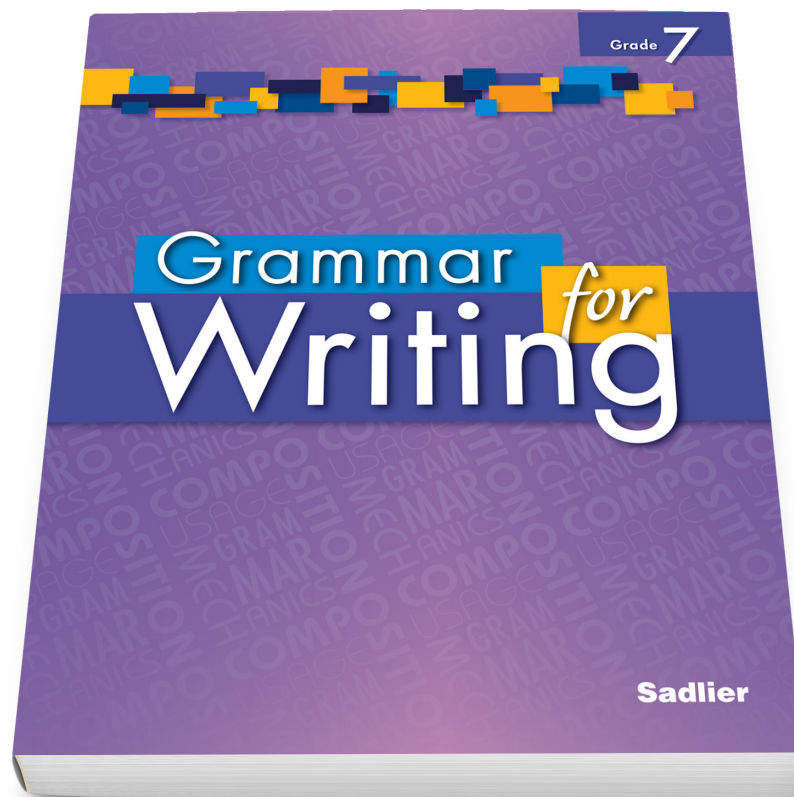


Grammar for Writing[™]

Correlation to the Texas Essential Knowledge and Skills (TEKS)

Chapter 110.B. §110.23. English Language Arts and Reading ADOPTED 2017

Grade 7




Learn more at www.SadlierSchool.com/grammar-and-writing

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
- (D) engage in meaningful discourse and provide and accept constructive feedback from others.

Grammar for Writing Grade 7 Feature & Location	Description
<p>Working Together </p> <p>Exercise 1 Doing a Peer Review, p. 16; Exercise 3 Making Your Own Checklist, p. 19; Exercise 1 Choosing a Presentation, p. 21; Exercise 3 Revising a Draft, p. 35; Exercise 2 Writing Sentences, p. 40; Exercise 3 Using Parallel Structure, p. 43; Exercise 3 Writing a Thank-you Note, p. 46; Exercise 1 Analyzing Sentence Variety, p. 63; Exercise 2 Revising a Draft, p. 68; Exercise 3 Varying Sentence Structure, p. 74; Exercise 2 Writing About a Photo, p. 100; Exercise Identifying Paragraphs, p. 102; Exercise Writing an Introduction, p. 119; Exercise 1 Revising Body Paragraphs, p. 122; Exercise 2 Writing a Conclusion, p. 125; Exercise 3 Writing a Paragraph, p. 138; Exercise 2 Reading a Paragraph, p. 142; Exercise 3 Writing a Paragraph, p. 144; Exercise 3 Using Direct Objects, p. 146; Exercise 3 Using Subject Complements, p. 148; Exercise 2 Correcting Nouns, p. 160; Exercise 2 Revising a Paragraph, p. 164; Exercise 3 Writing with Pronouns, p. 166; Exercise 3 Writing a Dialogue, p. 182; Exercise 3 Writing with Irregular Verbs, p. 186; Exercise 3 Writing in the Active Voice, p. 190; Exercise 3 Using Verbal Phrases, p. 192; Exercise 2 Writing from Notes, p. 206; Exercise 3 Writing Rules, p. 208; Exercise 3 Using Modifiers, p. 210; Exercise</p> <p style="text-align: center;"><i>continued</i></p>	<p>The Working Together logo identifies exercises found throughout the program that invite collaborative participation. Teamed with one or more classmates, students work together on brainstorming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.</p>

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(1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—**

