

5th Grade 5-A-DAY LANGUAGE REVIEW

36 WEEKS OF SPIRAL REVIEW

Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

1 Rewrite the sentence without the **dangling** or **misplaced modifier**.
Hungry after being in class all morning, the cafeteria was filled with students.

2 Identify the type of **connotation** for the words below (+, -, or neutral).
☐ elegant ☐ ostentatious ☐ fine

3 Meetings between the two senators are outwardly calm and friendly. In fact, many people would describe their relationship as pleasant. Inside, however, both people are **seething** with rage. It is just a matter of time until one of them explodes.
seething means: _____

4 Choose the **synonym** for the following word:
idle changing stagnate **dynamic** complex

5 **impolitely** $\rightarrow$ prefix: _____ base or root: _____

1 Simplify the sentence by **eliminating** any **wordiness** or **redundancies**.
City safety inspectors are in the process of currently reviewing the construction site and may completely close it down in about 2 to 3 _____

2 Circle the **misspelled word**, and write it correctly on the line below.
accomplishment baggage bureau @ _____

3 Underline and identify the **figure of speech** below.
And it seems to me you lived your life like a candle in the wind.
☐ Hyperbole ☐ Personification ☐ Simile ☐ Metaphor

4 _____

Name: _____

5-A-Day Language Review: Week 1

Wednesday

1 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.
docile $\rightarrow$ "doc" - teach
My Definition: _____
Dictionary Definition: _____

2 Find 5 words that contain the **root** or **affix** from above.

3 Which of the following might someone be **persecuted** for?
a) stealing from a store b) belonging to a particular ethnic group
c) having different beliefs d) driving without a license

4 Add **commas** where needed to the sentence below.
However he was a spoiled obstinate child.

5 Choose the **antonym** for the following word:
conceal pretend **divulge** disclose encourage

1 Select a word from "Monday #2" that has the best **connotation** to complete this sentence.
Most people would just gawk in disbelief at his _____ clothes and car.

2 Identify if the adjectives in the text below are coordinate. If they are not coordinate adjectives, label them n/c for "non-coordinate."
The kind compassionate students raised money for the animal shelter.

3 Circle the definition that matches the word used in the sentence below.
lofty
1. adj. Very tall or high
2. adj. Noble in feeling or high in ideals
3. adj. Showing a superior attitude
She had a lofty _____ that _____

