

Grade 6



Evan-Moor®
EMC 576

Daily

GRADE
6

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

Write the sentences correctly.

1. Bees buzz and dance to communicate information to the rest of the hive.

2. Scientists have identified ten distinctly different sounds and know what some of them mean.

Correlations

2. Jeff said "What a adorable squirrel" "I wonder if it's hungry".

3. Replace the underlined word with a more negative word. Then explain why a negative word is a better choice.

3. "Hey, that squirrel just took my sandwich!" Pablo yelled.

Write the missing word.

4. "Now I _____ eat lunch," Pablo complained.
can't couldn't shouldn't

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.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive)	•	•					•	•			•				•			
L.6.1.b Use intensive pronouns (e.g., myself, ourselves)	•					•		•				•				•		•
L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person		•					•	•				•	•			•		
L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)													•		•		•	
L.6.1.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	•		•		•				•		•	•		•			•	•
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements	•		•	•	•	•	•		•		•	•	•	•		•	•	
L.6.2.b Spell correctly	•			•			•				•			•		•		•
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.6.4.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.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)		•		•	•							•			•		•	
L.5 Vocabulary Acquisition and Use: Word Relationships																		
L.6.5.a Interpret figures of speech (e.g., personification) in context				•		•		•			•		•			•		
L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words					•						•						•	
L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty)	•	•								•		•		•			•	
L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
L.6.6 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.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive)	•		•	•	•		•			•			•					
L.6.1.b Use intensive pronouns (e.g., myself, ourselves)		•				•		•	•		•				•		•	
L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person			•				•		•	•						•		•
L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)		•			•		•	•			•	•	•		•			•
L.6.1.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	•	•				•	•		•			•	•				•	•
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements		•							•		•	•				•		
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L.6.4.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	•		•				•		•				•		•			
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Texas Essential Knowledge and Skills (TEKS)

§110.18. English Language Arts and Reading, Grade 6

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., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words	•		•		•	•	•		•		•	•	•		•		•	•
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page:_____ or pen:ink as book:_____)		•			•		•					•			•		•	
(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) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:																		
(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most)	•		•							•	•	•			•	•		
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details		•		•			•		•	•				•			•	
(vii) subordinating conjunctions (e.g., while, because, although, if)		•			•	•				•		•			•		•	
(C) use complete simple and compound sentences with correct subject-verb agreement	•	•	•	•		•	•	•	•	•	•		•	•	•	•	•	•
(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 capitalization correctly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(B) recognize and use punctuation marks correctly	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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(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., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words	●			●	●		●	●			●	●	●	●			●	●
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page:_____ or pen:ink as book:_____)		●			●	●				●			●			●		
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(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most)	●			●		●		●			●					●		●
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details	●		●		●			●	●			●	●					●
(vii) subordinating conjunctions (e.g., while, because, although, if)					●		●	●			●			●			●	
(C) use complete simple and compound sentences with correct subject-verb agreement	●	●	●	●	●	●			●	●	●		●	●	●	●	●	●
(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:																		
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(B) recognize and use punctuation marks correctly	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●