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
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Grammar for Writing Grade 7 Feature & Location	Description
<p>3 Writing an Interview, p. 214; Exercise 2 Editing a Paragraph, p. 228; Exercise 4 Writing a Paragraph, p. 230; Exercise 2 Editing a Report, p. 234; Exercise 3 Writing About a Photograph, p. 246; Exercise 3 Using Quotation Marks, p. 256; Exercise 3 Writing Sentences, p. 258; Exercise 2 Writing Sentences, p. 278</p>	
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.5 Publishing and Presenting, pp. 20–21 <i>Example [Grade 7, p. 21]</i></p> <p>Be sure to speak loudly and clearly so everyone can hear you. Stress key words and phrases to emphasize their importance.</p>	<p>Lesson 1.5 Publishing and Presenting describes several ways students can share their writing with others, including formal presentations.</p> <p>For Exercise 1 Choosing a Presentation, students determine which visual aids, graphics, audio or visual technology, or costumes and scenery they'll need for their presentation.</p>
<p>Chapter 4 Effective Paragraphs, pp. 90–111 Writing Application: Speech, pp. 104–107 <i>Example [Grade 7, p. 54]</i></p> <p>Practice Your Speech In a speech, how you say it is just as important as what you say. Avoid simply reading your speech aloud. Instead, keep these tips in mind:</p> <ol style="list-style-type: none"> 1. Connect. Look at your audience, and maintain eye contact. Make everyone feel involved in your presentation. 2. Keep a good pace Avoid speaking too quickly or too slowly. Use pauses to emphasize your main points. 	<p>In Writing Application: Speech, students learn how to give a persuasive speech. They review Key Features then discuss how to take a stand and support their claim. They use the Writing Checklist to critique a Writing Model.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–11</p> <p><i>Example [Grade 7, p. 9]</i></p> <p>Before you can begin writing, you need to plan. Prewriting, the first stage of the writing process, involves the steps below.</p> <ul style="list-style-type: none"> • finding possible topics to write about • choosing and narrowing your topic • deciding on your purpose and audience • collecting and organizing details <p>➡ Use one of the techniques below to generate a topic.</p> <ol style="list-style-type: none"> 1. Freewrite Start with a word or broad topic, or look at a photograph to generate ideas. For five minutes, write down every thought you have about it. Be specific. 2. Brainstorm Use one or two words to come up with more specific ideas. Instead of writing full sentences, make a list or jot down ideas in a Web. 	<p>Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.</p> <p>In Lesson 1.1 Prewriting, students explore several ways to identify then narrow a topic.</p>
<p>Writer’s Workshop: Autobiographical Writing, pp. 22–27 Writer’s Workshop: Story, pp. 79–85 Writer’s Workshop: Compare-Contrast Essay, pp. 126–132 Writer’s Workshop: Persuasive Essay, pp. 169–175 Writer’s Workshop: Book Review, pp. 215–221 Writer’s Workshop: Research Report, pp. 261–268</p> <p style="text-align: center;">continued</p>	<p>There are six Writer’s Workshops. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The Assignment box includes a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

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<p><i>Example [Grade 7, p. 216]</i></p> <p>Prewriting: Choose a Book</p> <p>First, select the book you want to review.</p> <ol style="list-style-type: none"> 1. Make a list of books you’ve read recently. 2. For each book, think about three things you liked and three things you didn’t like. 3. Choose the book you have the strongest opinions about. Keep in mind that you’ll need to support your opinions with specific examples from the text. Select a book you remember well or can easily reread. 	

- (D) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.2 Drafting, pp. 12–13</p> <p><i>Example [Grade 7, p. 12]</i></p> <p>► Organize your ideas into a strong introduction that grabs readers’ attention, a body that supports the main point, and a conclusion that readers will remember.</p>	<p>For Lesson 1.2 Organizing the Ideas and Drafting, students turn their prewriting plan into complete sentences and paragraphs. They consider a list of Do’s and Don’t’s, review a writing model, then plan and write their draft.</p>
<p>Chapter 4 Effective Paragraphs, pp. 90–103 Lesson 4.1 Supporting the Main Idea, pp. 91–93 Lesson 4.2 Paragraph Unity, pp. 94–95 Lesson 4.3 Patterns of Organization, pp. 96–98 Lesson 4.4 Transitional Words and Phrases, pp. 99–100</p>	<p>Chapter 4 Effective Paragraphs focuses on understanding paragraphs as building blocks of a unified, coherent essay with logical organization and proper use of transitions.</p>

