

DAILY ORAL LANGUAGE

Name: _____ Date: _____

Week One

Editing Marks: create a key to show how to correctly use editing marks

Capital letter _____ Lower case letter _____

Missing punctuation _____ Misspelled word _____

Insert a word _____ Delete a word _____



Directions: Use editing marks to correct the sentences and rewrite them correctly on the line.

DAY 1

1. she went from the store for milk and bread

2. how many people r going to the party

3. im so angry at jenny that i took my phone

DAY 2

1. do u know when we are eating

2. i have an appointment with dr. flowers on tuesday

3. watch out for that that car

DAY 3

1. i cant find the remote

2. will you be there on i can

3. are you going to her

DAY 4

1. mom when do we do we

2. first of all the wall is closed so we

3. my Cousins live in delta Texas

DAY 5

1. im so confused wh

2. flip math

3. i cant reme

GREAT GET SET,
BELLRINGER,
OR DAILY REVIEW
ACTIVITY

Effective
IN ELA



5 DAYS OF EDITING PRACTICE

Daily Oral Language Level 4

Rachel S Tattersall



Daily Oral Language Level 4:

Oral Language for Daily Use, Grade 4 School Specialty Publishing, Carson-Dellosa Publishing, 1999-01-29 The purpose of Oral Language is to provide thirty six weeks of daily lessons to review introduce and maintain punctuation capitalization and usage skills within a whole language format Each week s lessons are centered around a topic Students will apply these skills in daily lessons using sentences which give general knowledge while motivating them to learn more about the topic It is the intent of this program that students have the opportunity to practice proof reading skills under the direction of their teacher and ultimately utilize these skills within their own writing *Daily Oral Language, Grade 4* Neil J. Vail, 2000 Reviews punctuation capitalization and usage skills presented during previous years introduces new skills in punctuation capitalization and usage and maintains both old and new skills through practice and reinforcement **El-Hi Textbooks and Serials in Print** ,2006 **El-Hi Textbooks & Serials in Print, 2005** ,2005 *Resources in Education* ,1985 Serves as an index to Eric reports microform **Subject Guide to Books in Print** ,1971 Language Arts Racine Unified School District No. 1,19?? *Storytown Ride the Edge Theme 3 Grade 5* Harcourt School Publishers, Isabel L. Beck, 2005 **El-Hi Textbooks & Serials in Print, 2003** ,2003 The Elementary English Review ,1924 **A Sourcebook of Elementary Curricula Programs and Projects** Far West Laboratory for Educational Research and Development, Samuel N. Henrie, 1972 **Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed** National Information Center for Special Education Materials, 1978 **Adult Vocational ESL** Jo Ann Crandall, 1979 *School Publication* Los Angeles City School District, 1961 *Research in Education* ,1970-12 **School** ,1928 The Software Encyclopedia ,1986 *Developing the Gifts & Talents of All Students* Margaret Beecher, 1995 Margaret Beecher presents an innovative K 12 curriculum model designed for teachers looking for ways to reach all students in their heterogeneous classrooms Based on the Enrichment Triad Model and principles of differentiated curriculum it addresses interest based teaching curriculum mapping essential questions interdisciplinary curriculum community resources self directed learning interest development centers and Types I II and III enrichment The specific planning organizational and management techniques in this book will show educators how to implement this model effectively and efficiently in their classrooms Florida Schools ,1944 *Manual of Procedures for Establishment and Management of a State's Personnel Licensing System* International Civil Aviation Organization, 2012

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