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Introduction

Writing and language skills help us communicate with one another. Students need guidance, assistance, and practice to develop these particular skills. *Let's Get This Day Started: Writing and Language Skills* explicitly teaches specific writing and grammar concepts as well as language skills. In a diverse society, students do not always have opportunities to hear and learn English from seeing and hearing language used correctly in context. In addition, language and its use change as new technology impacts the ways in which people communicate. We are all English learners, whether as native speakers or second-language novices. Explicit language instruction helps students acquire specific skills that contribute positively to their academic learning and effective communication with others.

There are two main sections in this book. In both sections, students will practice grammar and language skills with peers in whole-group, small-group, and partner settings and then apply it to their own writing.

The first part teaches grammar and writing skills that enable students to write more effectively. The goal of effective writing is to engage readers in such a way that they comprehend and respond to what they read. In these units, students study how correct use of grammar results in effective writing.

The second part introduces vocabulary skills, including figurative language. These skills encourage students to use grade-level-appropriate general-academic and domain-specific vocabulary in their reading, writing, speaking, and listening. Vocabulary skills help students better understand how language works in a variety of contexts. As they practice and develop these skills, students grasp differences in style and meaning to increase their reading and listening comprehension, as well as writing abilities.

Each unit presents the focus concept to students through explanation, examples, and activities. The concepts presented generally follow the scope and sequence of the Common Core State Standards Initiative, which seeks to provide students with the knowledge and skills they need to be successful in college, career, and life.

Activities within each unit focus on a specific theme. Students will write about grade-level-appropriate, relevant topics of interest. These topics were gathered from current news and events, popular culture, and themes in child development.

The skills covered in *Let's Get This Day Started: Writing and Language Skills* are used and needed every day. Help your children or students master these skills, as they will use them throughout the rest of their educational careers and lives.

How to Use This Book

Each unit has three sections. The first is *Learn*, a lesson page addressed to students. This page introduces a grammar, writing, or language skill through observation and activities designed to engage students. Any new, related vocabulary is also introduced. In many cases, students participate in a whole-class activity during this part of the lesson. These activities provide scaffolding and support for students as they begin their initial practice of the skill.

Grammar and Writing Skills

Name: _____

Punctuation: Choose for Effect


1. Work with a small group to read the passage below.
Every year, we hear about major storms across the country—many of which cause extensive damage. Often, these storms form over the ocean and then move toward land. Hurricanes can bring powerful winds and heavy rain to all in their path. The greatest threat, however, comes from storm surge. High winds push ocean waves to shore. Combined with normal tides, storm surge can raise water levels by more than thirty feet (as tall as a three-story building!). This creates huge waves that may erode highways and destroy buildings. Flood levels may also rise in lakes and rivers farther inland. Forecasters monitor many factors to predict how and where hurricanes may affect coastal areas.
2. How did the author use punctuation for effect? Discuss what you noticed in the passage.
3. Talk with your group about what you know about hurricanes or other types of ocean storms. Take notes on a separate piece of paper.
4. Follow the steps below to work together to add sentences to the passage above.
 - Use your notes from your group discussion in #3.
 - Research as needed to learn additional information about hurricanes and how they affect people living in coastal areas. Your teacher may supply resources.
 - Take turns writing sentences that add facts, details, and other information about the topic. Use the same separate piece of paper.
5. Talk with your group about how you can develop the topic and how you can use punctuation for effect. Use the questions below to guide your discussion.
 - Which phrases would you like to emphasize? What is the best way to do that?
 - Which words and phrases add unnecessary explanatory information to a sentence? What is the best way to punctuate that part of the sentence?
 - What emotion(s) do you want readers to feel as they read? How can you use punctuation and structure sentences to guide readers in their experience?
6. Rewrite the passage with your group's sentences included. Use a separate piece of paper. If you have time, share your revised copy with classmates.

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Practice continues in the second part of the lesson. Students work collaboratively in whole-group, small-group, or partner activities, which gives them continued guidance and support.

The third page in each unit, *Your Turn*, has two parts: *Write* and *Reflect*. *Your Turn* presents one or more writing prompts for students to practice the skill independently. After students incorporate the skill into their writing, they reflect on their learning individually or with

a partner. The reflection activity provides students with the opportunity to review, confirm, and reinforce their learning and its application in their writing. The additional practice and implementation will help them remember what they have learned.

Some units incorporate photographs into student activities. These add a realistic element to the writing prompts and engage students by providing a real-life connection for their learning. When making photocopies of activity pages, it is best to use the photo setting so the images are easier to see. You may wish to supplement other activities with related photographs or other visual aids. Plan to preview each lesson; some units include a teacher icon. This icon  indicates that the lesson needs additional teacher preparation.

Answers for some of the units in this book can be found in the Answer Key on pages 107–109. In addition to specific answers for some student activities, the Answer Key also provides suggested answers for some of the teacher-led (icon) activities.

All of the activities in the *Let's Get This Day Started* series have been aligned to the Common Core State Standards (CCSS). A correlations chart is included on pages 110–112.

Grammar and Writing Skills


Name: _____

Punctuation: Choose for Effect

We use punctuation to help readers understand exactly what we want to say. Punctuation marks let readers know when to pause or stop. They show the exact words of a speaker. We can also use punctuation to show emotion. Use **parentheses** () around words in a sentence that explain but are not necessary for the meaning of the sentence.
Example: I have visited the Pacific Ocean many times (but not the Atlantic Ocean).

Use a **dash** (—) to add emphasis to your writing.
Example: I thought a lake was a large body of water—until I saw the ocean. When we use punctuation for effect, we develop our writing voice.