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<p>Chapter 5 Writing an Essay, pp. 112–135 Lesson 5.1 Parts of an Essay, pp. 113–114 Lesson 5.2 Thesis Statement, pp. 115–116 Lesson 5.3 Introductions, pp. 117–118 Lesson 5.4 Body Paragraphs, pp. 120–121 Lesson 5.5 Conclusions, pp. 123–124</p> <p><i>Example [Grade 7, p. 115]</i></p> <p>➡ To write an effective thesis statement, start with your subject. Collect your information, and look for connections to explore. Then ask yourself, “What main point do I want to make about this subject?”</p>	<p>Chapter 5 Writing an Essay provides detailed instruction on how to organize and write a coherent essay. Students examine the key elements of an essay, study writing models, then practice writing or revising each part of an essay. They study patterns of organization and the effective use of transitions to unify all sentences and paragraphs of their essay.</p>
<p>Writer’s Workshop: Autobiographical Writing, pp. 22–27 Writer’s Workshop: Story, pp. 79–85 Writer’s Workshop: Compare-Contrast Essay, pp. 126–132 Writer’s Workshop: Persuasive Essay, pp. 169–175 Writer’s Workshop: Book Review, pp. 215–221 Writer’s Workshop: Research Report, pp. 261–268</p> <p style="text-align: center;"><i>continued</i></p>	<p>There are six Writer’s Workshops. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The Assignment box includes a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

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Grammar for Writing Grade 7 Feature & Location	Description
<p><i>Example [Grade 7, p. 129]</i></p> <p>Drafting: Get Organized</p> <p>....</p> <p>2. Block method Each paragraph in the body of your essay should focus on a single subject. First, you would write all about Paul Bunyan (appearance, occupation, accomplishments, and heroic traits). Then, you would write all about Pecos Bill, discussing the same features in the same order.</p>	

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.3 Revising, pp. 14–16</p> <p><i>Example [Grade 7, p. 14]</i></p> <p>Now that you have a first draft, the next step is to improve it. During the revising stage of the writing process, you evaluate your draft and decide what works and what doesn't.</p>	<p>Lesson 1.3 Revising helps students with ways to improve unity and coherence in their first draft. The Revising Checklist includes five of the six traits of good writing: Ideas and Content, Organization, Sentence Fluency, Word Choice, and Voice.</p>

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Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 2 Effective Sentences and Word Choice, pp. 32–51</p> <p>Lesson 2.1 Correcting Sentence Fragments, pp. 33–35</p> <p>Lesson 2.2 Correcting Run-on Sentences, pp. 36–38</p> <p>Lesson 2.3 Adding Details, pp. 39–40</p> <p>Lesson 2.4 Using Parallel Structure, pp. 41–43</p> <p>Lesson 2.5 Avoiding Wordiness, pp. 44–46</p> <p>Lesson 2.6 Choosing the Right Word, pp. 47–48</p> <p>Lesson 2.7 Using Formal and Informal English, pp. 50–51</p> <p><i>Example [Grade 7, p. 36]</i></p> <p>➡ Run-on sentences can be confusing because a reader cannot tell where one idea ends and another one starts. You can correct a run-on sentence in several ways....</p>	<p>In the lessons in Chapter 2 Effective Sentences and Word Choice, students study techniques for improving awkward or confusing sentences. They examine common problems, such as choppy sentences and wordiness, that should be remedied as they revise their drafts. Knowing when and how to vary the length and improve the structure of sentences helps students develop a personal writing style.</p>
<p>Chapter 3 Sentence Variety and Structure, pp. 60–89</p> <p>Lesson 3.1 Kinds of Sentences, pp. 61–62</p> <p>Lesson 3.2 Varying Sentence Length, pp. 63–64</p> <p>Lesson 3.3 Varying Sentence Beginnings, pp. 66–67</p> <p>Lesson 3.5 Varying Sentence Structure, pp. 72–73</p> <p><i>Example [Grade 7, p. 66]</i></p> <p>➡ Use a variety of sentence beginnings to make your writing sound natural and interesting.</p>	<p>Lesson 3.1 defines and provides examples of kinds of sentences: declarative, imperative, interrogative, and exclamatory. Students are encouraged to use different kinds of sentences to help make their writing more interesting.</p> <p>The next two lessons focus on a different kind of sentence variety: sentence length and sentence beginnings.</p> <p>Lesson 3.5 Varying Sentence Structure teaches students about the four types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences. Students practice identifying and writing sentences with various structures.</p>