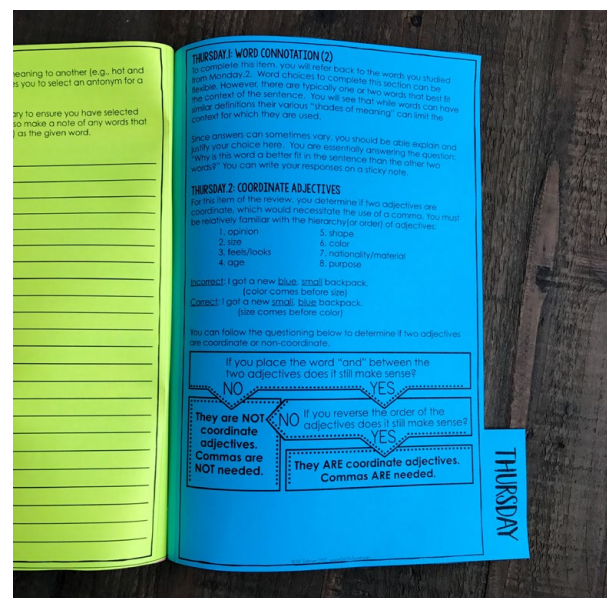
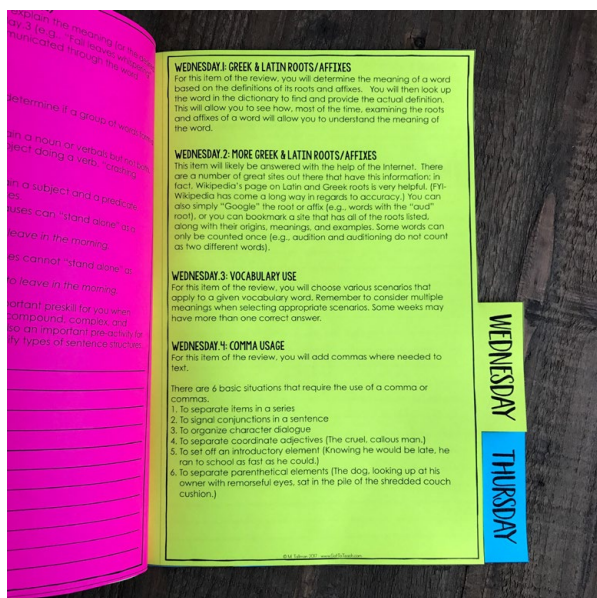
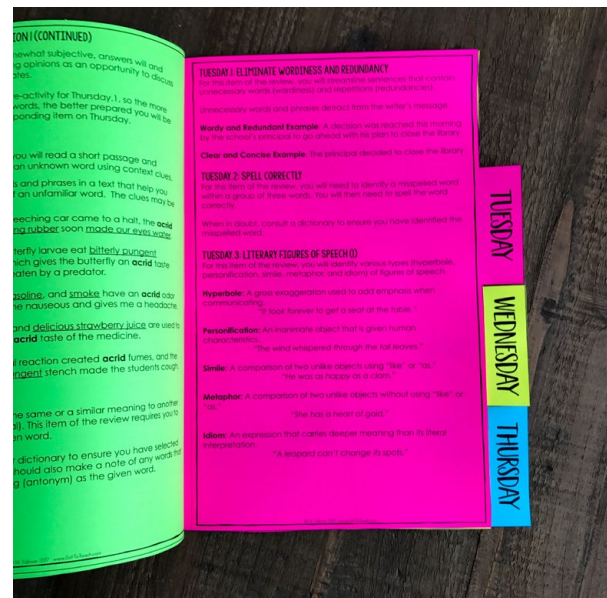
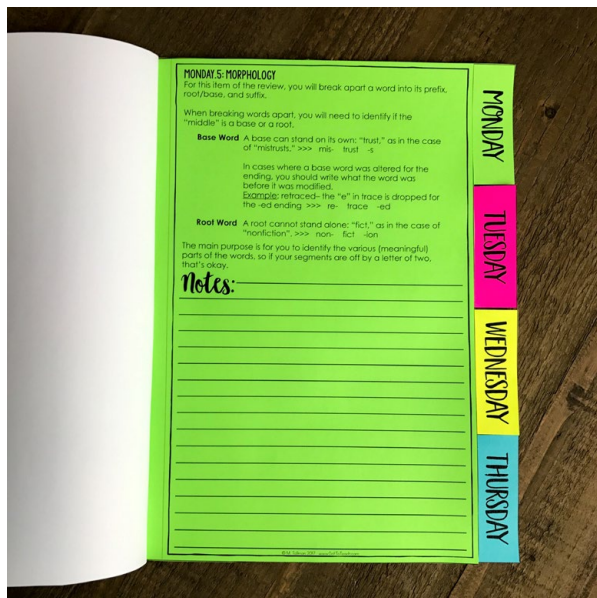
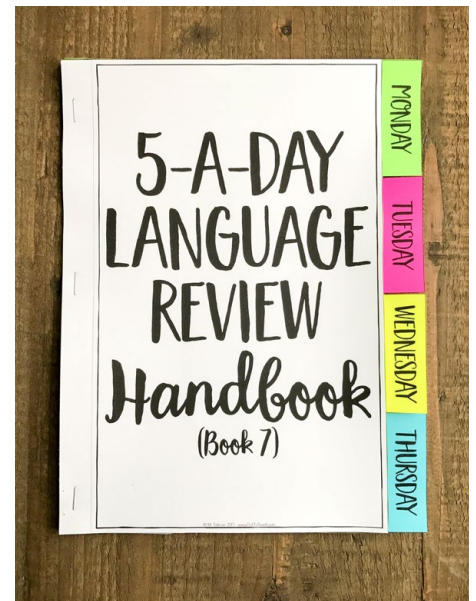
100% EDITABLE STUDENT PAGES

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 {7TH GRADE}

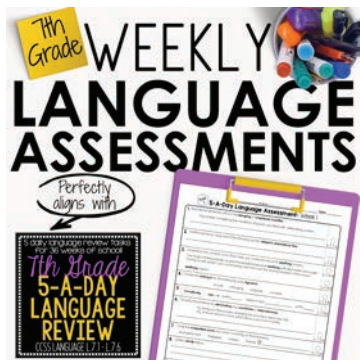
Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") language skill items that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [7th Grade Language Weekly Assessments](#), which align perfectly to each week's content.

Skills Included:

- Dangling and Misplaced Modifiers (CCSS L.7.1.C)
- Word Connotation (CCSS L.7.5.C)
- Context Clues (CCSS L.7.4.A & D)
- Synonyms and Antonyms (CCSS L.7.5.B)
- Morphology (Meaningful Word Parts) (CCSS L.7.4.B)
- Eliminate Wordiness & Redundancy (CCSS L.7.3.A)
- Spelling (CCSS L.7.2.B)
- Literary Figures of Speech (CCSS L.7.5.A)
- Phrases and Clauses (CCSS L.7.1.A)
- Greek & Latin Roots/Affixes (CCSS L.7.4.B)
- Comma Usage (CCSS L.7.2.A)
- Coordinate Adjectives (CCSS L.7.2.A)
- Multiple Meaning Words (CCSS L.7.4.A & C)
- Simple, Compound, Complex, Compound-Complex Sentences (CCSS L.7.1.B)
- Analogies (CCSS L.7.1.B)

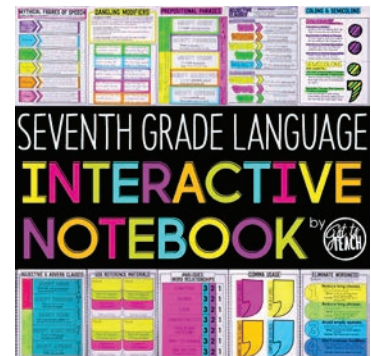
Printing Tips: For best results, set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected. You must open and print this file in latest version of Adobe Reader; you can download it for free [{HERE}](#).

