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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 **PRACTICE**

Name: _____

Run-on Sentences and Sentence Fragments

1. View the photographs below.



2. On a separate piece of paper, brainstorm words and phrases to describe an imaginary country or story world as pictured in both of the photographs above.

3. What is the name of your imaginary country or story world?

4. Follow the steps below to participate in a free-writing activity.

- Relax and focus on the topic you brainstormed and noted in #2 and #3 above.
- Your teacher will have you write for a set amount of time.
- Do not stop writing to change words or think of what to write next.
- At the end of the time period, stop writing.

5. Form a small group with two other classmates. Trade papers with the person on your left. Use a blue-colored pencil or highlighter to mark any run-on sentences that could be rewritten as shorter sentences with complete thoughts and appropriate punctuation.

6. Trade papers with the person on your right. Use an orange-colored pencil or highlighter to mark any sentence fragments that are missing a subject or a predicate or other essential information to form a complete sentence.


7. With the same classmates you worked with above, discuss the advantages and disadvantages to the free-writing activity you completed.

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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 give 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 in 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 **LEARN**

Name: _____

Run-on Sentences and Sentence Fragments

A run-on sentence combines more than one complete sentence, thought, or idea without internal punctuation or a connecting word, such as a conjunction.

Example: I walked a distance from the shore to see if I could find any fresh water to drink. I drank some before I climbed a tree.

This is a run-on sentence. It has more than one complete thought joined together without internal punctuation to guide readers. We can rewrite this run-on sentence as more than one separate sentence and add punctuation as needed. The rewritten sentences are easier to read and understand.

Example: I walked a distance from the shore to see if I could find any fresh water to drink. I drank some before I climbed a tree.

A sentence fragment does not express a complete thought or idea. A sentence fragment might have a subject or a predicate but not both, or the sentence does not make sense.

Example: The visitor to the island.

What is the sentence about? (the visitor to the island) "The visitor to the island" is the subject. What did the visitor do? The sentence does not have a predicate. "The visitor to the island" is a sentence fragment.

Work with classmates to divide the text below into sentences. If some phrases form a sentence fragment, add a subject or predicate (verb) so the fragment forms a complete sentence that makes sense. Add appropriate punctuation within and at the end of sentences as necessary. Record your rewritten sentences on chart paper or a whiteboard.

My next work. Was to view the country seek a proper place to live where store my goods to secure them from anything that might happen. On a continent or on an island. Whether the place was inhabited or not inhabited in danger of wild beasts not a mile away a hill rose up, very steep and high it seemed to overtop some other hills, which lay as a ridge. I armed myself in case of wild beasts and travelled up to the top of that hill to discover what I could after I got to the top, I saw my fate! I stood on an island surrounded on all directions by the sea there was no land to be seen except some rocks, which lay a great way off two small islands—smaller in size than this—lay about three leagues to the west.

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Grammar and Writing Skills **YOUR TURN**

Name: _____

Run-on Sentences and Sentence Fragments

WRITE

1. On a separate piece of paper, draw a story map. Include spaces to brainstorm characters, their goals, story events and obstacles they will face, and how the story problem will be resolved. Complete your story map to brainstorm a narrative that will be set in the imaginary country or story world you described in the Practice activity.

2. Review the feedback on your writing you received from classmates during the Practice activity.

3. Follow the steps below to write a narrative set in an imaginary country or story world. Use a separate piece of paper.

- Refer to the notes on your story map and your draft from the Practice activity.
- Introduce your character(s), setting, and story situation for readers.
- Narrate events in a logical order.
- Incorporate dialogue and description to develop characters, story events, and characters' experiences and reactions to the story events.
- Provide a conclusion that makes sense based on the narrated story events.

REFLECT

1. Trade papers with a partner.

2. Provide feedback for your partner by answering the questions below on a separate piece of paper.

- Does the writing have any run-on sentences that combine too many thoughts and ideas or lack internal punctuation?
- How would you suggest the author rewrite any run-on sentences?
- Does the writing include any sentence fragments?
- What will the author need to add to rewrite any fragments as complete sentences?

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Name: _____

Pronouns: Reflexive and Intensive

A **reflexive pronoun** refers back to the subject. One way to think about this is that a reflexive pronoun *reflects* the subject, like a mirror. We use this type of word when the subject and the object of a sentence are the same.

Examples: Kenneth baked himself a birthday cake.

She hummed to herself as she decorated for the party.



We use an **intensive pronoun** to add extra emphasis to the word it refers to. An intensive pronoun may refer to the subject or antecedent in a sentence.

Example: George Washington himself celebrated the first proclaimed Thanksgiving Day holiday by giving food to prisoners in the city.

We use the same pronouns as reflexive or intensive pronouns. They may refer back to the subject or add extra emphasis. If a pronoun is used as an intensive pronoun, it is usually written after the noun or pronoun it modifies.

Reflexive pronouns, also used as intensive pronouns, are listed in the box below.

myself	himself	itself	yourselves
yourself	herself	ourselves	themselves

- Answer the questions below to brainstorm with classmates holiday situations in which the subject of a sentence might be the direct or indirect object of an action. Take notes on chart paper or a whiteboard.
 - What are some actions you do on holidays?
 - When do you also directly or indirectly receive an action as the object of the action?
 - In which situations might you want to emphasize the subject?
- Use your notes from above to work together to write sample sentences about holidays. Include reflexive and intensive pronouns in your sentences. Write the sentences on chart paper or a whiteboard.
- Discuss which of your sample sentences are most effective and why.

Name: _____

Pronouns: Reflexive and Intensive

1. Work with a small group to answer the questions below to brainstorm a holiday you would like to establish.

- What would your holiday celebrate?

- When would you celebrate this holiday?

- How would you celebrate this holiday?

- Who might like to celebrate this holiday with you?

2. Work together to write sentences about your group’s holiday. Use reflexive or intensive pronouns in your sentences.

3. As a group, review your sentences. Check that you have used each reflexive or intensive pronoun correctly.

Grammar and Writing Skills

Name: _____

Pronouns: Reflexive and Intensive

WRITE

1. Some holidays celebrate a specific person or group of people. In the box below, list examples.

2. Answer the questions below to think about a time you enjoyed celebrating one of the holidays you listed in #1. Use a separate piece of paper. Then write a paragraph about your celebration on the same separate piece of paper. Include reflexive and intensive pronouns in your writing.
- Who participated in the celebration?
 - What actions did that person or group of people do that reflected back on the same person or group of people?
 - What details can you include to add interest to your description of the holiday celebration?

REFLECT

1. Review your paragraph with a partner. Use the tips you have learned in this lesson to check your sentences for correct use of reflexive and intensive pronouns.
2. Discuss your answers to the following questions with a partner.

- When do we use reflexive pronouns?

- Why do we use reflexive pronouns?

- What are intensive pronouns, and why do we use them?
