

6th Grade 5-A-DAY LANGUAGE REVIEW

36 WEEKS OF SPIRAL REVIEW

2 Which of the following might a person **donate**?
a) time b) money

Name: _____ Date: _____

5-A-Day Language Review: Week 1

Book 6

1 **Impeccable** was the word to describe Rosemary that evening. Her clothes were neatly pressed, and her hair was done so carefully that not a strand was out of place. Of course, she wore the latest fashion. Even her fingernails were absolutely perfect.
Impeccable means: _____

2 Circle the **misspelled** word and write it correctly in the space below.
acceptable acquit refine _____

3 Rewrite the sentence adding a **nonrestrictive element** using **commas**.
Carter's van needs to be washed.

4 Circle the correct **pronoun** for the sentence. Identify if it is **subjective, objective, or possessive**.
My grandma gave (I, me) a beautiful quilt to put on my bed.

5 Choose the **antonym** for: deception
lies honesty loyal

1 Complete the sentence with an appropriate **intensive pronoun**.
She baked the cake for my birthday. _____

2 Which of the following would be **conspicuous**?
a) a lighthouse on a cliff b) an extremely tall person
c) a neon pink car d) a pebble on the ground

3 List five words that contain the **Greek or Latin root/affix**.

4 Circle the **vague pronoun**. Then rewrite the sentence so that its meaning is clear.
Stewart told his dad that his bike had _____

1 Choose the word with the **connotation** that best fits the sentence.
The (odor, fragrance) coming from the garbage was unbearable.

2 Identify the correct **figure of speech**. Then write the meaning on the lines below.
The busy pedestrians mostly ignored the old, melancholy house.
☐ simile ☐ metaphor ☐ personification ☐ irony ☐ hyperbole

3 Sort the words **gawk** and **gaze** based on their **connotation**.
_____ **denotation** "to look at" _____ **+** _____ **-** _____

4 What word, related to the Greek or Latin root/affix, is defined below?
"fore" (v) - To predict or estimate in advance

5 Choose the **synonym** for: accustomed
usual strange patient friendly

1 Circle the incorrect **pronoun shift**. Rewrite the sentence correctly.
If a student feels ill they should be sent to the nurse.

2 **defendant** _____ **prefix**: _____ **base or root**: _____ **suffix**: _____

