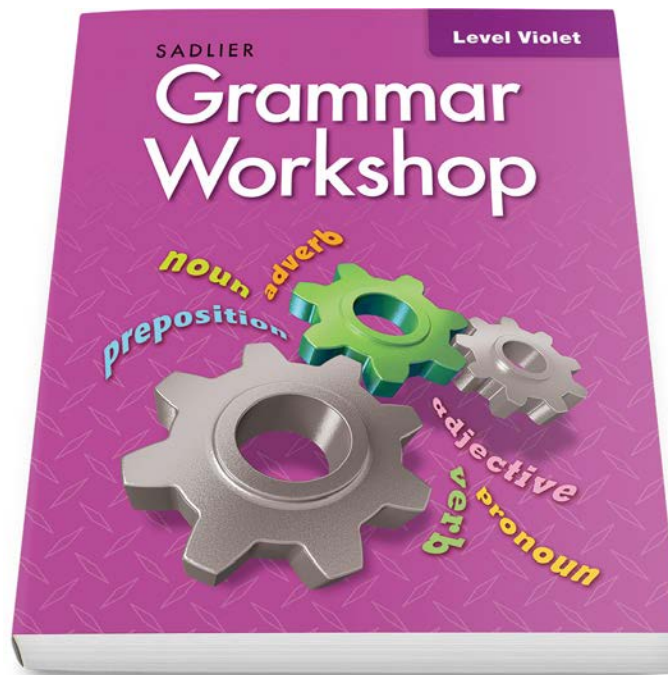


Grammar Workshop

Correlation to the 2023 New Jersey
Student Learning Standards for English Language Arts

Grade 7



Five Ways to Use <i>Grammar Workshop</i>	2
<i>Grammar Workshop</i> Contents.....	2
Key Aligned Content	
Language Domain	3
Additional Aligned Content	
Writing Domain	8

Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Comprehensive glossary of terms
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson
- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Annotated Literary Models
- Strategic hints, tips, and reminders

5. As a Tool for Test Preparations

- Test-Taking Tips
- Unit Tests in standardized-test formats
- Practice Test in every Unit Review
- Writing activities in every Unit Review to practice for writing tests

Level Violet / Grade 7 Contents

UNIT 1 Parts of a Sentence

Lesson 1 Sentences and Sentence Fragments.....	5
Lesson 2 Subjects and Predicates.....	9
Lesson 3 Hard-to-Find Subjects.....	13
Lesson 4 Compound Subjects and Verbs.....	17
Lesson 5 Direct Objects.....	21
Lesson 6 Subject Complements.....	25
Unit 1 Review.....	29

UNIT 2 Nouns and Pronouns

Lesson 7 Nouns.....	33
Lesson 8 Plural and Possessive Nouns.....	37
Lesson 9 Pronouns.....	41
Lesson 10 Subject and Object Pronouns.....	45
Lesson 11 Pronoun Agreement.....	49
Lesson 12 Clear Pronoun Reference.....	53
Unit 2 Review.....	57

UNIT 3 Verbs

Lesson 13 Verbs.....	61
Lesson 14 Regular and Irregular Verbs.....	65
Lesson 15 More Irregular Verbs.....	69
Lesson 16 Verb Tense.....	73
Lesson 17 Active and Passive Voice.....	77
Lesson 18 Verbals and Verbal Phrases.....	81
Unit 3 Review.....	85

UNIT 4 Adjectives, Adverbs, and Other Parts of Speech

Lesson 19 Adjectives and Adverbs.....	89
Lesson 20 Comparing with Adjectives and Adverbs.....	93
Lesson 21 Adjective or Adverb?.....	97
Lesson 22 Double Negatives.....	101
Lesson 23 Misplaced Modifiers.....	105

Lesson 24 Prepositions and Prepositional Phrases.....	109
Lesson 25 Conjunctions and Interjections.....	113
Unit 4 Review.....	117

UNIT 5 Subject-Verb Agreement

Lesson 26 Agreement of Subject and Verb.....	121
Lesson 27 Phrases Between Subject and Verb.....	125
Lesson 28 Compound Subjects.....	129
Lesson 29 Inverted Sentences.....	133
Lesson 30 Other Agreement Problems.....	137
Unit 5 Review.....	141