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

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<p>Writer’s Workshop: Autobiographical Writing, pp. 22–27 Writer’s Workshop: Story, pp. 79–85 Writer’s Workshop: Compare-Contrast Essay, pp. 126–132 Writer’s Workshop: Persuasive Essay, pp. 169–175 Writer’s Workshop: Book Review, pp. 215–221 Writer’s Workshop: Research Report, pp. 261–268</p> <p><i>Example [Grade 7, p. 173]</i></p> <p>Revising Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> How clear and concise is my claim? <input type="checkbox"/> How convincing are my reasons and evidence? <input type="checkbox"/> Where can I add persuasive techniques? <input type="checkbox"/> How reasonable is my tone? 	<p>There are six Writer’s Workshops. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The Assignment box includes a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.4 Editing and Proofreading, pp. 17–19</p> <p><i>Example [Grade 7, p. 17]</i></p> <p>➡ Use proofreading symbols to mark any errors. In the margin on page 18, you’ll find a list of commonly used symbols. Write your corrections neatly so you can easily read them later.</p>	<p>In Lesson 1.4 Editing and Proofreading, students edit their drafts to eliminate errors in spelling and punctuation. They also focus on correcting errors in grammar and usage.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 2 Effective Sentences and Word Choice, pp. 32–51 Lesson 2.1 Correcting Sentence Fragments, pp. 33–35 Lesson 2.2 Correcting Run-on Sentences, pp. 36–38 Lesson 2.3 Adding Details, pp. 39–40 Lesson 2.4 Using Parallel Structure, pp. 41–43</p> <p><i>Example [Grade 7, p. 36]</i></p> <p>➡ To correct sentence fragments, add what is missing so that the words make sense by themselves and express a complete thought.</p>	<p>In the lessons in Chapter 2 Effective Sentences and Word Choice, students study techniques for improving awkward or confusing sentences. Knowing when and how to vary the length and improve the structure of sentences helps students develop a personal writing style.</p>

- (D) edit drafts using standard English conventions, including:
 - (ii) consistent, appropriate use of verb tenses;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 8 Verbs, pp. 180–192 Lesson 8.4 Verb Tense, pp. 187–188</p> <p><i>Example [Grade 7, p. 187]</i></p> <p>The tense of a verb shows when an action takes place.</p> <p>➡ Do not switch from one verb tense to another unless you need to show a change in time. Keep tenses consistent.</p>	<p>Lesson 8.4 illustrates the various verb tenses: three simple tenses and three perfect tenses. Students are admonished to make sure their tenses are consistent when editing their writing.</p>

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WRITING PROCESS

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- (D) edit drafts using standard English conventions, including:
 - (iii) conjunctive adverbs;

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<p>Chapter 4 Effective Paragraphs, pp. 90–111 Lesson 4.3 Patterns of Organization, pp. 96–98 Lesson 4.4 Transitional Words and Phrases, pp. 99–100</p> <p><i>Example [Grade 7, p. 99]</i></p> <p>➡ Using transitional words and phrases helps make writing easy to follow. Transitions show readers how ideas are logically related.</p>	<p>The Writing Hint on page 96 stresses the importance of connecting ideas using transitions, including conjunctive adverbs such as <i>however, therefore, before, since, and then</i>.</p> <p>Lesson 4.4 instructs students to use a comma after transitions or conjunctive adverbs, such as <i>for example, therefore, and however</i>.</p>

- (D) edit drafts using standard English conventions, including:
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–214 Lesson 9.6 Prepositions and Prepositional Phrases, pp. 211–212</p> <p><i>Example [Grade 7, p. 211]</i></p> <p>➡ A preposition (p) is always part of a prepositional phrase, a group of words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the object of the preposition (o).</p>	<p>In Lesson 9.6 students learn how to identify and use prepositions and prepositional phrases correctly.</p>

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The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- D) edit drafts using standard English conventions, including:
 - (v) pronoun-antecedent agreement;

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<p>Chapter 7 Nouns and Pronouns, pp. 156–168 Lesson 7.5 Pronoun Agreement, p. 165–166</p> <p><i>Example [Grade 7, p. 165]</i></p> <p>➡ When two or more antecedents are joined by <i>and</i>, use a plural pronoun.</p> <p>The piano and violin need tuning because they sound terrible.</p>	<p>Lesson 7.5 Pronoun Agreement instructs student writers to make sure each pronoun they use in their writing agrees in number with its antecedent..</p>