Click here



Thank you so much,
Melissa
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Click here



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TEACHING NOTES

5-A-Day Language Review

MONDAY.1: DANGLING & MISPLACED MODIFIERS (LANGUAGE.7.1.C)

Misplaced Modifier: A misplaced modifier is a word, phrase, or clause that appears to modify the wrong word in a sentence. They can distort the meaning of the sentence and confuse the reader. To correct misplaced modifiers, move it closer to the word it modifies.

- Incorrect Example: Soaring in the sky, we watched the hawk hunt for prey.
Who is soaring is the sky? This sentence implies that "we" is soaring in the sky while watching the hawk.
- Correct Example: We watched the hawk soar in the sky while hunting for prey.

Dangling Modifier: A dangling modifier is a word, phrase, or clause that appears to modify no word at all because the word it should logically modify is missing. To correct this, add the missing word and rewrite the rest of the sentence as necessary.

- Incorrect Example: Walking through the park at night, the shadows were frightening.
Who is walking through the park? The shadows? Who is being frightened?
- Correct Example: Walking through the park at night, I thought the shadows were frightening.

There are a number of possible revisions that your students can provide for this item of the review. The answer key provides just one possibility.

MONDAY.2: WORD CONNOTATION I (LANGUAGE.7.5.C)

The three words in this item all have a "common thread" of meaning, or similar denotations. Students are to thoroughly examine the words, looking them up in the dictionary and thesaurus (L.7.4.C), if possible. Then, they will assess the general connotation of the words using +, -, or • (neutral). Because connotation is somewhat subjective, answers will and should vary; use any differing opinions as an opportunity to discuss the words in your class. This item is intended to be open-ended and provides students with an opportunity to inspect the subtle nuances of words.

*This item is an important pre-activity for Thursday.1, so the more familiar your students are with these words, the better prepared they will be when they get to the corresponding item on Thursday.



TEACHING NOTES

5-A-Day Language Review

MONDAY.3: CONTEXT CLUES (LANGUAGE.7.4.A & D)

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.

MONDAY.4: SYNONYMS (LANGUAGE.7.5.B)

Have your students circle the word they believe to be the synonym. A thesaurus might be required for some weeks, depending on the vocabulary skills of your students.

MONDAY.5: MORPHOLOGY (LANGUAGE.7.4.B)

When breaking words apart, have students identify if the "middle" is a base or a root. A base can stand on its own (like "trust" as in the case of "mistrusts") and a root cannot (like "fict" as in the case of "nonfiction"). In cases where a base word was altered for the ending (e.g., retraced– the "e" in trace is dropped for the -ed ending), students should write what the word was before it was modified. 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.

TUESDAY.1: ELIMINATE WORDINESS AND REDUNDANCY (LANGUAGE.7.3.A)

Unnecessary words and phrases detract from the writer's message. This item has students look at sentences that need to be streamlined. The answer key provides one of multiple possibilities when "cleaning up" these lengthy sentences so expect variations from your students.

TUESDAY.2: SPELLING (LANGUAGE.7.2.B)

The words in this item have commonly misspelled features and/or morphemes. If students are unable to recognize the misspelled word, have them look up all of the words in a dictionary or online (L.7.4.C).



TEACHING NOTES

5-A-Day Language Review

TUESDAY.3: LITERARY FIGURES OF SPEECH (LANGUAGE.7.5.A)

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."

Idiom: An expression that carries deeper meaning than its literal interpretation. "A leopard can't change its spots."

TUESDAY.4: LITERARY FIGURES OF SPEECH (LANGUAGE.7.5.A)

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.").

TUESDAY.5: PHRASES AND CLAUSES (LANGUAGE.7.1.A)

Phrase: A group of words that contain a noun or verbals but not both. In other words, it doesn't have a subject doing a verb. "crashing violently to the ground"

Clause: A group of words that contain a subject and a predicate. There are two general types of clauses.

- Independent Clauses: These clauses can "stand alone" as a complete sentence.
I made arrangements to leave in the morning.
- Dependent Clauses: These clauses cannot "stand alone" as a complete sentence.
Since I made arrangements to leave in the morning.

This item of the review presents an important prerequisite skill for students when identifying and properly using simple, compound, complex, and compound-complex sentences. It is also an important pre-activity for Thursday.4, which requires students to identify types of sentence structures.



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.1: GREEK & LATIN ROOTS/AFFIXES (LANGUAGE.7.4.B)

The purpose of this activity is to have students connect the meanings of Greek/Latin word parts to the dictionary definitions of the words they comprise. Students will first create a definition using the simple definitions that are provided for each root and affix. They will then provide the dictionary definition of the word.