UNIT 6 Punctuation

Lesson 31 End Marks.....	145
Lesson 32 Abbreviations.....	149
Lesson 33 Commas in Compound Sentences and Series.....	153
Lesson 34 Other Comma Uses.....	157
Lesson 35 Semicolons and Colons.....	161
Lesson 36 Quotation Marks.....	165
Lesson 37 Apostrophes.....	169
Lesson 38 Other Marks of Punctuation.....	173
Unit 6 Review.....	177

UNIT 7 Capitalization and Spelling

Lesson 39 Proper Nouns and Proper Adjectives.....	181
Lesson 40 Quotations and Titles.....	185
Lesson 41 Other Capitalization Rules.....	189
Lesson 42 Spelling Rules.....	193
Lesson 43 Plural Nouns.....	197
Unit 7 Review.....	201

Glossary.....	205
---------------	-----

Key Aligned Content

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p>L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>	
<p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u> Unit 1 Parts of a Sentence</p> <ul style="list-style-type: none"> Lesson 1 Sentences and Sentence Fragments (subordinate clauses)—SE pp. 5–8 Unit 1 Review—SE pp. 29–32 <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 18 Verbals and Verbal Phrases—SE pp. 81–84 Unit 3 Review—SE pp. 85–88 <p>Unit 4 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 23 Misplaced Modifiers (phrases, clauses)—SE pp. 105–108 Lesson 24 Prepositions and Prepositional Phrases—SE pp. 109–112 Lesson 25 Conjunctions and Interjections (prepositional phrases, independent clauses)—SE pp. 113–116 Unit 4 Review—SE pp. 117–120 <p>Unit 5 Subject-Verb Agreement</p> <ul style="list-style-type: none"> Lesson 27 Phrases Between Subject and Verb—SE pp. 125–128 Unit 5 Review—SE pp. 141–144 <p>Unit 6 Punctuation</p> <ul style="list-style-type: none"> Lesson 34 Other Comma Uses (introductory phrases or clauses, subordinate/nonessential clauses)—SE pp. 157–160 Lesson 35 Semicolons and Colons (independent clauses)—SE pp. 161–164 Unit 6 Review—SE pp. 177–180
<p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p><i>Compound sentences</i></p> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u> Unit 6 Punctuation</p> <ul style="list-style-type: none"> Lesson 33 Commas in Compound Sentences and Series—SE pp. 153–156 Lesson 35 Semicolons and Colons (compound sentences)—SE pp. 161–164

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u> Unit 4 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 23 Misplaced Modifiers—SE pp. 105–108 Connecting Writing & Grammar To fix a misplaced modifier, you may decide to move a phrase or a clause to the beginning of a sentence. If so, use a comma to set off the introductory group of words. (SE p. 105) Lesson 24 Prepositions and Prepositional Phrases—SE pp. 109–112 Remember Be sure to place a prepositional phrase as close as possible to the word(s) it modifies. (SE p. 110) Unit 4 Review—SE pp. 117–120
<p>D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u> Unit 6 Punctuation</p> <ul style="list-style-type: none"> Lesson 33 Commas in Compound Sentences and Series—SE pp. 153–156 Use a comma to separate two or more adjectives that come before and modify the same noun. If it makes sense to use <i>and</i> between the adjectives, use a comma. Do not use a comma if the first adjective modifies the second adjective. Also avoid using a comma if adding <i>and</i> between the adjectives sounds awkward. (SE p. 153) Unit 6 Review—SE pp. 177–180
<p>E. Recognize spelling conventions.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u> Unit 2 Nouns and Pronouns</p> <ul style="list-style-type: none"> Lesson 7 Nouns—SE pp. 33–36 A compound noun consists of two or more words. Use a dictionary if you are unsure whether a compound noun is written as one word, two or more separate words, or a hyphenated word. (SE p. 33) Lesson 8 Plural and Possessive Nouns—SE pp. 37–40 A plural noun names more than one person, place, thing, or idea. In most cases, you can make a singular noun plural by adding <i>-s</i> or <i>-es</i>. To form possessive nouns, you need to add apostrophes. A possessive noun names who or what owns or has something. (SE p. 37) Unit 2 Review—SE pp. 57–60 <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> Lesson 14 Regular and Irregular Verbs—SE pp. 65–68 Connecting Writing & Grammar You will need to change the spelling of some verbs when you add <i>-ing</i> or <i>-ed</i> endings. (SE p. 65) Hint The past and past participle of a regular verb are formed by adding <i>-ed</i> or <i>-d</i> to the present. (SE p. 67) Lesson 15 More Irregular Verbs—SE pp. 69–72 Remember Remember that a present participle is formed by adding <i>-ing</i> to the present form of the verb. (SE p. 69) Lesson 16 Verb Tense—SE pp. 73–76 <p style="text-align: right;"><i>continued</i></p>