- (D) edit drafts using standard English conventions, including:
 - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as *either/or* and *neither/nor*;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 3 Sentence Variety and Structure, pp. 60–89 Lesson 3.4 Independent and Subordinate Clauses, pp. 69–71 Lesson 3.5 Varying Sentence Structure, pp. 72–74</p> <p><i>Example [Grade 7, p. 69]</i></p> <p>➡ Words that introduce a subordinate clause are called subordinating conjunctions. Not every subordinate clause starts with one, but most do.</p>	<p>Lesson 3.4 Independent and Subordinate Clauses includes definitions and examples of independent and subordinate clauses. The Remember box reminds students that clauses have subjects and verbs, while phrases do not.</p> <p>At the end of the lesson, students practice adding an independent clause to the subordinate clause provided for each exercise.</p> <p>Lesson 3.5 Varying Sentence Structure teaches students about the four types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences. Students practice identifying and writing sentences with various structures.</p>

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WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–214 Lesson 9.7 Conjunctions and Interjections, pp. 213–214</p> <p><i>Example [Grade 7, p. 213]</i></p> <p>➡ Correlative conjunctions are word pairs. They join words or word groups that are used in the same way, such as two subjects or two prepositional phrases.</p>	<p>In Lesson 9.7 students learn how correlative conjunctions, such as both/and, either/or, and neither/how, are used to join words or word groups.</p>

- D) edit drafts using standard English conventions, including:
 - (vii) correct capitalization;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 12 Capitalization and Spelling, pp. 272–282 Lesson 12.1 Proper Nouns and Proper Adjectives, pp. 274–274 Lesson 12.2 Quotations and Titles, pp. 275–276 Lesson 12.3 Other Capitalization Rules, pp. 277–278</p> <p><i>Example [Grade 7, p. 275]</i></p> <p>➡ When deciding which words to capitalize in a quotation, pay attention to where the speaker’s words begin and end.</p> <ol style="list-style-type: none"> 1. Capitalize the first letter of a direct quotation if it is a complete sentence. Jenny asked, “Will the picnic be tomorrow?” 	<p>In Chapter 12 Capitalization, students review the words and situations that require capitalization. They study charts with rules and examples then apply those rules in the exercises that follow each lesson. For one exercise, students insert or delete capital letters as needed in the Writing Model.</p>

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WRITING PROCESS

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- D) edit drafts using standard English conventions, including:
 - (i) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 12 Punctuation, pp. 244-260 Lesson 12.1 End Marks, pp. 245-246 Lesson 12.2 Abbreviations, pp. 247-248 Lesson 12.3 Commas in Compound Sentences and Series, pp. 249-250 Lesson 12.4 Other Comma Uses, pp. 251-252 Lesson 12.5 Semicolons and Colons, pp. 253-254 Lesson 12.6 Quotation Marks, pp. 255-256 Lesson 12.6 Apostrophes, pp. 257-258 Lesson 12.7 Other Marks of Punctuation, pp. 257-258</p> <p><i>Example [Grade 7, p. 255]</i></p> <p>➡ Use quotation marks to enclose the titles of short works.</p>	<p>Chapter 12 covers the correct use of commonly used punctuation marks. Students study rules and examples then apply what they’ve learned in the exercises at the end of each lesson.</p>

- D) edit drafts using standard English conventions, including:
 - (ii) correct spelling, including commonly confused terms such as its/it’s, affect/effect, there/their/they’re, and to/two/too; and

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 12 Capitalization and Spelling, pp. 272-282 Lesson 12.4 Spelling Rules, pp. 279-280 Lesson 12.5 Plural Nouns, pp. 281-282</p> <p>Frequently Misspelled Words, pp. 291-292 Commonly Confused Words, pp. 293-296</p> <p><i>Example [Grade 7, p. 296]</i></p> <p>➡ to, too, two <i>To</i>, a preposition, means “in the direction of.” <i>Too</i>, an adverb, means “also” or “very.” <i>Two</i> is the number 2.</p>	<p>In Chapter 12 Capitalization and Spelling, students review the words and situations that require capitalization. They apply what they’ve learned in the Editing and Proofreading Worksheets exercises at the end of the chapter.</p> <p>Frequently Misspelled Words features a lengthy list of words with troublesome spelling, including <i>judgment</i> and <i>occasionally</i>.</p> <p>Commonly Confused Words includes a description and example of similar words that are spelled differently.</p>

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(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (E) publish written work for appropriate audiences.