WEDNESDAY.2: MORE GREEK & LATIN ROOTS/AFFIXES (LANGUAGE.7.4.B)

This item will likely be answered with the help of the Internet (L.7.4.C). There are a number of great sites out there that have this information; in fact, Wikipedia's page on Latin and Greek roots is very helpful. (FYI- Wikipedia has come a long way in regards to accuracy.) Students can also simply "Google" the root or affix (e.g., words with the "aud" root). Or they can bookmark a site that has all of the roots listed, along with their origins, meanings, and examples. You may need to remind students that some words can only be counted once (e.g. audition and auditioning do not count as two different words). You may also have them find the meanings of these words, so that if they are asked, they can give a basic definition or could use the word in context.

WEDNESDAY.3: VOCABULARY USE (LANGUAGE.7.4.A)

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. Some weeks may have multiple correct answers.

WEDNESDAY.4: COMMA USAGE (LANGUAGE.7.2.A)

In this item there are 6 basic situations that require the use of a comma or commas.

1. To separate items in a series
2. To signal conjunctions in a sentence
3. To organize character dialogue
4. To separate coordinate adjectives (The cruel, callous man.)
5. To set off an introductory element (Knowing he would be late, he ran to school as fast as he could.)
6. To separate parenthetical elements (The dog, looking up at his owner with remorseful eyes, sat in the pile of the shredded couch cushion.)

WEDNESDAY.5: ANTONYMS (LANGUAGE.7.5.B)

Have your students circle the word they believe to be the antonym. A thesaurus might be required for some weeks, depending on the vocabulary skills of your students.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.1: WORD CONNOTATION 2 (LANGUAGE.7.5.C)

To complete this item, the students will refer back to the words they studied from Monday.2. Word choices to complete this section can be flexible. However, there are typically one or two words that best fit the context of the sentence. Students will see that while words can have similar definitions their various "shades of meaning" can limit the context for which they are used.

You may want to consider asking students to explain their word choice. Since answers can sometimes vary, students need to explain and justify their choice here. They are essentially answering the question: "Why is this word a better fit in the sentence than the other two words?" Students can write their responses on a sticky note.

THURSDAY.2: COORDINATE ADJECTIVES (LANGUAGE.7.2.A)

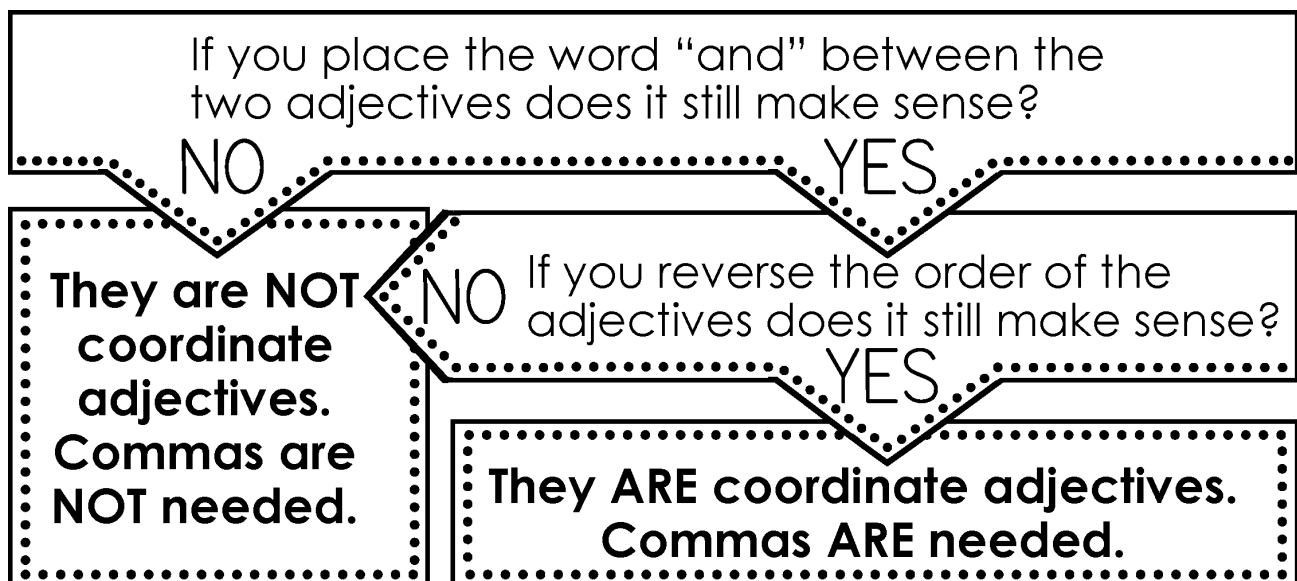
This item of the review is asking students to determine if two adjectives are coordinate, which would necessitate the use of a comma. Students should be relatively familiar with the hierarchy of adjectives:

- | | |
|----------------|-------------------------|
| 1. opinion | 5. shape |
| 2. size | 6. color |
| 3. feels/looks | 7. nationality/material |
| 4. age | 8. purpose |

Incorrect: I got a new blue small backpack. (color comes before size)

Correct: I got a new small blue backpack. (size comes before color)

Students can follow the questioning below to determine if two adjectives are coordinate or non-coordinate.





