



# Daily Language Review • Grade 5

Keep language skills sharp with focused practice presented in standardized testing formats. *Daily Language Review* provides five items for every day of a 36-week school year.

## Skills covered include:

- sentence editing
- punctuation
- grammar
- vocabulary
- word study skills
- reference skills

## For the teacher:

- suggestions for use
- reproducible answer forms
- scope and sequence charts
- answer keys

## Added benefit of *Daily Language Review*

The items are presented in variety of standardized testing formats. After a year of becoming familiar with testing formats, students can face standardized testing with increased confidence and reduced frustration.

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## About the Author:

Jo Ellen Moore is one of the founders of Evan-Moor Educational Publishers. She taught elementary school for over twenty years before beginning a second career in writing and publishing. She is the author of nearly 200 teacher resource and activity books spanning all areas of the curriculum.



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EMC 583

# Introduction to *Daily Language Review*

## Why *Daily Language Review*?

The premise behind *Daily Language Review* is simple and straightforward—frequent, focused practice leads to mastery and retention of the skills practiced.

## What's in *Daily Language Review*?

The book is divided into 36 weekly sections. There are five practice items for each day of the week.

Monday through Thursday follow this format:

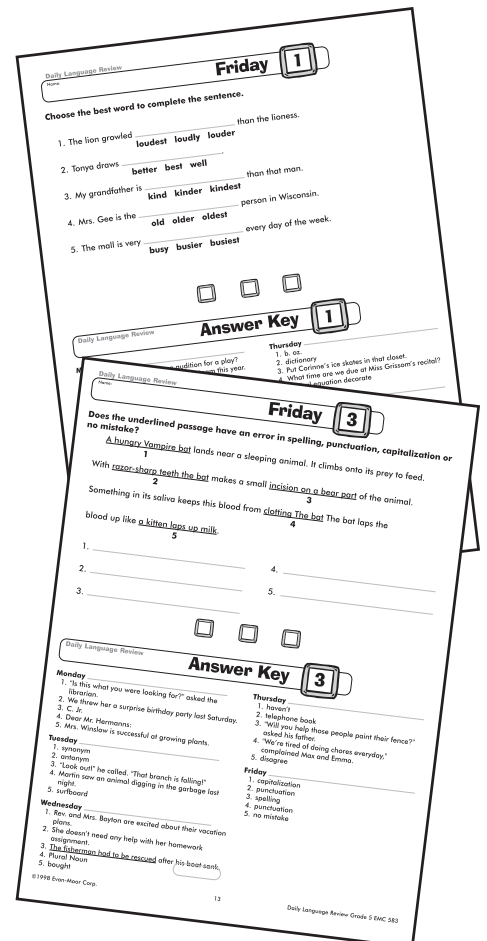
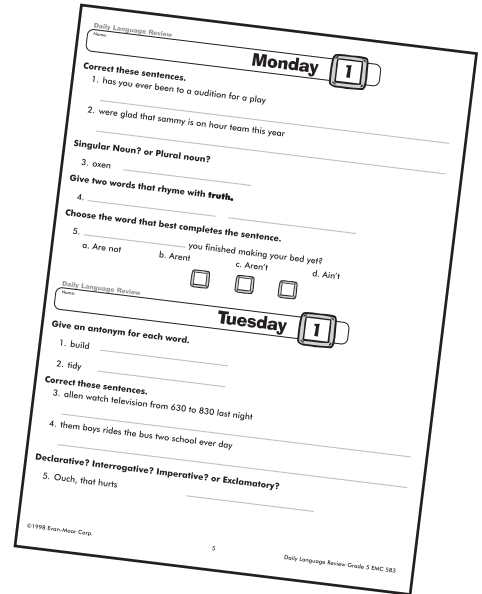
- two sentences to edit—corrections need to be made in punctuation, capitalization, and grammar.
- three items that practice a variety of language and reading skills.

Friday's practice cycles through five formats:

- identifying mistakes—deciding if marked sections of a reading passage contain punctuation, capitalization, and spelling errors.
- combining sentences—two simple sentences are combined to form one more sophisticated sentence
- language usage practice—choosing the correct verb form, pronoun, homophone, etc. to use in a sentence.
- reference materials—choosing whether to use an encyclopedia, almanac, dictionary, thesaurus, or phone book to find information.
- figurative speech—giving definitions for figures of speech.

An Answer Key for each week is provided on the same page as the Friday lesson.

Scope and sequence charts on pages 3 and 4 detail the specific skills practiced and show in which weeks the practice occurs. The skills included are those found in language texts at this level.



## **How to Use *Daily Language Review***

There are several ways that the daily review practices can be presented. You may want to use all of these presentations throughout the year to help keep the practice fresh and interesting.

1. Make overhead transparencies of the lessons. Conduct the practice as an oral activity with the entire class. Write answers and make corrections using an erasable pen.

Increased retention of the skill will occur if students mark the answers at the same time on a reproduced sheet or write the answer on writing paper. As the class becomes more familiar with *Daily Language Review*, you may want students to mark their own answers first and then check responses by marking the items on the transparency.

2. Reproduce the pages for individuals or partners to work independently. Check answers as a group using an overhead transparency to model the correct answers.

Use these pages as independent practice only after much oral group experience with the lessons.

3. Occasionally you may want to use a day's, or even a week's, lesson as a test to see how individuals are progressing in their acquisition of skills.

It should be stressed, however, that the greatest learning benefit will be gained from doing the practices orally so that students continually hear correct responses modeled by their classmates and the teacher.