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–31 Lesson 1.5 Publishing and Presenting, pp. 20–21</p> <p><i>Example [Grade 7, p. 20]</i></p> <p>The last stage of the writing process is publishing and presenting.</p> <ol style="list-style-type: none"> 1. Make a final error-free copy of your paper. 2. Share your paper with others, either through an oral presentation, a written paper, or a multimedia presentation. <p>▶ Make sure the type of presentation you choose matches the type of paper you wrote.</p>	<p>Lesson 1.5 Publishing and Presenting describes several ways students can share their writing with others, including formal presentations.</p> <p>The Remember sidebar feature lists guidelines students should follow for effective presentations, speak loudly and clearly, don't rush, make eye-contact, use gestures and facial expressions to emphasize key ideas, and practice several times before making the presentation.</p> <p>For Exercise 2 Making a Presentation, students determine which visual aids, audio or visual technology, or costumes they'll need for their presentation, then present their work to the class.</p>
<p>Writer's Workshop: Autobiographical Writing, pp. 22–27 Writer's Workshop: Story, pp. 79–85 Writer's Workshop: Compare-Contrast Essay, pp. 126–132 Writer's Workshop: Persuasive Essay, pp. 169–175 Writer's Workshop: Book Review, pp. 215–221 Writer's Workshop: Research Report, pp. 261–268</p> <p><i>Example [Grade 7, p. 85]</i></p> <p>Publishing and Presenting</p> <p>Use one of these ways to share your story.</p> <ol style="list-style-type: none"> 1. Post your work on a blog. Add pictures or drawings. Invite friends and family to read and comment on your story. 2. Give a dramatic reading of your story to the class. Before you give the reading, practice reading it aloud 	<p>There are six Writer's Workshops. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The Assignment box includes a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 1 The Writing Process, pp. 8–30 Writer’s Workshop: Autobiographical Writing, pp. 22–27</p> <p>Chapter 3 Sentence Variety and Structure, pp. 60–89 Writer’s Workshop: Story, pp. 79–85</p> <p><i>Example [Grade 7, p. 79]</i></p> <p>When you write a story, you are writing a narrative, or telling about a series of related events. Most stories have characters, a setting, a plot, and a theme.</p>	<p>The Writer’s Workshop lessons provide step-by-step instructions and guidelines that prepare students for the lesson assignment.</p> <p>In Writer’s Workshop: Autobiographical Writing, students study then produce a personal narrative. Writer’s Workshop: Story builds on the experience of writing a narrative in Chapter 1</p> <p>Both lessons feature a Key Features box and an Assignment box with a description of Task, Audience, and Purpose. And as with all Writer’s Workshops, students are guided through each step of the writing process.</p>
<p>Chapter 4 Effective Paragraphs, pp. 90–111 Lesson 4.5 Types of Paragraphs, pp. 101–103 Writing Application: Descriptive Paragraph, pp. 104–107</p> <p><i>Example [Grade 7, p. 104]</i></p> <p>When you write a descriptive paragraph, you use words to create a picture of a person, place, event, or object.</p>	<p>Lesson 4.5 provides students with definitions and writing models of a narrative paragraph and a descriptive paragraph.</p> <p>In Writing Application: Descriptive Paragraph, students practice using sensory details and imagery. And critical to being able to present events of a narrative in a logical way, they study and use transitional words and phrases.</p>

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 4 Effective Paragraphs, pp. 90–111 Lesson 4.5 Types of Paragraphs, pp. 101–103</p> <p><i>Example [Grade 7, p. 101]</i></p> <p>Expository, or informative, paragraphs give information. They may compare and contrast two things, explain a process, define a term, present facts, or discuss causes and effects.</p>	<p>Lesson 4.5 uses a Writing Model to explain expository paragraphs, with the emphasis on presenting an main idea followed by supporting details.</p>