TEACHING NOTES

5-A-Day Language Review

THURSDAY.3: MULTIPLE MEANING WORDS (LANGUAGE.7.4.A & C)

It is prudent to spend some time with the students breaking down the parts of a definition. Go over how to use the pronunciation symbols and how to identify the parts of speech. Identifying parts of speech is especially helpful for the students when trying to match the sentence and the definition.

THURSDAY.4: SENTENCE STRUCTURES (LANGUAGE.7.1.B)

Simple Sentence: (A.K.A. Independent Clause) Has a complete thought and contains a subject and a verb. *Mark eats at the restaurant.*

- A simple sentence can have two subjects and one predicate (Compound Subject).
Mark and Jen eat at the restaurant.
- A simple sentence can have two verbs (Compound Verb).
Mark eats and talks at the restaurant.
- A simple sentence can have two subjects and verbs (Compound Subject & Verb)
Mark and Jen eat and talk at the restaurant.

Compound Sentence: Consists of two independent clauses joined with a coordinating conjunction (FANBOYS – for, and, nor, but, or, yet, so).

- Mark ate at the restaurant, so Jen didn't cook dinner.
- Jen talks at the restaurant, but Mark remains silent.

Complex Sentence: Consists of 1 independent clause and 1 or more dependent clauses. These always have a subordinator (because, since, after, although, when... and many more).

- Mark went to the restaurant because Jen didn't cook dinner.

Compound-Complex Sentence: Consists of 2 or more independent clauses and 1 or more dependent clauses.

- Even though they weren't hungry, Mark went to the restaurant, and Jen cooked dinner at home.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.5: ANALOGIES (LANGUAGE.7.I.B)

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.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

- 1 Rewrite the sentence without the **dangling** or **misplaced modifier**.

Hungry after being in class all morning, the cafeteria was filled with students.

- 2 Identify the type of **connotation** for the words below (-, +, •).

☐ elegant

☐ ostentatious

☐ fine

- 3 Meetings between the two senators are outwardly calm and friendly. In fact, many people would describe their relationship as pleasant. Inside, however, both people are **seething** with rage. It is just a matter of time until one of them explodes.

seething means: _____

- 4 Choose the **synonym** for the following word:

dynamic

idle

changing

stagnate

complex

- 5 **impolitely** ➡ prefix: _____ base or root: _____ suffix: _____

Tuesday

- 1 Simplify the sentence by **eliminating** any **wordiness** or **redundancies**.

City safety inspectors are in the process of currently reviewing the construction site and may completely close it down in about 2 to 3 days.

- 2 Circle the **misspelled word**, and write it correctly on the line below.

acomplishment

baggage

bureau



- 3 Underline and identify the **figure of speech** below.

And it seems to me you lived your life like a candle in the wind – Elton John

☐ Hyperbole

☐ Personification

☐ Simile

☐ Metaphor

☐ Idiom

- 4 What does the **figure of speech** from above mean?

- 5 Is the following a **phrase** or a **clause**? If it is a **clause**, indicate if it is **independent** or **dependent**.

Around the corner



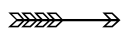
Name: _____ Date: _____

5-A-Day Language Review: Week 1

Wednesday

- 1 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

docile



"doc" - teach

"ile" - capable of being, like

My Definition: _____

Dictionary Definition: _____

- 2 Find 5 words that contain the **root** or **affix** from above.

- 3 Which of the following might someone be **persecuted** for?

a) stealing from a store

b) belonging to a particular ethnic group

c) having different beliefs

d) driving without a license

- 4 Add **commas** where needed to the sentence below.

However he was a spoiled obstinate child.

- 5 Choose the **antonym** for the following word:

divulge

conceal

pretend

disclose

encourage

- 1 Select a word from "Monday #2" that has the best **connotation** to complete this sentence.

Most people would just gawk in disbelief at his _____ clothes and car.

- 2 Identify if the adjectives in the text below are coordinate. If they are **coordinate adjectives**, add a comma. If they are not coordinate adjectives, label them n/c for "non-coordinate."

The kind compassionate students raised money for the animal shelter.

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

lofty

1. adj. Very tall or high

2. adj. Noble in feeling or high in ideals

3. adj. Showing a superior attitude

She had a lofty way of speaking that made others feel inferior.

- 4 Identify if the following sentence is **simple**, **compound**, **complex**, or **compound-complex**.

We went to the movies last night, and we really enjoyed it.

- 5 Choose a matching **analogy**.

ravenous : hungry

a) fascinating : interesting

b) firm : hard

c) serious : grave

d) strange : odd

Thursday



Name: _____ Date: _____

5-A-Day Language Review: Week 2

Monday

- 1 Rewrite the sentence without the **dangling** or **misplaced modifier**.

After cleaning all day, the apartment was as sterile as an operating room.