3 Rewrite using a **possessive noun**.
tails of five foxes _____

4 Identify the type of sentence.

Wednesday

Thursday

Tuesday

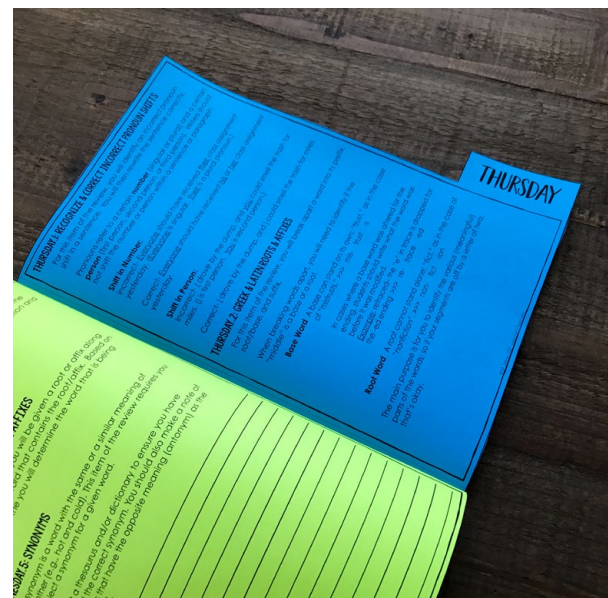
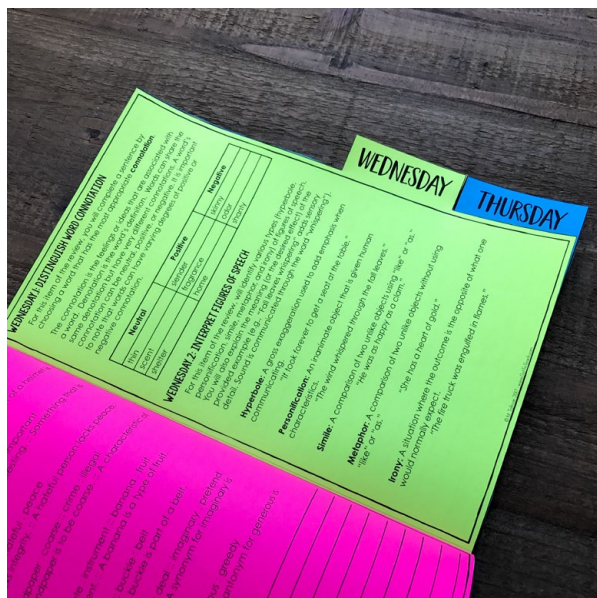
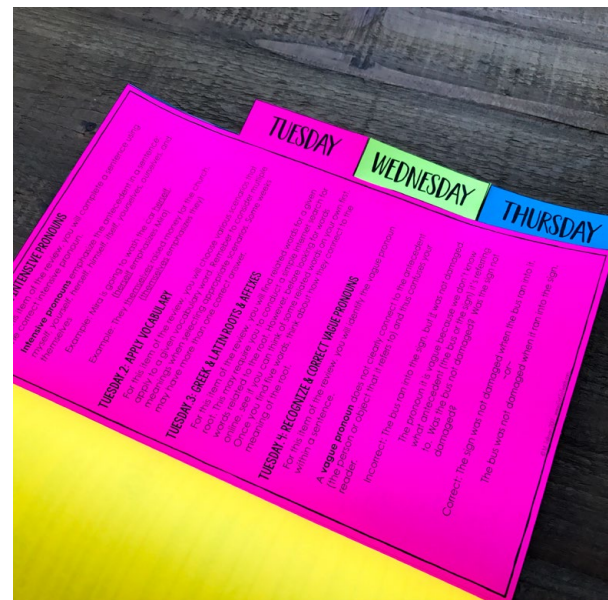
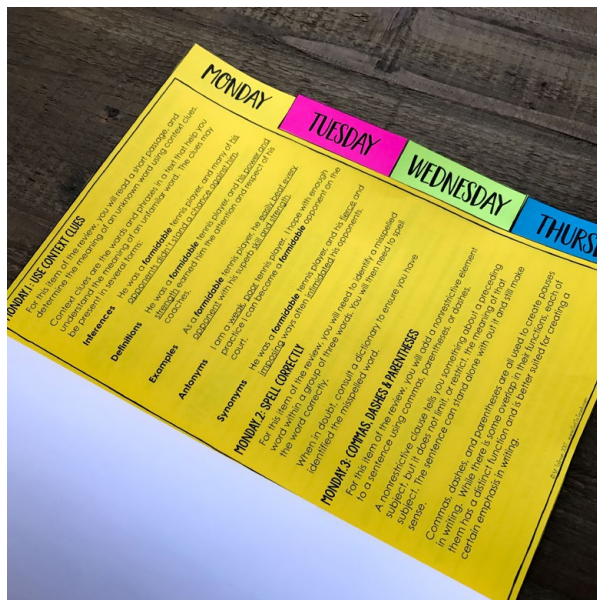
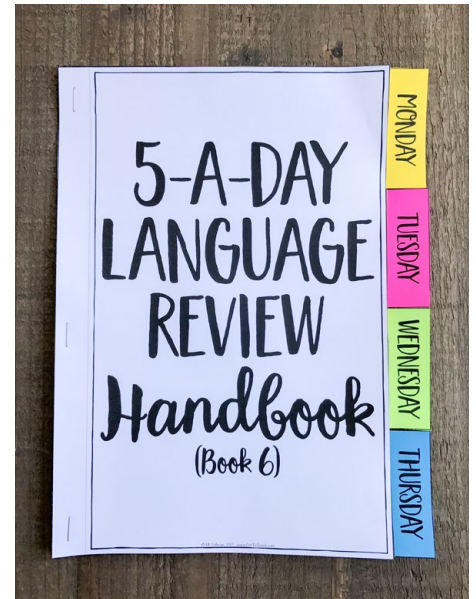
100% EDITABLE STUDENT PAGES

5-A-DAY LANGUAGE REVIEW

Student Handbook

The student handbook for this spiral review is provided in the following pages. This handbook is designed to be used as a reference resource while your students are working on their 5-A-Day Language Review.

These pages are designed to be printed back-to-back (double-sided). Blank pages have been included to ensure proper alignment of the handbook. Please see the printing guide on the following page.