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 5 Writing an Essay, pp. 112–135 Lesson 5.1 Parts of an Essay, pp. 113–114 Lesson 5.2 Thesis Statement, pp. 115–116 Lesson 5.3 Introductions, pp. 117–118 Lesson 5.4 Body Paragraphs, pp. 120–121 Lesson 5.5 Conclusions, pp. 123–124</p> <p><i>Example [Grade 7, p. 115]</i></p> <p>▶ To write an effective thesis statement, start with your subject. Collect your information, and look for connections to explore. Then ask yourself, “What main point do I want to make about this subject?”</p>	<p>Chapter 5 Writing an Essay offers a thorough primer on how to organize and write informational texts. Students examine the key elements of an essay, study writing models, then practice writing or revising each part of an essay. They study patterns of organization and the effective use of transitions to unify all sentences and paragraphs of their essay.</p>
<p>Chapter 5 Writing an Essay, pp. 112–135 Writer’s Workshop: Compare-Contrast Essay, pp. 126–132</p> <p><i>Example [Grade 7, p. 128]</i></p> <p>Prewriting</p> <p>Every good essay needs a thesis statement, or claim, which states the main idea of the essay. In a compare-contrast essay, your thesis should explain why this comparison is worth making.</p>	<p>In Writer’s Workshop: Writer’s Workshop: Compare-Contrast Essay students experience planning and writing an essay based on one of the key patterns of organization. They develop their topic by discussing the similarities and/or differences between people, places, objects, or ideas. The Assignment box includes a description of Task, Audience, and Purpose.</p> <p>Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p>
<p>Chapter 8 Verbs, pp. 180–199 Writing Application: Instructions, pp. 193–196</p> <p><i>Example [Grade 7, p. 193]</i></p> <p>Even performing a task as ordinary as making popcorn requires you to read instructions. Instructions are a kind of expository writing. They describe the materials and steps needed to complete a task.</p>	<p>Writing Application: Instructions teaches students to write a short one- to two-page paper that explains the steps in active voice for a task that is unfamiliar to the audience. They study Writing Models, create a Sequence Chart, and use transitions between each step. They review their instructions using the Writing Checklist.</p>

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 4 Effective Paragraphs, pp. 90–111 Lesson 4.5 Types of Paragraphs, pp. 101–103</p> <p><i>Example [Grade 7, p. 102]</i></p> <p>▶ Persuasive paragraphs state an opinion or present an argument. To be effective, a writer needs to present sound reasons and evidence that will convince readers to agree with his or her opinion. Some persuasive paragraphs also try to persuade readers to take action.</p>	<p>In preparation for writing multi-paragraph argumentative texts, students learn in Lesson 4.5 how to support their opinion with sound reasons and evidence.</p>
<p>Chapter 4 Effective Paragraphs, pp. 90–111 Writing Application: Speech, pp. 104–107</p> <p><i>Example [Grade 7, p. 54]</i></p> <p>Take a Stand First, focus on the topic. Then, figure out your position, or opinion, on the issue.</p>	<p>In Writing Application: Speech, students learn how to write and give a persuasive speech. They review Key Features then discuss how to take a stand and support their claim. They use the Writing Checklist to critique a Writing Model.</p>
<p>Chapter 7 Nouns and Pronouns, pp. 156–179 Writer’s Workshop: Persuasive Essay, pp. 169–175</p> <p><i>Example [Grade 7, p. 169]</i></p> <p>Every day you encounter persuasive arguments. Bloggers may argue their viewpoints online. Friends may try to convince you to watch a movie they enjoyed. A commercial on TV may urge you to buy a new product. Persuasive writing attempts to convince readers to share the author’s opinion or to take a particular action.</p> <p>Another kind of persuasive writing is a persuasive essay, or argument.</p> <p><i>Example [Grade 7, p. 171]</i></p> <p>Sound Convincing Use at least one persuasive technique in your essay.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Writer’s Workshop: Persuasive Essay opens with a definition of persuasive writing, along with several examples and key features. For the assignment, students are given the task, audience, and purpose. They are guided through each carefully developed step of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.</p> <p>Suggestions for presenting their paper include give a speech, submit an editorial, and have a discussion.</p> <p>To help students develop habits of good writers, the lesson concludes with a Reflect on Your Writing activity.</p>