- 2 Identify the type of **connotation** for the words below (-, +, •).

☐ respectful

☐ obedient

☐ polite

- 3 With the researchers' study **curtailed** due to funding issues, they were not able to collect much information about pollution in the local marsh. This forced them to rely on data collected from studies that had already been conducted.

curtailed means: _____

- 4 Choose the **synonym** for the following word: **plausible**

impossible

forgettable

forgivable

reasonable

- 5 **persistent** ➡➡➡ prefix: _____ base or root: _____ suffix: _____

Tuesday

- 1 Simplify the sentence by **eliminating** any **wordiness** or **redundancies**.

The middle school dance had to be postponed until later due to the fact of the power outage.

- 2 Circle the **misspelled word**, and write it correctly on the line below.

celery

controlling

character

@ _____

- 3 Underline and identify the **figure of speech** below.

I love school, but being in a class with all my friends is the icing on the cake.

☐ Hyperbole

☐ Personification

☐ Simile

☐ Metaphor

☐ Idiom

- 4 What does the **figure of speech** from above mean?

- 5 Is the following a **phrase** or a **clause**? If it is a **clause**, indicate if it is **independent** or **dependent**.

Since I was upset



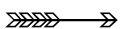
Name: _____ Date: _____

5-A-Day Language Review: Week 2

Wednesday

- 1 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

matriarch



“**matri**” – mother

“**arch**” – ruler, leader, chief

My Definition: _____

Dictionary Definition: _____

- 2 Find 5 words that contain the **root** or **affix** from above.

- 3 Which of the following could be **boycotted**?

a) a restaurant chain

b) the oceans

c) a brand of clothing

d) a punishment

- 4 Add **commas** where needed to the sentence below.

Even though the game was over the spectators refused to leave.

- 5 Choose the **antonym** for the following word:

luminous

radiant

lucid

gloomy

creative

Thursday

- 1 Select a word from “Monday #2” that has the best **connotation** to complete this sentence.

The _____ dog never looked away from her owner as she anxiously waited for his next command.

- 2 Identify if the adjectives in the text below are coordinate. If they are **coordinate adjectives**, add a comma. If they are not coordinate adjectives, label them n/c for “non-coordinate.”

We are planning a surprise birthday party for Nico.

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

cam•paign

1. n. A series of actions intended to accomplish a goal

2. n. A series of military actions in a particular region

3. v. To take part in actions to accomplish a goal

The students were thinking of creative ways to campaign for student council.

- 4 Identify if the following sentence is **simple**, **compound**, **complex**, or **compound-complex**.

She watched TV all evening and forgot to study for the test.

- 5 Choose a matching **analogy**.

irrational : logic

a) strong : muscle

b) weak : desire

c) corrupt : morals

d) malicious : hate



Name: _____ Date: _____

5-A-Day Language Review: Week 1**KEY** Answers may vary.**Monday**

- 1 Rewrite the sentence without the **dangling** or **misplaced modifier**.

Hungry after being in class all morning, the cafeteria was filled with students.

The cafeteria was filled with students, who were hungry after being in class all morning. (misplaced)

- 2 Identify the type of **connotation** for the words below (-, +, •). **Answers will vary.**

☐ elegant

☐ ostentatious

☐ fine

- 3 Meetings between the two senators are outwardly calm and friendly. In fact, many people would describe their relationship as pleasant. Inside, however, both people are **seething** with rage. It is just a matter of time until one of them explodes.

seething means: to be upset or in a state of great excitement

- 4 Choose the **synonym** for the following word:

dynamic

idle

changing

stagnate

complex

- 5 **impolitely** ➡➡➡➡➡ prefix: im- base or root: polite suffix: -ly

Tuesday

- 1 Simplify the sentence by **eliminating** any **wordiness** or **redundancies**.

City safety inspectors are in the process of currently reviewing the construction site and may completely close it down in about 2 to 3 days.

City safety inspectors are currently reviewing the construction site and may close it down in 2-3 days.

- 2 Circle the **misspelled word**, and write it correctly on the line below.

acomplishment

baggage

bureau

@ accomplishment

- 3 Underline and identify the **figure of speech** below.

And it seems to me you lived your life like a candle in the wind – Elton John

☐ Hyperbole

☐ Personification

☒ Simile

☐ Metaphor

☐ Idiom

- 4 What does the **figure of speech** from above mean?

A person's (Marilyn Monroe's) life seemed fragile, easily affected by her environment, easily killed (blown out) if the environment (wind) got too intense.

- 5 Is the following a **phrase** or a **clause**? If it is a **clause**, indicate if it is **independent** or **dependent**.

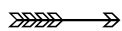
phrase Around the corner



Name: _____ Date: _____

5-A-Day Language Review: Week 1**KEY** Answers may vary.**Wednesday**

- 1 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

docile

"doc" - teach

"ile" - capable of being, like

My Definition: Capable of being taughtDictionary Definition: Ready to accept control or instruction; submissive

- 2 Find 5 words that contain the **root** or **affix** from above.

documentdoctordoctrinefutilefragile

- 3 Which of the following might someone be **persecuted** for?

a) stealing from a store

b) belonging to a particular ethnic group

c) having different beliefs

d) driving without a license

- 4 Add **commas** where needed to the sentence below.