5-A-DAY COMMON CORE LANGUAGE REVIEW {6TH GRADE}

Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") language skill items that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [6th Grade Language Weekly Assessments](#), which align perfectly to each week's content.

Skills Included:

- Use Context Clues (L.6.4a & 4d)
- Spell Correctly (L.6.2b)
- Commas, Parentheses & Dashes (L.6.2a)
- Use Subjective, Objective & Possessive Pronouns (L.6.1a)
- Antonyms & Synonyms (L.6.5b)
- Use Intensive Pronouns (L.6.1b)
- Applying Vocabulary (L.6.4c & 4d)
- Greek & Latin Roots & Affixes (L.6.4b)
- Recognize & Correct Vague Pronouns (L.6.4b)
- Analogies (L.6.5b)
- Distinguish Word Connotation (L.6.5c)
- Interpret Figures Of Speech (L.6.5a)
- Recognize & Correct Incorrect Pronoun Shifts (L.6.1c)
- Form Possessive Nouns (L.6.1e)
- Sentence Types (L.6.3a)
- Multiple Meaning Words (L.6.4)

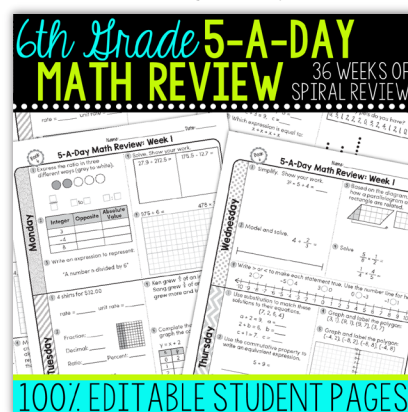
Printing Tips: For best results, set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected. You must open and print this file in latest version of Adobe Reader; you can download it for free [{HERE}](#).

Click here →



Thank you so much,
Melissa
gottoteach@icloud.com

Click here →



© Copyright 2015 M. Tallman. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).



TEACHING NOTES

5-A-Day Language Review

MONDAY.1: USE CONTEXT CLUES (L.6.4A & 4D)

The students will use context clues from a short passage to determine the meaning of a specified word.

These passages were written so that the meaning of the given word can be discerned without the use of reference materials. However, this might not be the case for all students. Begin by having students attempt to define the word using the context clues. Have them highlight or underline the context clues. Then, they can look up the word and provide the dictionary definition. Students will then have two definitions, their own and the dictionary definition. If your students need more room to write the meaning, you can have them use "Post-its" and attach them to their papers.

MONDAY.2: SPELL CORRECTLY (L.6.2B)

The students will identify the one misspelled word in a group of three words. They will then rewrite the misspelled word correctly.

Students may need to consult reference materials (L.6.4C) in order to complete this task.

MONDAY.3: COMMAS, DASHES, & PARENTHESES, (L.6.2A)

The students will add a nonrestrictive element to a sentence using commas, parentheses, or dashes.

A nonrestrictive clause tells you something about a preceding subject, but it does not limit, or restrict, the meaning of that subject. The sentence can stand alone with out it and still make sense.

Commas, dashes, and parentheses are all used to create pauses in writing. While there is some overlap in their functions, each of them has a distinct function and is better suited for creating a certain emphasis in writing.

Commas: These can be used to add a nonrestrictive clause with a neutral emphasis. In other words, the information is presented as neither strong nor weak; it is equal in all ways to the main clause it is attached to.

My sister, who just turned three, can read chapter books.

neutral

Dashes: These can be used to add a nonrestrictive clause with a strong emphasis. If a writer is really trying to make a point, he or she will use dashes to draw attention to specific words.

My sister—who just turned three—can read chapter books.

strong



TEACHING NOTES

5-A-Day Language Review

MONDAY.3: COMMAS, DASHES, & PARENTHESES, (L.6.2A) ~CONTINUED

Parentheses: They can be used to add a nonrestrictive clause with a weak emphasis. These serve the exact opposite function of dashes; they take the emphasis away from the clause. Many readers think of information in parentheses as optional and might even skip over it when reading.

My sister (who just turned three) can read chapter books. weak

MONDAY.4: USE SUBJECTIVE, OBJECTIVE, & POSSESSIVE PRONOUNS (L.6.1A)

The students will select a correct pronoun to complete a sentence. Then they will identify if the pronoun is subjective, objective, or possessive.

