | | | | • | | | | | | • | | | |
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| (A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking: | | | | | | | | | | | | | | | | | | |
| (i) verbs (perfect and progressive tenses) and participles | | | • | | • | | • | | | • | | • | | • | | • | | |
| (ii) appositive phrases | | | • | | | • | | | | • | | • | • | | | • | | |
| (iii) adverbial and adjectival phrases and clauses | | | • | | • | | • | | | • | | • | • | | • | | | • |
| (v) prepositions and prepositional phrases and their influence on subject-verb agreement | • | | • | • | | | | | • | | | | • | | • | | • | |
| (vi) relative pronouns (e.g., whose, that, which) | • | | • | • | | • | | | • | | | • | • | | | • | | |
| (vii) subordinating conjunctions (e.g., because, since) | • | • | | | | • | • | | | | | • | | • | | • | | |
| (B) write complex sentences and differentiate between main versus subordinate clauses | | | • | | | • | | | | • | | • | • | | | • | | |
| (C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses | | • | | | • | | • | | • | | | | | • | • | | • | |
| (20) 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 conventions of capitalization | • | | | • | | | • | • | | | | | • | | | • | | |
| (B) recognize and use punctuation marks including: | | | | | | | | | | | | | | | | | | |
| (i) commas after introductory words, phrases, and clauses | | • | | • | • | | • | | • | | • | | | • | | | • | |
| (21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to: | | | | | | | | | | | | | | | | | | |
| spell correctly, including using various resources to determine and check correct spellings | • | • | | • | | | • | | | | • | | | • | | | • | • |