However he was a spoiled obstinate child.
However, he was a spoiled, obstinate child.

- 5 Choose the **antonym** for the following word:

divulgeconceal

pretend

disclose

encourage

Thursday

- 1 Select a word from "Monday #2" that has the best **connotation** to complete this sentence.

Most people would just gawk in disbelief at his Answers will vary clothes and car.

- 2 Identify if the adjectives in the text below are coordinate. If they are **coordinate adjectives**, add a comma. If they are not coordinate adjectives, label them n/c for "non-coordinate."

The kind [^]compassionate students raised money for the animal shelter.

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

lofty

1. adj. Very tall or high

2. adj. Noble in feeling or high in ideals

3. adj. Showing a superior attitude

She had a lofty way of speaking
that made others feel inferior.

- 4 Identify if the following sentence is **simple, compound, complex, or compound-complex**.

(Com) Compound
 We went to the movies last night, and we really enjoyed it.

- 5 Choose a matching **analogy**.

ravenous : hungrya) fascinating : interesting

b) firm : hard

c) serious : grave

d) strange : odd

5-A-Day Language Review: Week 2

KEY Answers may vary.

Monday

- 1 Rewrite the sentence without the **dangling** or **misplaced modifier**.

After cleaning all day, the apartment was as sterile as an operating room.

After I cleaned all day, the apartment was as sterile as an operating room.
(dangling)

- 2 Identify the type of **connotation** for the words below (-, +, •). **Answers will vary.**

☐ respectful

☐ obedient

☐ polite

- 3 With the researchers' study **curtailed** due to funding issues, they were not able to collect much information about pollution in the local marsh. This forced them to rely on data collected from studies that had already been conducted.

curtailed means: to make less by or as if by cutting off part of

- 4 Choose the **synonym** for the following word: **plausible**

impossible

forgettable

forgivable

reasonable

- 5 **persistent** ➡ prefix: per- base or root: sist suffix: -ent

Tuesday

- 1 Simplify the sentence by **eliminating** any **wordiness** or **redundancies**.

The middle school dance had to be postponed until later due to the fact of the power outage.

The middle school dance was postponed due to the power outage.

- 2 Circle the **misspelled word**, and write it correctly on the line below.

celery

controlling

character

@

controlling

- 3 Underline and identify the **figure of speech** below.

I love school, but being in a class with all my friends is the icing on the cake.

☐ Hyperbole

☐ Personification

☐ Simile

☐ Metaphor

☒ Idiom

- 4 What does the **figure of speech** from above mean?

School is great, but being in a class with all of my friends makes it even better.

- 5 Is the following a **phrase** or a **clause**? If it is a **clause**, indicate if it is **independent** or **dependent**.

dependent clause

Since I was upset

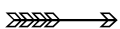
5-A-Day Language Review: Week 2

KEY Answers may vary.

Wednesday

- 1 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

matriarch



"**matri**" – mother

"**arch**" – ruler, leader, chief

My Definition: A mother who is the ruler or leader

Dictionary Definition: A woman who is the head of a family or tribe

- 2 Find 5 words that contain the **root** or **affix** from above.

matrix

maternity

anarchy

architect

archetype

- 3 Which of the following could be **boycotted**?

a) a restaurant chain

b) the oceans

c) a brand of clothing

d) a punishment

- 4 Add **commas** where needed to the sentence below.

Even though the game was over the spectators refused to leave.
Even though the game was over, the spectators refused to leave.

- 5 Choose the **antonym** for the following word:

luminous

radiant

lucid

gloomy

creative

Thursday

- 1 Select a word from "Monday #2" that has the best **connotation** to complete this sentence.

The Answers will vary dog never looked away from her owner as she anxiously waited for his next command.

- 2 Identify if the adjectives in the text below are coordinate. If they are **coordinate adjectives**, add a comma. If they are not coordinate adjectives, label them n/c for "non-coordinate."

We are planning a surprise ^{n/c} birthday party for Nico.

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

cam•paign

1. n. A series of actions intended to accomplish a goal

2. n. A series of military actions in a particular region

3. v. To take part in actions to accomplish a goal

The students were thinking of creative ways to campaign for student council.

- 4 Identify if the following sentence is **simple**, **compound**, **complex**, or **compound-complex**.

(S) Simple
 She watched TV all evening and forgot to study for the test.