Subjective Pronouns: These pronouns act as the subject of a sentence and take the place of a noun.

I, you, she, he, it, we, and they (*you and it can also be objective pronouns*)

- Shannon asked her father if she could go to the movies. (she replaces Shannon)
- We hailed a taxi, but it never stopped. (it replaces taxi)

Objective Pronouns: These pronouns receive the action of the verb.

me, you, her, him, it, us, and them (*you and it can also be subjective pronouns*)

- Barry was only trying to help you. (you is the object of help)
- Your grandfather gave her his car. (her is the object of gave)

Possessive Pronouns: These pronouns show ownership or possession.

my, mine, your, yours, her, his, its, our, ours, their, and theirs

- Rick made sure to wear his helmet. (his shows ownership of the helmet)
- The dog hid its bone in the backyard. (its shows ownership of the bone)

MONDAY.5: ANTONYMS (L.6.5B)

The students will find the antonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus or dictionary (L.6.4C) in order to find the correct antonym.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.1: USE INTENSIVE PRONOUNS (L.6.1B)

The students will complete a sentence with an appropriate intensive pronoun.

Intensive Pronouns: These pronouns emphasize the antecedent in a sentence.

myself, yourself, herself, himself, itself, yourselves, ourselves, and themselves

- Mira is going to wash the car herself. (herself emphasizes Mira)
- They themselves raised money for the church. (themselves emphasizes they)

TUESDAY.2: APPLYING VOCABULARY (L.6.4C & 4D)

The students will choose various scenarios that apply to a given vocabulary word.

In order for students to understand the meaning of a word beyond its dictionary definition, they need to apply it to various situations that provide context for the word. This item allows students to do just that. In addition to selecting the applicable examples, have students discuss why a word does or does not apply.

TUESDAY.3: GREEK & LATIN ROOTS & AFFIXES (L.6.4B)

The students will find five different words that contain a given root or affix.

Depending on the vocabulary level of your students, this task may require some outside research (e.g. Internet). There are a number of excellent sites out there that have extensive lists of roots and related words. Have your students conduct a simple Internet search of the root (e.g. words related to the root "aud"). Or they can bookmark a site that has all of the roots listed, along with their origins, meanings, and examples.

TUESDAY.4: RECOGNIZE & CORRECT VAGUE PRONOUNS (L.6.4B)

The students will identify a vague pronoun within a sentence. They will rewrite the sentence so that the meaning is clear.

Vague Pronouns: These pronouns are not clearly connected to an antecedent.

Incorrect: *The bus ran into the sign but it was not damaged.*

The pronoun it is vague because we don't know what antecedent (the bus or the sign) it's referring to. Was the bus not damaged? Was the sign not damaged?

Correct: *The sign was not damaged when the bus ran into it. ~or~
The bus was not damaged when it ran into the sign*



TEACHING NOTES

5-A-Day Language Review

TUESDAY.5: ANALOGIES- WORD RELATIONSHIPS (L.6.5B)

The students will find a word pair that matches the relationship of a given word pair.

It's a good idea to spend some time teaching students how to identify the 7 main types of analogies (function, degree, lack, characteristic, type/kind, part-to-whole, and definition). Once students begin recognizing these relationships, they will have a much easier time solving the analogies.

- **Function** ~ microwave : heat :: helmet : protect
The function of a microwave is to heat. :: The function of a helmet is to protect.
- **Degree** ~ fascinating : interesting :: critical : important
Something that is fascinating is very interesting. :: Something that is critical is very important.
- **Lack** ~ dishonest : integrity :: hateful : peace
A dishonest person lacks integrity. :: A hateful person lacks peace.
- **Characteristic** ~ sandpaper : coarse :: crime : illegal
A characteristic of sandpaper is to be coarse. :: A characteristic of a crime is to be illegal.
- **Type/Kind/Category** ~ flute : instrument :: banana : fruit
A flute is a type of instrument. :: A banana is a type of fruit.
- **Part-to-Whole** ~ nose : face :: buckle : belt
A nose is a part of a face. :: A buckle is part of a belt.
- **Definition** (Synonym or Antonym) ~ bargain : deal :: imaginary : pretend
A synonym for bargain is deal. :: A synonym for imaginary is pretend.