## **Hints, Suggestions, and Options**

1. Look ahead several weeks at the skills being practiced. If possible, teach new skills in formal lessons before asking students to practice these skills in the daily review.
2. Sometimes you will not have taught a given skill before it appears in a lesson. These items should then be done together. Tell the class that there is a skill they have not yet been taught. See if anyone knows the answer and wishes to explain it to the class. If not, use the review time to conduct a mini-lesson on that skill.
3. Customize the daily review lessons to the needs of your class.
  - If there are skills that are not included in the grade level expectancies of the particular program you teach, you may choose to skip those items—white them out or correct them before reproducing the page.
  - If you feel your class needs more practice than is provided, add these “extras” on your own. For example:

Use the daily “edit” sentences to locate subject, predicate, parts of speech, etc.

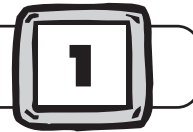
Add a one-item warm up, a mini-post test, or ask students to provide another example.





Name: \_\_\_\_\_

**Monday**



**Correct these sentences.**

1. has you ever been to a audition for a play

\_\_\_\_\_

2. were glad that sammy is on hour team this year

\_\_\_\_\_

**Singular or plural?**

3. oxen \_\_\_\_\_

**Give two words that rhyme with truth.**

4. \_\_\_\_\_

**Choose the word that best completes the sentence.**

5. \_\_\_\_\_ you finished making your bed yet?

Are not

Arent

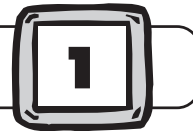
Aren't

Ain't



Name: \_\_\_\_\_

**Tuesday**



**Give an antonym for each word.**

1. build \_\_\_\_\_

2. tidy \_\_\_\_\_

**Correct these sentences.**

3. allen watch television from 630 to 830 last night

\_\_\_\_\_

4. them boys rides the bus two school ever day

\_\_\_\_\_

**Declarative, interrogative, imperative, or exclamatory?**

5. Ouch, that hurts \_\_\_\_\_

Name: \_\_\_\_\_

# Wednesday



**Correct these sentences.**

1. werent their no cookies left

\_\_\_\_\_

2. why cant jerome never get here on time

\_\_\_\_\_

**Complete the analogy.**

3. height : inches :: weight : \_\_\_\_\_

**Where will the following probably take place?**

4. The umpire yelled, "You're out!" \_\_\_\_\_

**What is the root or base word?**

5. illegal \_\_\_\_\_



Name: \_\_\_\_\_

# Thursday



**What is the correct abbreviation for ounce?**

1. a. ou.

b. oz.

c. oun.

d. none of these

**What reference source would you use to find the meaning of etiquette?**

2. \_\_\_\_\_

**Correct these sentences.**

3. put corinnes ice skates in that there closet

\_\_\_\_\_

4. what time are we do at miss grissoms recital

\_\_\_\_\_

**Which words have three syllables?**

5. vertical

equation

temperature

decorate

Name: \_\_\_\_\_

**Friday****1****Choose the best word to complete the sentence.**

- The lion growled \_\_\_\_\_ than the lioness.  
loudest loudly louder
- Tonya draws \_\_\_\_\_.  
better best well
- My grandfather is \_\_\_\_\_ than that man.  
kind kinder kindest
- Mrs. Gee is the \_\_\_\_\_ person in Wisconsin.  
old older oldest
- The mall is very \_\_\_\_\_ every day of the week.  
busy busier busiest

**Answer Key****1****Monday** \_\_\_\_\_

- Have you ever been to an audition for a play?
- We're glad that Sammy is on our team this year.
- plural noun
- Answers will vary.
- Aren't

**Tuesday** \_\_\_\_\_

- destroy
- messy
- Allen watched television from 6:30 to 8:30 last night.
- Those boys ride the bus to school every day.
- exclamatory

**Wednesday** \_\_\_\_\_

- Weren't there any cookies left?
- Why can't Jerome get here on time?
- pounds or ounces
- at the ball park
- legal

**Thursday** \_\_\_\_\_

- b. oz.
- dictionary
- Put Corinne's ice skates in that closet.
- What time are we due at Miss Grissom's recital?
- vertical, equation, decorate

**Friday** \_\_\_\_\_

- louder
- well
- kinder
- oldest
- busy

Name: \_\_\_\_\_

**Monday**

**2**

**Correct these sentences.**

1. we dont got no pets in our family

\_\_\_\_\_

2. kelsey said i want to go to aunt joys for thanksgiving

\_\_\_\_\_

**Use context clues to determine the meaning of the bolded word below.**

3. **Catastrophes**, including floods and earthquakes, did great damage to the farm town.

\_\_\_\_\_

**Fact or fiction?**

4. A moose strips off and eats the bark of trees.

\_\_\_\_\_

5. The herd of moose danced in a circle in the middle of the stream.

\_\_\_\_\_



Name: \_\_\_\_\_

**Tuesday**

**2**

**Give a synonym for respond.**

1. \_\_\_\_\_

**Which word would come first in alphabetical order?**

2. amuse

address

Arab

antler

actor

**Correct these sentences.**

3. i havent never been to a professional football game

\_\_\_\_\_

4. i wont eat spinach and beets for dinner shouted maurice

\_\_\_\_\_

**Write the pronoun that would replace the underlined nouns.**

5. Ernie and Fred went scuba diving in Florida.

\_\_\_\_\_