



Daily Oral Language

Grades

3-5



180 Lessons and 18 Assessments



• **36 Full Weeks of Lessons** •

Carson-Dellosa Publishing Company, Inc.



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Introduction to *Daily Oral Language Grades 3-5*

The purpose of the Daily Oral Language series is to provide teachers with an effective structure for teaching, reinforcing, and assessing students' oral and written language skills, proofreading skills, and test-taking proficiency. This is accomplished by combining brief, daily, oral exercises with regular multiple choice assessment tests. This combination of practice and reinforcement prepares students to write and edit their own work, and allows them to become proficient with common standardized test-taking procedures.

How This Book is Organized

This book is divided into daily oral exercises and biweekly standardized test assessments.

1. Daily Exercises (pages 4-75)

- On each left hand page, you will find five daily lessons: two sentences to be corrected for each day of a thirty-six week school year.
- On each right hand page, you will find an exercise answer key with corrections noted in red.
- The answer key also includes a summary of skills addressed in each exercise, abbreviated as follows: C = capitalization, G = grammar, P = punctuation, and S = spelling.

2. Biweekly Assessments (pages 76-93)

- Eighteen multiple choice assessment tests are included, presented in a standardized test format.
- An answer key for the assessments is provided at the end of the section.

How to Use This Book

The exercises in this book should require about ten minutes of class time each day, and will be most effective if used as part of a regular class routine.

1. Make a transparency from each of the left-hand pages of the daily exercise section.
2. Present the incorrect sentences to students on an overhead projector, covering all but that day's sentences.
3. Call on students to orally identify and then correct the errors in each sentence. If desired, allow volunteers to use an overhead pen to mark the corrections on the transparency, and write the sentences correctly on the lines provided. Students may use the proofreader's marks on the inside back cover to aid them in this process.
4. At the end of each two-week period, have students complete the appropriate standardized test assessment.

Other Options for Presentation

Rather than presenting the Daily Oral Language exercises using an overhead projector, you may wish to:

- Photocopy and hand out Daily Oral Language exercise pages daily or weekly. Have students complete the exercises individually or as a group activity.

- Write incorrect sentences on a chalkboard or dry-erase board. Have student volunteers point out errors and make corrections on the board. Students can record corrected sentences in a Daily Oral Language notebook.

Daily Oral Language Extension Activities

The following is a list of quick follow-up activities that allow students to practice other language skills using the corrected Daily Oral Language sentences. Students can:

- Rewrite the sentences in a different tense.
- Identify the part of speech of each word in the sentences.
- Replace nouns with pronouns or proper nouns, and vice-versa.
- Rewrite the sentences as questions, statements, exclamations, etc.
- Identify the subject and predicate of each sentence.
- Write additional sentences, telling what might happen next.
- Rewrite the sentences by rearranging phrases and clauses.
- Use the proofreader's marks on the inside back cover to practice editing skills.

About the Skills Addressed in This Series

- Regardless of how many times a skill correction is made in a sentence, the corresponding abbreviation (C, G, P, or S) will appear only once in the skills summary.
- Noun/pronoun case agreement errors, verb tense and conjugation errors, subject-verb agreement errors, and word order errors are grammatical skill corrections (G). Capitalization (C), punctuation (P), and spelling (S) errors are easy to classify.
- Because spoken grammatical errors are transcribed as phonetic writing errors, incorrect homophone choices and enunciation errors have been categorized as spelling (S), rather than grammar (G) errors. For example, *Dontcha* for *Don't you*, *are* for *our*, and *there* for *they're* are categorized "S" in the skills summary.
- A grammatical correction made by eliminating a double subject is categorized (G) but is not further noted in the answer key. For example, *Jim he likes to draw* would appear in the answer key as *Jim likes to draw*. (G)
- When addressing commas in a series of three or more, a comma before *and* is included. For example: He, she, and I will go.
- Where appropriate, the abbreviations A.M. and P.M. are used for denoting time.

Week One

Name _____

Rewrite the sentences correctly.

Monday	<p>1. On July 4, we will celebrate with fireworks</p> <hr/> <p>2. me and tim we like sparklers, too.</p> <hr/>
Tuesday	<p>1. She didnt go to school last tuesday.</p> <hr/> <p>2. susan she had a doctors appointment.</p> <hr/>
Wednesday	<p>1. we started school after labor day.</p> <hr/> <p>2. my first day was august 24 2003.</p> <hr/>
Thursday	<p>1. i like my class alot!</p> <hr/> <p>2. joe and mike are my best friends.</p> <hr/>
Friday	<p>1. they was very happy to see the new kitten.</p> <hr/> <p>2. they name the kitten dempsey.</p> <hr/>

Week One Answer Key

Corrected Sentences

Skills

	Corrected Sentences	Skills
Monday	<ol style="list-style-type: none">1. On July 4, we will celebrate with fireworks.2. Tim and I like sparklers, too.	C, P C, G
Tuesday	<ol style="list-style-type: none">1. She didn't go to school last Tuesday.2. Susan had a doctor's appointment.	C, P C, G, P
Wednesday	<ol style="list-style-type: none">1. We started school after Labor Day.2. My first day was August 24, 2003.	C C, P
Thursday	<ol style="list-style-type: none">1. I like my class a lot!2. Joe and Mike are my best friends.	C, G C
Friday	<ol style="list-style-type: none">1. They were very happy to see the new kitten.2. They named the kitten Dempsey.	C, G C, G

Week Two

Name _____

Rewrite the sentences correctly.

Monday	<p>1. the boys they be on the porch.</p> <hr/> <p>2. They is playing a game with frends.</p> <hr/>
Tuesday	<p>1. Last thursday, we had a visitor from mexico.</p> <hr/> <p>2. The visitors name was miguel aguiera.</p> <hr/>
Wednesday	<p>1. Has you heard the new playground rules</p> <hr/> <p>2. arent john and erin good listeners</p> <hr/>
Thursday	<p>1. jim is help me wit the deliveries.</p> <hr/> <p>2. My newspaper route are in dayton ohio.</p> <hr/>
Friday	<p>1. The letters was dated september 2 1999.</p> <hr/> <p>2. Her grandmother lives in denver colorado</p> <hr/>

Week Two Answer Key

Corrected Sentences

Skills

	Corrected Sentences	Skills
Monday	<p>1. The boys are on the porch.</p> <p>2. They are playing a game with friends.</p>	<p>C, G</p> <p>G, S</p>
Tuesday	<p>1. Last Thursday, we had a visitor from Mexico.</p> <p>2. The visitor's name was Miguel Aguilera.</p>	<p>C</p> <p>C, P</p>
Wednesday	<p>1. Have you heard the new playground rules?</p> <p>2. Aren't John and Erin good listeners?</p>	<p>G, P</p> <p>C, P</p>
Thursday	<p>1. Jim is helping me with the deliveries.</p> <p>2. My newspaper route is in Dayton, Ohio.</p>	<p>C, G, S</p> <p>C, G, P</p>
Friday	<p>1. The letters were dated September 2, 1999.</p> <p>2. Her grandmother lives in Denver, Colorado.</p>	<p>C, G, P</p> <p>C, P</p>