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.1: DISTINGUISH WORD CONNOTATION (L.6.5C)

The students will complete a sentence by choosing a word that has the most appropriate connotation.

The **connotation** is the feelings or ideas that are associated with a word. **Denotation** is the word's definition. Words can share the same denotation, but have very different connotations. A word's connotation can be *neutral*, *positive*, or *negative*.

Neutral	Positive	Negative
thin	slender	skinny
scent	fragrance	odor
shelter	home	shanty

WEDNESDAY.2: INTERPRET FIGURES OF SPEECH (L.6.5A)

The students will identify various types (hyperbole, personification, simile, metaphor, and irony) of figures of speech.

In addition to identifying the figure of speech (hyperbole, personification, simile, metaphor, or idiom) students must also explain the meaning (or the desired effect) of the example (e.g. "Fall leaves whispering" adds sensory detail. Sound is communicated through the word "whispering").

- **Hyperbole:** A gross exaggeration used to add emphasis when communicating. "It took forever to get a seat at the table."
- **Personification:** When inanimate objects are given human characteristics. "The wind whispered through the fall leaves."
- **Simile:** A comparison of two unlike objects using "like" or "as." "He was as happy as a clam."
- **Metaphor:** A comparison of two unlike objects without using "like" or "as." "She has a heart of gold."
- **Irony:** Presents a situation where the outcome is the opposite of what one would normally expect. "The fire truck was engulfed in flames."



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.3: DISTINGUISH WORD CONNOTATION (L.6.5C)

The students will find two words that share the same denotation; one word must have a positive connotation and one must have a negative connotation.

Denotation: To be full of energy

Positive Connotation: energetic

Negative Connotation: hyper

WEDNESDAY.4: GREEK & LATIN ROOTS & AFFIXES (L.6.4B)

The students will be given a root or affix along with a definition of a word that contains the root/affix. Based on that information, the students will determine the word that is being defined.

WEDNESDAY.5: SYNONYMS (L.6.5B)

The students will find the synonym for a given word.

Depending on the vocabulary skills of your students, they may need to consult a thesaurus (L.6.4C) in order to find the correct synonym.

THURSDAY.1: RECOGNIZE & CORRECT INCORRECT PRONOUN SHIFTS (L.6.1C)

The students will identify an incorrect pronoun shift in a sentence. They will then rewrite the sentence correctly.

Pronouns refer to a certain **number** (singular or plural) and a certain **person** (first person, second person, or third person). Writers should not shift the number or person within a sentence or paragraph.

Shift in Number:

Incorrect: Everyone should have received their class assignment yesterday.
(Everyone is singular. Their is plural pronoun)

Correct: Everyone should have received his or her class assignment yesterday.

Shift in Person:

Incorrect: I drove by the dump, and you could smell the trash for miles.
(I is first person. You is second person)

Correct: I drove by the dump, and I could smell the trash for miles.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.2: GREEK & LATIN ROOTS & AFFIXES (L.6.4B)

The students will break apart a word into its prefix, root/base, and suffix.

When breaking words apart, have students identify if the “middle” is a base or a root.

Base Word: A base can stand on it's own: “trust”, as in the case of “mistrusts”.

In cases where a base word was altered for the ending, students should write what the word was before it was modified.

Example: retraced– the “e” in trace is dropped for the -ed ending → re- trace -ed

Root Word: A root cannot stand alone: “fict,” as in the case of “nonfiction”.

The main purpose is to have students identify the various (meaningful) parts of the words; so if their segments are off by a letter or two, that's okay.

THURSDAY.3: FORM POSSESSIVE NOUNS (L.6.1E)

The students will form possessive nouns based on various situations.

- add 's to the singular form of the word (even if it ends in -s).
 - the hat of James → James's hat
 - the bone of the dog → the dog's bone
- add 's to the plural forms that do not end in -s.
 - the books of the children → the children's books
 - the tails of the mice → the mice's tails
- add ' to the end of plural nouns that end in -s.
 - the bikes of the boys → the boys' bikes
 - the laws of the countries → the countries' laws
- add 's to the end of compound words.
 - car of my sister-in-law → my sister-in-law's car
- add 's to the last noun to show joint possession of an object.
 - the house of Kate and Carl → Kate and Carl's house
- add 's to both nouns to show separate ownership of different objects.
 - the hands of Dorothy and Samir → Dorothy's and Samir's hands



TEACHING NOTES

5-A-Day Language Review

THURSDAY.4: SENTENCE TYPES (L.6.3A)

The students will identify if a sentence is simple, compound, or complex.