1. Look at the photographs below.



2. Write sentences about how the photos make you feel. Use a separate piece of paper.
3. Your teacher will display anonymous sentences you and your classmates wrote, one at a time.
4. Use the questions below as a guide to discuss how punctuation might be added for effect in your sample sentences.
 - Do readers need to pause when reading the sentence? Which punctuation mark would be best to indicate that?
 - Does the sentence have any explanatory phrases that are unnecessary to the basic meaning of the sentence?
 - Could a dash be used to separate any phrases from the main part of the sentence for emphasis?
 - What other punctuation needs to be changed or added to clarify the intended meaning of the sentence?

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Grammar and Writing Skills

Name: _____

Punctuation: Choose for Effect

WRITE

1. Recall a time when you visited the ocean. Or, read a news article or blog post about something that happened at the ocean. Use your experiences or the information you read to complete the graphic organizer below.

What happened (event, experience, or weather)	Sensory details (sight, sound, smell, taste, touch)	What you felt

2. Use your notes to write a report about the event or experience. Use punctuation for effect in your sentences to convey what you felt and what you want readers to experience as they read the report. Write your sentences on a separate piece of paper.

REFLECT

1. Read the questions below.
 - Why is it important to learn how to choose punctuation for effect?
 - How can you use what you have learned about choosing punctuation for effect in your writing?
 - What was the easiest part of this lesson for you? Why?
 - What did you find most difficult in this lesson? Why?
2. Write a journal entry to record your thoughts and responses to the questions in #1. Use a separate piece of paper.
3. Share your journal entry with a partner and discuss your responses to the questions above.
4. What is one thing you learned from your partner?

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Name: _____

Adverbs: Relative

Adverbs tell where, when, or why an action takes place. A **relative adverb** introduces a phrase that describes a noun or pronoun. We use relative adverbs to join sentences or clauses in a way that reads smoothly. Relative adverbs help us add details to our writing. They provide information about the people, places, or things in a sentence.

We use the relative adverb *where* to show the place of an action.

We use the relative adverb *when* to tell the time of an action.

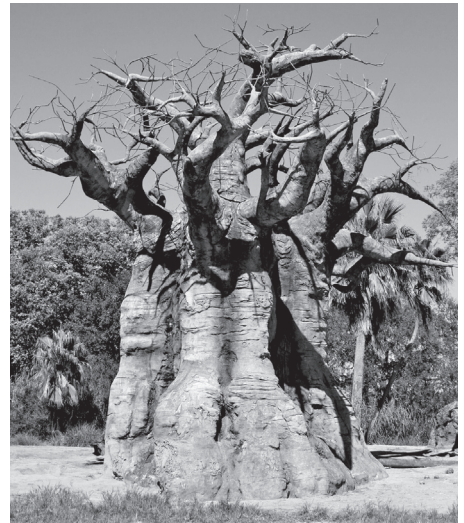
We use the relative adverb *why* to tell the reason for an action.

Examples: That's the place **where** we saw a giant redwood tree.

I remember the day **when** I first climbed a tree.

Tell me **why** you want to have a tree house.

1. Look at the photograph on the right.
2. Work together with classmates to gather facts about the image in the photograph. Use the questions below to guide your research and discussion.
 - Where might this tree be located?
 - What significant events might happen in or near this tree?
 - When might those events happen?
 - What reasons might people have for studying or interacting with this tree?
3. Write a fact card for each type of detail you would use to write about the tree: where, when, and why. Use relative adverbs in your sentences to add details.
4. Share your fact cards with classmates. Take turns checking classmates' sentences using the questions below.
 - Does each sentence have a relative adverb in it?
 - Does each sentence make sense?
 - Does the relative adverb introduce a phrase or clause that provides information about a person, place, or thing in the sentence?



Name: _____

Adverbs: Relative

1. Work with a small group to read the paragraph below.

An unusual tree grows on an island in the Indian Ocean. The dragon blood tree has a dense crown canopy that looks like an upside-down umbrella. The tree gets its name from its dark-red resin that people call “dragon’s blood.” The resin comes from the roots. People who live where the tree grows use dragon’s blood resin as medicine for many different ailments. It was not the only resin used during the medieval and Renaissance periods, when other plants were also sources of dragon’s blood. Another place where people use the resin is around the Mediterranean Sea. There they use it as a dye, varnish, and medicine. In the past, when people used it in alchemy, a botanist separated the resin into three different mixtures.



2. Highlight any relative adverbs in the passage. Then talk about the questions below with others in your group.
 - What relative adverbs did the author use?
 - Which clauses did the relative adverbs join to other phrases? Underline the clauses that are connected by relative adverbs.
 - How did each relative adverb add details and information to the sentence?
3. Which sentences could you rewrite to give a reason *why* something happened? Work together to write at least one sentence from or related to the passage to explain why something happened.

4. Research with your small group to gather additional information about the dragon blood tree. Your teacher may supply resources. Work together to write at least one sentence using each relative adverb: *where*, *when*, and *why*. Use the sample sentences in this lesson for examples of how to write sentences with relative adverbs. Write your sentences on a separate piece of paper. !

Grammar and Writing Skills

Name: _____

Adverbs: Relative

WRITE

Follow the steps below to write an informative paragraph about one or more trees. Write your paragraph on a separate piece of paper.

- Research to explore interesting, useful, or unusual trees or types of forests. Your teacher may supply resources. !
- Choose a topic and gather specific information about it.
- Take notes in the boxes below to organize your research. Below each fact, note the source.
- Write a sentence to introduce your topic.
- Develop your topic by writing sentences that use relative adverbs to provide information about where, when, and why people interact with, visit, or use this tree or forest. Include interesting facts from your research in your sentences.
- Write a concluding statement to summarize your paragraph.

Where	When	Why

REFLECT

1. Read a partner's informative paragraph.
2. Write sentences to summarize each type of information provided by relative adverbs in your partner's writing.