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(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 7 Feature & Location	Description
<ul style="list-style-type: none"> • Rhetorical question A rhetorical question is a question that is asked for effect. No answer is expected. • Parallel structure Parallelism is the repetition of similar grammatical structures. (See Lesson 2.4 for examples.) • Repetition Repetition is the reuse of key words or phrases. 	
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225 Writing Application: Book Review, pp. 215–107</p> <p><i>Example [Grade 7, p. 215]</i></p> <p>In a book review, a writer states his or her opinion of a book and supports it with specific examples from the text. A book review goes beyond just summarizing a book. It also gives a strong positive or negative evaluation.</p>	<p>In Writing Application: Book Review, students write a two- to three-page review of a book. Their purpose is to persuade others to agree with their opinion of the work. To achieve that purpose, they make a clear claim supported by evidence from the text. Students learn that an important part of persuasive writing involves expressing their feelings about the book.</p>
<p>Write What You Think, pp. 35, 68, 103, 140, 158, 184, 236, 252</p> <p><i>Example [Grade 7, p. 158]</i></p> <p>On a separate sheet of paper, write a persuasive paragraph that explains your answer to the following question:</p> <p>Should young people be required to do community service?</p> <ol style="list-style-type: none"> 1. Write at least five sentences. Use specific details to make your position clear. 2. Include at least two proper nouns. Circle them. 	<p>Write What You Think activities throughout the book help students think critically to develop clear arguments. Students write a brief response to the writing prompt that requires them to take a position. In addition, they may be instructed to incorporate a recently studied skill, such as using one introductory word or phrase and one interrupter.</p>

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 12 Capitalization and Spelling, pp. 272–290</p> <p>Writing Application: Business Letter, pp. 283–286</p> <p><i>Example [Grade 7, p. 284]</i></p> <p>Your purpose is your reason for writing. In this case, your purpose is to make a complaint and request an action. Without a clearly stated purpose, the recipient of your letter will not understand why you are writing. State your purpose at the beginning of your letter.</p> <p><i>Example [Grade 7, p. 285]</i></p> <p>Make sure that you use precise language. Avoid words that do not clearly express your meaning.</p> <p>Also, since you are writing to a business, use formal language in your letter. Formal language is free of contractions, slang, and abbreviations. For more help with precise and formal language, see Lessons 2.6 and 2.7.</p>	<p>In Writing Application: Business Letter, students consider several purposes, including making a complaint, request a change, apply for a job, or make a recommendation.</p> <p>As listed in the Key Features box, the business letter writing assignment calls for a clearly stated purpose with relevant details, the use of concise formal language and precise words, and correct capitalization, punctuation, and spelling..</p>

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(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias; and
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (I) display academic citations and use source materials ethically; and
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 11 Punctuation, pp. 244–271 Writer’s Workshop: Research Report, pp. 261–268</p> <p><i>Example [Grade 7, p. 263]</i></p> <p>Gather Sources and Take Notes As you continue to research your topic, use an electronic database or an online search engine. Collect several primary and secondary sources from credible print and digital sources. You may need to refocus the question guiding your research, depending on what you find.</p> <p>Gather a variety of relevant details, such as facts, statistics, and expert opinions. Take notes by summarizing, paraphrasing, or quoting.</p> <p><i>Example [Grade 7, p. 267]</i></p> <p>Editing and Proofreading</p> <p>Next, slowly reread your report, looking for any errors in grammar, usage, mechanics, or spelling. Use the Editing and Proofreading Checklist as a guide.</p>	<p>Writer’s Workshop: Research Report provides a writing experience that requires student research. The Key Features of a research report include incorporating “relevant information from credible primary and secondary sources.”</p> <p>Prewriting activities include investigating topics by doing research online or at the library. Students should choose a topic that has several reliable sources of information that are readily accessible. They also learn to take notes and track their sources of information.</p> <p>In Revising, students see how to cite sources using a standard format, such as that of the Modern Language Association. They learn that plagiarism is stealing another person’s words or ideas.</p> <p>The Publishing and Presenting ideas on page 268 include posting a report on the Internet, preparing a documentary, or presenting it in class using photographs, diagrams, charts, and objects that will enhance the presentation.</p>

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(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias; and
 - (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
- (I) display academic citations and use source materials ethically; and
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grammar for Writing Grade 7 Feature & Location	Description
<p>Chapter 6 Parts of a Sentence, pp. 136-155 Writing Application: Summary, pp. 149-152</p> <p><i>Example [Grade 7, p. 150]</i></p> <p>Use Your Own Words Like a summary, a paraphrase retells. However, a paraphrase is about as long as the original. It can be useful to paraphrase an especially important or difficult sentence. Change enough words in the sentence so that your paraphrase sounds like you. A good paraphrase of the first sentence in the source above is “Parents are overwhelmed by the amount of homework children receive, even during summer break.”</p>	<p>Writing Application: Summary guides students through the exercise of condensing a long nonfiction article to no more than one-third of the original article’s length. Students learn to focus on the main ideas and supporting details; they identify less important or nonessential information they can leave out.</p>

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