Simple Sentence: This sentence type has the most basic elements that make it a sentence: a subject, a verb, and a complete thought. A simple sentence can also be referred to as an *independent clause*, because it can stand alone and still make sense.

- Stan waits for the bus.
- Stan and Paul waits for the bus. (compound subject, but still a simple sentence)
- Stan waits and looks for the bus. (compound verb, but still a simple sentence)

Compound Sentence: This sentence type is made up of two simple sentences (or independent clauses) that are joined together with a coordinating conjunction (*for, and, nor, but, or, yet, so* = FANBOYS).

- We want to go to the fair, but we do not have any money.
- You can ride on the carousel, and you see the farm animals.
- I will wear a sweater, or I will bring my coat.

Complex Sentences: These sentences are made up of one simple sentence (independent clause), and one incomplete sentence (dependent clause). These two clauses are joined using a subordinating conjunction.

- **We can go to the pool** unless it is closed.
- Since I stayed up late, **I was too tired to get up for breakfast**.

Key → **Independent Clause** • Subordinating Conjunction • *Dependent Clause*

THURSDAY.5: MULTIPLE MEANING WORDS (L.6.4)

The students will be given three different definitions of the same word as well as a sentence that uses the word. They will then have to choose the definition that matches meaning of the word used in the sentence.

Identifying the parts of speech is especially helpful for the students when trying to match the sentence and the definition.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

- 1 **Impeccable** was the word to describe Rosemary that evening. Her clothes were neatly pressed, and her hair was done so carefully that not a strand was out of place. Of course, she wore the latest fashion. Even her fingernails were absolutely perfect.

Impeccable means: _____

- 2 Circle the **misspelled** word and write it correctly in the space below.

acceptable acquit refine

- 3 Rewrite the sentence adding a **nonrestrictive element** using **commas**.

Carter's van needs to be washed.

- 4 Circle the correct **pronoun** for the sentence. Identify if it is **subjective**, **objective**, or **possessive**.

My grandma gave (I, me) a beautiful quilt to put on my bed.

S O P

- 5 Choose the **antonym** for: deception lies honesty loyal blind

Tuesday

- 1 Complete the sentence with an appropriate **intensive pronoun**.

She baked the cake for my birthday_____.

- 2 Which of the following would be **conspicuous**?

a) a lighthouse on a cliff

b) an extremely tall person

c) a neon pink car

d) a pebble on the ground

- 3 List five words that contain the **Greek** or **Latin root/affix**. **ab** - away from

- 4 Circle the **vague pronoun**. Then rewrite the sentence so that its meaning is clear.

Stewart told his dad that his bike had a flat tire.

- 5 Choose a matching **analogy**. **liar : honesty**

a) fool : wisdom

b) soldier : power

c) lawyer : mercy

d) mother : children



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Wednesday

- 1 Choose the word with the **connotation** that best fits the sentence.

The (odor, fragrance) coming from the garbage was unbearable.

- 2 Identify the correct **figure of speech**. Then write the meaning on the lines below.

The busy pedestrians mostly ignored the old melancholy house.

☐ simile ☐ metaphor ☐ personification ☐ irony ☐ hyperbole

- 3 **Connotation:** Find a positive and negative word for the **denotation** below.

"to look at"





- 4 What word, related to the Greek or Latin root/affix, is defined below?

"fore"

(v) - To predict or estimate in advance



- 5 Choose the **synonym** for: accustomed usual strange patient friendly

- 1 Circle the incorrect **pronoun** shift. Rewrite the sentence correctly.

If a student feels ill they should be sent to the nurse.

- 2 **defendant** >>>>→ prefix: _____ base or root: _____ suffix: _____

- 3 Rewrite using a **possessive noun**.

tails of five foxes



- 4 Identify the type of sentence. ☐ simple ☐ compound ☐ complex

I won't go to the movies unless you come as well.

- 5 Circle the **definition** that matches the word used in the sentence below.

•lert

1. adj. Watchful; wide-awake
2. v. To warn to be ready
3. n. A warning signal

We posted a sign to alert drivers that children were present.