- 5 Choose a matching **analogy**.

irrational : logic

a) strong : muscle

b) weak : desire

c) corrupt : morals

d) malicious : hate

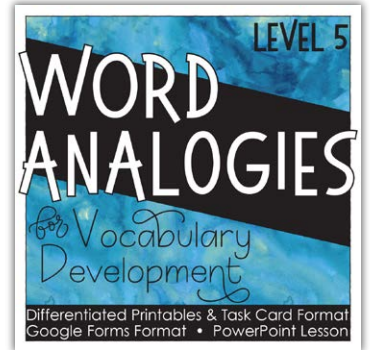
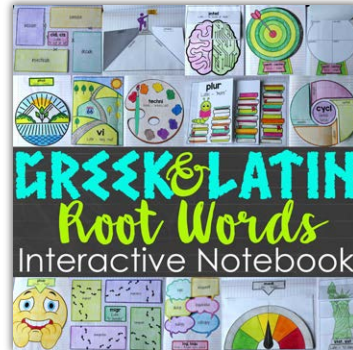
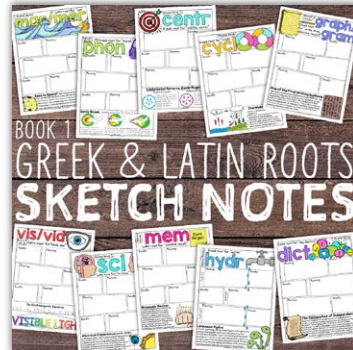
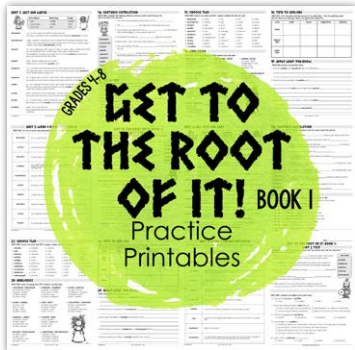


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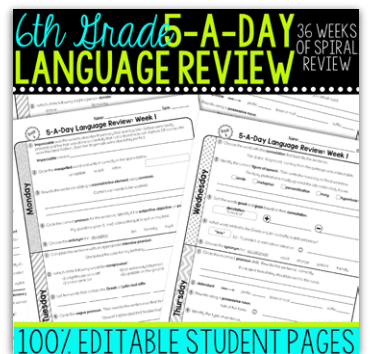
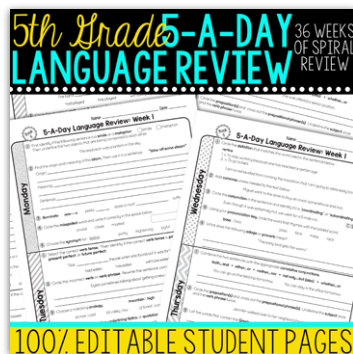
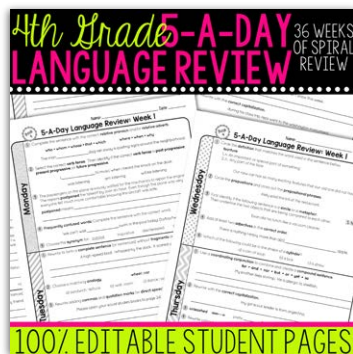
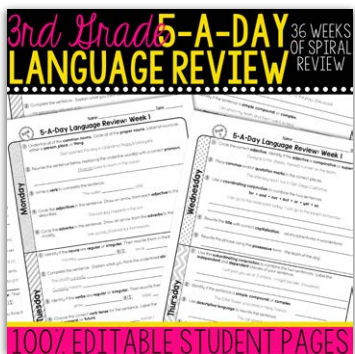


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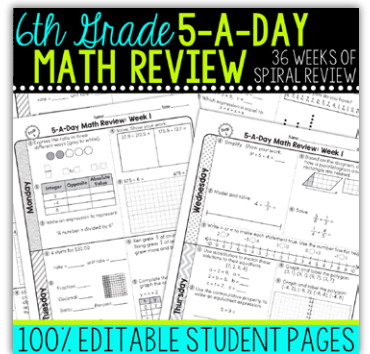
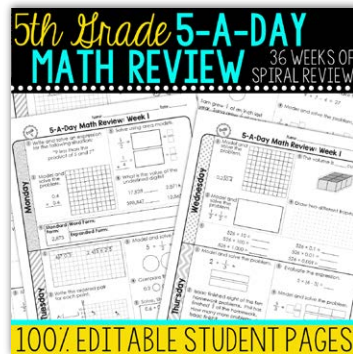
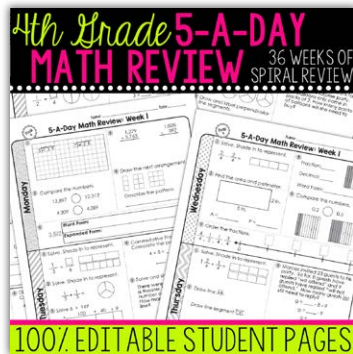
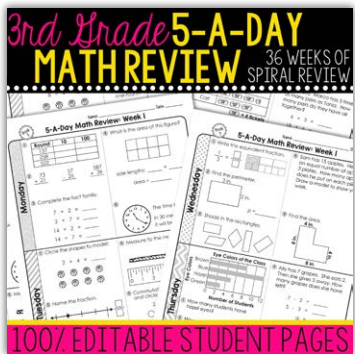
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DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

