Table of Contents

Introduction	Language Skills 62
How to Use This Book 4	Vocabulary: Abbreviated Words 62
	Vocabulary:
Grammar and Writing Skills 5	Greek and Latin Roots and Affixes 65
Pronouns: Reflexive and Intensive 5	Vocabulary: Context Clues 68
Pronouns: Subject, Object, Possessive 8	Vocabulary:
Verbs: Conventional	Multiple-Meaning Words 71
Use in Standard English	Vocabulary:
Adjectives: Modifier Placement 14	Nuances in Word Meanings 74
Adverbs: Modifier Placement 17	Vocabulary:
Conjunctions: Compound	Connotations and Denotations 77
and Complex Sentences 20	Figurative Language: Imagery80
Interjections	Figurative Language: Idioms83
Punctuation: Commas	Figurative Language:
in Nonrestrictive Elements 26	Adages and Proverbs
Punctuation: Parentheses 29	Figurative Language: Symbolism 89
Punctuation: Dashes32	Figurative Language: Personification 92
Transition Words and Phrases 35	Figurative Language:
Sentence Patterns	Similes and Metaphors 95
Run-on Sentences	Figurative Language: Analogies 98
and Sentence Fragments 41	Figurative Language:
Style and Tone	Alliteration and Onomatopoeia 101
Formal English 47	Figurative Language:
Credible Sources and Plagiarism 50	Hyperbole and Allusion
Types of Writing: Argumentative 53	Anguay Var
Types of Writing: Informative 56	Answer Key
Types of Writing: Narrative 59	Meeting Standards

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.

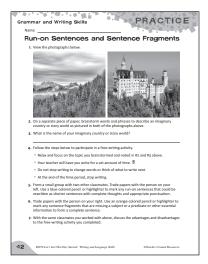
Each unit presents the focus concept to students through explanation, examples, and activities. The concepts presented generally follow the scope and sequence of the Common Core State Standards Initiative, which seeks to provide students with the knowledge and skills they need to be successful in college,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

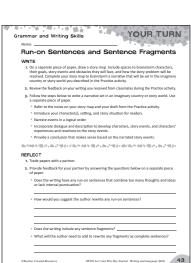
Each unit has three sections. The first is *Learn*, a lesson page addressed to students. This page introduces a grammar, writing, or language skill through observation and activities designed to engage students. Any new, related vocabulary is also introduced. In many cases, students participate in a 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.



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.



Run-on Sentences and Sentence Fragments

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.

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 <u>himself</u> a birthday cake.

She hummed to <u>herself</u> 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 <u>himself</u> 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

- 1. 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?
- 2. 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.
- 3. Discuss which of your sample sentences are most effective and why.

Grammar and Writing Skills



Pronouns: Reflexive and Intensive

1.		Work with a small group to answer the questions below to brainstorm a holiday you would ike to establish.			
	٠	What would your holiday celebrate?			
		NA/Ib are consulad consulada producta tabia badiida (2)			
		When would you celebrate this holiday?			
	•	How would you celebrate this holiday?			
	-	Who might like to celebrate this holiday with you?			
		ork together to write sentences about your group's holiday. Use reflexive or intensive onouns 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

YOUR TURN

Name:			
maille.			

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?

When do we use reflexive pronouns?

- 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.

	Why do we use reflexive pronouns?
ı	What are intensive propouns, and why do we use them?