

Grade 8



Evan-Moor®
EMC 2798

Daily

GRADE
8

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 19 DAY 3

Write the sentences correctly.

1. Ancient civilizations discovered a buncha uses for silver at least 5,000 years ago.

2. Jewelry and coins have been made from this valuable expensive metal.

Correlations

2. I cant seem to find one of the books Railroads Across North America.

Fill in the missing word. Then explain your choice.

3. If I _____ to lose the book, I'd have to pay for it myself.
was were

Rewrite the sentence to show where the speaker paused to think.

4. I wonder maybe I left the book at my friend Daniel's house.

WEEK 19 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.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences			•	•	•	•		•		•	•	•						•
L.8.1.b Form and use verbs in the active and passive voice		•					•			•	•		•					
L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood			•					•	•			•	•			•		
L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood						•	•				•					•		
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break	•	•	•	•		•	•	•	•	•	•		•		•		•	•
L.8.2.b Use an ellipsis to indicate an omission			•			•	•		•						•			
L.8.2.c Spell correctly	•	•		•	•	•	•	•		•	•		•	•	•	•	•	•
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.8.4.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.8.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)			•	•	•	•		•	•	•			•	•	•	•		
L.8.4.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.8.5.a Interpret figures of speech (e.g., verbal irony, puns) in context					•	•	•									•		
L.8.5.b Use the relationship between particular words to better understand each of the words					•		•			•	•				•		•	•
L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
L.8.6 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.8.1.a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences	•	•				•	•	•				•	•		•			
L.8.1.b Form and use verbs in the active and passive voice		•					•			•	•		•					
L.8.1.c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood			•					•	•			•	•			•		
L.8.1.d Recognize and correct inappropriate shifts in verb voice and mood						•	•				•					•		
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.8.2.a Use punctuation (comma, ellipsis, dash) to indicate a pause or break	•		•			•			•		•	•		•		•	•	
L.8.2.b Use an ellipsis to indicate an omission	•								•							•	•	
L.8.2.c Spell correctly	•		•					•			•				•		•	
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L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
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Texas Essential Knowledge and Skills (TEKS)

§110.20. English Language Arts and Reading, Grade 8

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 or words with novel meanings	•	•	•			•	•	•			•	•	•	•			•	
(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk:_____ or soft:kitten as hard:_____)							•			•	•				•		•	•
(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) 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		•	•	•	•	•	•		•	•	•		•		•	•	•	
(iv) relative pronouns (e.g., whose, that, which)					•	•				•				•	•			•
(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) Writing/Conventions of Language/Handwriting. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:																		
(A) use conventions of capitalization		•	•	•		•	•	•	•	•	•	•	•	•	•		•	•
(B) use correct punctuation marks, including:																		
(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences	•		•		•	•	•		•				•	•		•	•	
(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses			•			•	•		•						•			

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(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings	•		•			•	•			•		•	•			•		•
(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk:_____ or soft:kitten as hard:_____)				•		•		•				•				•		•
(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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(i) verbs (perfect and progressive tenses) and participles			•		•		•			•		•	•				•	•
(iv) relative pronouns (e.g., whose, that, which)	•	•			•		•			•	•			•				•
(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			•		•					•	•		•				•	
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