Thursday



5-A-Day Language Review: Week 1

Monday

- 1 **Impeccable** was the word to describe Rosemary that evening. Her clothes were neatly pressed, and her hair was done so carefully that not a strand was out of place. Of course, she wore the latest fashion. Even her fingernails were absolutely perfect.

Impeccable means: To have a neat, orderly appearance; perfect; flawless

- 2 Circle the **misspelled** word and write it correctly in the space below.

acceptable

acquit

refine

acceptable

- 3 Rewrite the sentence adding a **nonrestrictive element** using **commas**.

Carter's van needs to be washed.

Carter's van, which he got from his dad, needs to be washed.

- 4 Circle the correct **pronoun** for the sentence. Identify if it is **subjective**, **objective**, or **possessive**.

My grandma gave (I, me) a beautiful quilt to put on my bed.

S ☒ O ☐ P ☐

- 5 Choose the **antonym** for: deception

lies

honesty

loyal

blind

Tuesday

- 1 Complete the sentence with an appropriate **intensive pronoun**.

She baked the cake for my birthday herself.

- 2 Which of the following would be **conspicuous**?

a) a lighthouse on a cliff

b) an extremely tall person

c) a neon pink car

d) a pebble on the ground

- 3 List five words that contain the **Greek** or **Latin root/affix**.

ab - away from

abstract

abrasion

abstain

absent

abnormal

- 4 Circle the **vague pronoun**. Then rewrite the sentence so that its meaning is clear.

Stewart told his dad that his bike had a flat tire.

Stewart told his dad that his dad's bike had a flat tire.

- 5 Choose a matching **analogy**.

liar : honesty

a) fool : wisdom

b) soldier : power

c) lawyer : mercy

d) mother : children



5-A-Day Language Review: Week 1

Wednesday

- 1 Choose the word with the **connotation** that best fits the sentence.

The (odor, fragrance) coming from the garbage was unbearable.

- 2 Identify the correct **figure of speech**. Then write the meaning on the lines below.

The busy pedestrians mostly ignored the old melancholy house.

☐ simile ☐ metaphor ☒ personification ☐ irony ☐ hyperbole

The house is given a human emotion (melancholy), which makes it seem lonely and abandoned.

- 3 **Connotation:** Find a positive and negative word for the **denotation** below.

"to look at"



gaze



gawk

- 4 What word, related to the Greek or Latin root/affix, is defined below?

"fore"

(v) - To predict or estimate in advance



forecast

- 5 Choose the **synonym** for: accustomed usual strange patient friendly

- 1 Circle the incorrect **pronoun** shift. Rewrite the sentence correctly.

If a student feels ill they should be sent to the nurse.

If a student feels ill, he or she should be sent to the nurse.

- 2 **defendant** >>>> prefix: de- base or root: fend suffix: -ant

- 3 Rewrite using a **possessive noun**.

tails of five foxes



five foxes' tails

- 4 Identify the type of sentence. ☐ simple ☐ compound ☒ complex

I won't go to the movies unless you come as well.

- 5 Circle the **definition** that matches the word used in the sentence below.

•lert

1. adj. Watchful; wide-awake

2. v. To warn to be ready

3. n. A warning signal

We posted a sign to alert drivers that children were present.

Thursday

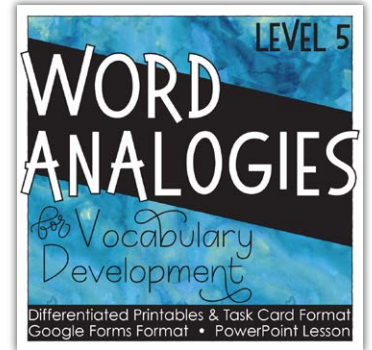
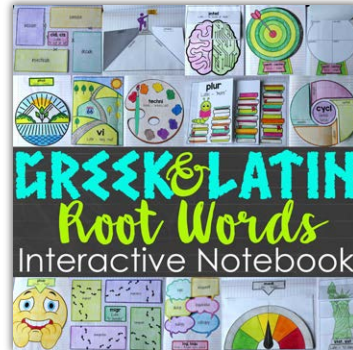
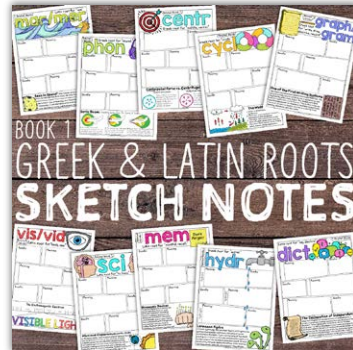
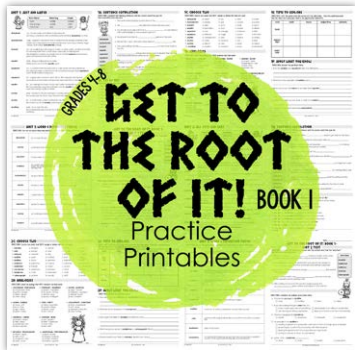


