

Grade 4



Evan-Moor®
EMC 582

Daily

GRADE
4

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. I think salsa is one of the yummiest foods there are.

2. The hottest salsa is maked with tomatoes peppers and spices.

Correlations

4. On the page called student state facts, I finded out mine states' nickname and b

Write the sentence with the superlative form of the adjective **large**.

3. In my home state of Iowa, the _____ city is Des Moines.
larger largest

Rewrite the sentences to form a complex sentence. Begin the sentence with the word **altho**

4. Des Moines is the capital of Iowa. The first capital of Iowa was Iowa City.

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
L.1 Conventions of Standard English: Grammar and Usage																		
L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)	•	•	•	•			•			•			•	•			•	•
L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses	•	•					•			•					•		•	
L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions		•	•					•			•		•			•		
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)				•	•				•		•			•		•		
L.4.1.e Form and use prepositional phrases	•	•	•	•	•			•	•							•	•	•
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	•						•			•								•
L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their)		•	•	•	•			•			•	•	•	•	•	•	•	•
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.4.2.a Use correct capitalization	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text	•		•	•		•	•	•	•						•		•	
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence	•	•			•		•	•	•	•	•		•	•	•		•	•
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•
L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)					•	•	•		•		•	•					•	
L.5 Vocabulary Acquisition and Use: Word Relationships																		
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context											•		•	•				•
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs					•			•	•	•								•
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)		•									•	•	•	•	•	•		•
L.6 Vocabulary Acquisition and Use: Acquired Vocabulary																		
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation)													•		•			•

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.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)		•	•			•	•	•	•	•		•	•		•	•		
L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses	•			•		•	•	•	•				•	•	•			
L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions		•	•			•			•					•		•		
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)	•	•	•			•			•	•				•				
L.4.1.e Form and use prepositional phrases		•		•		•		•	•	•	•		•	•		•		
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	•																	
L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their)		•		•	•	•	•		•	•	•	•		•		•	•	•
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																		
L.4.2.a Use correct capitalization	•	•	•	•					•	•		•	•	•	•	•		
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text			•				•	•								•		
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence	•		•	•	•	•	•	•	•	•	•		•		•		•	•
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
L.4 Vocabulary Acquisition and Use: Determine Word Meaning																		
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase				•	•	•	•	•	•	•		•	•		•		•	•
L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)		•	•		•	•		•				•			•		•	•
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Texas Essential Knowledge and Skills (TEKS)

§110.15. English Language Arts and Reading, Grade 4

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 the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•
(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____)	•	•			•							•				•		
(D) identify the meaning of common idioms					•			•	•	•								•
(20) Oral and Written Conventions/Conventions. 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:																		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:																		
(i) verbs (irregular verbs)	•		•	•	•	•	•	•	•	•	•	•		•	•	•	•	
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details	•	•	•	•	•			•	•							•	•	•
(C) use complete simple and compound sentences with correct subject-verb agreement	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
(21) 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:																		
(B) use correct capitalization	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(C) recognize and use punctuation marks including:																		
(i) commas in compound sentences	•	•			•		•	•	•	•	•		•	•	•		•	•
(ii) quotation marks	•		•	•		•	•	•	•					•		•		
(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:																		
(A) spell words with more advanced orthographic patterns and rules	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•

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(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words				•	•	•	•	•	•			•	•		•		•	•
(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:_____ or girl:woman as boy:_____)		•				•			•						•			
(D) identify the meaning of common idioms	•	•			•	•			•		•		•	•			•	
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(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details		•		•		•		•	•	•		•	•		•			
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(A) spell words with more advanced orthographic patterns and rules	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•