Helping teachers thrive, not just survive, in education

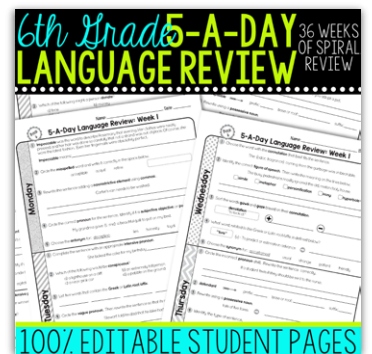
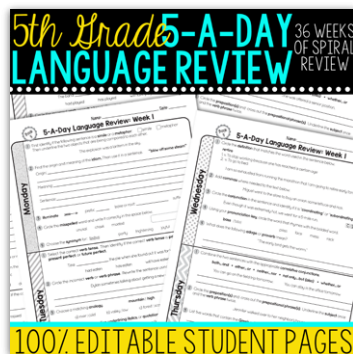
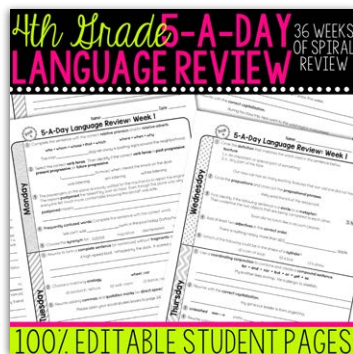
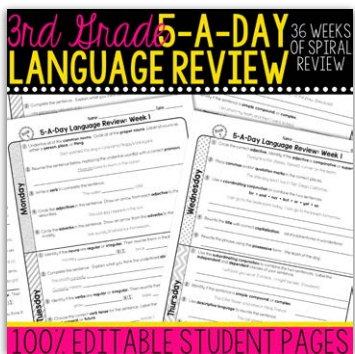


www.TeacherThrive.com

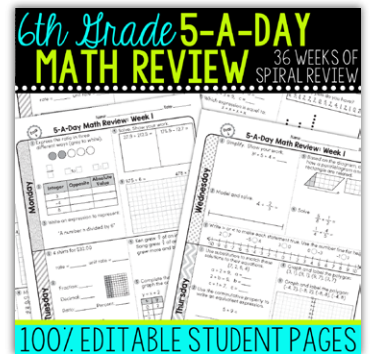
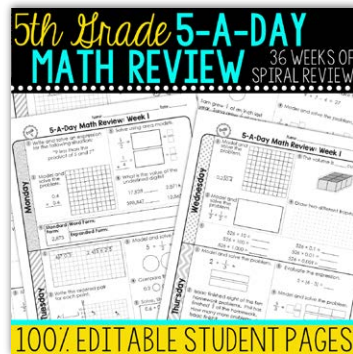
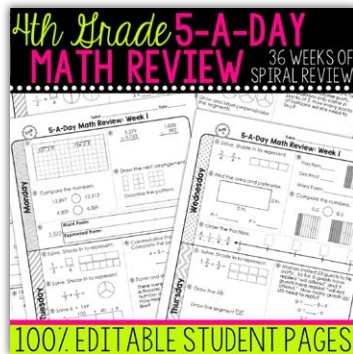
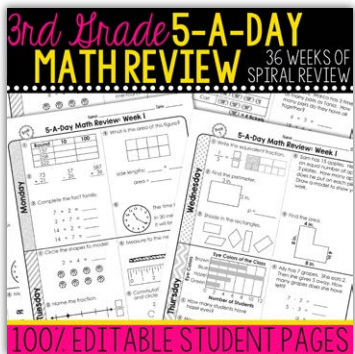
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