™ and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>E. Recognize spelling conventions.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> Lesson 18 Verbals and Verbal Phrases—SE pp. 81–84 A gerund is a verb form that acts like a noun and ends in <i>-ing</i>. Like a noun, a gerund is used as a subject, a predicate noun, a direct object, or an object of a preposition. (SE p. 81) Unit 3 Review—SE pp. 85–88 <p>Unit 4 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 19 Adjectives and Adverbs—SE pp. 89–92 Lesson 20 Comparing with Adjectives and Adverbs—SE pp. 93–96 Lesson 22 Double Negatives (contractions)—SE pp. 101–104 Unit 4 Review—SE pp. 117–120 <p>Unit 6 Punctuation</p> <ul style="list-style-type: none"> Lesson 37 Apostrophes—SE pp. 169–172 Lesson 38 Other Marks of Punctuation (hyphens)—SE pp. 173–176 Unit 6 Review—SE pp. 177–180 <p>Unit 7 Capitalization and Spelling</p> <ul style="list-style-type: none"> Lesson 42 Spelling Rules—SE pp. 193–196 Lesson 43 Plural Nouns—SE pp. 197–200 Unit 7 Review—SE pp. 201–204
<p>L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION / STUDENT EDITION eBook</p> <p>Academic Words and Phrases</p> <p>Throughout the program, boldface lesson vocabulary defines key academic terms.</p> <p><i>Examples:</i></p> <p>A pronoun should agree in number with its antecedent, the word that the pronoun refers to. Singular pronouns refer to singular nouns. Plural pronouns refer to plural nouns. (SE p. 49)</p> <p>In a sentence with a verb in the active voice, the subject performs an action. In a sentence with a verb in the passive voice, the subject receives the action of the verb. (SE p. 77)</p> <p>A gerund phrase is a group of words that includes a gerund and all the other words that complete its meaning. (SE p. 81)</p> <p>A negative word has the meaning “no.” Using two negative words where only one is needed is called a double negative. Avoid using double negatives when you speak or write. (SE p. 101)</p> <p>A conjunction joins words or groups of words. The words <i>and</i>, <i>but</i>, <i>or</i>, <i>nor</i>, <i>for</i>, <i>so</i>, and <i>yet</i> are coordinating conjunctions. Use them to connect words or word groups of equal importance. (SE p. 113)</p> <p>Glossary</p> <ul style="list-style-type: none"> SE pp. 205–208 <p style="text-align: center;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Differentiating Instruction</p> <ul style="list-style-type: none"> • Unit 1 Vocabulary—TAE p. T20 • Unit 2 Vocabulary—TAE p. T21 • Unit 3 Vocabulary—TAE p. T22 • Unit 4 Vocabulary—TAE p. T23 • Unit 5 Vocabulary—TAE p. T24 • Unit 6 Vocabulary—TAE p. T25 • Unit 7 Vocabulary—TAE p. T26
<p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Use a Dictionary</p> <ul style="list-style-type: none"> • SE pages 12, 33, 36, 64, 69, 149, 193, 194, 196, 198, 204 <p>Glossary</p> <ul style="list-style-type: none"> • SE pp. 205–208 <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u> Proofreading Checklist</p> <ul style="list-style-type: none"> • Did I spell every word correctly? • Did I check the dictionary when I was unsure of how to spell an irregular verb? <ul style="list-style-type: none"> ◦ TAE p. T29
<p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 17 Active and Passive Voice—SE pp. 77–80 Connecting Writing & Grammar As you revise, eliminate wordiness by rewriting sentences that are in the passive voice. (SE p. 77) • Lesson 18 Verbals and Verbal Phrases—SE pp. 81–84 Connecting Writing & Grammar Use participial phrases to add vivid descriptive detail to your sentences. (SE p. 81) • Unit 3 Review—SE pp. 85–88 <p>Unit 4 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 19 Adjectives and Adverbs—SE pp. 89–92 Writing Hint Overusing the adverb <i>very</i> can make your writing boring and vague. Try to choose more vivid, precise language to express your meaning. (SE p. 89) • Lesson 20 Comparing with Adjectives and Adverbs—SE pp. 93–96 Remember Avoid double comparisons. Use either <i>more</i> (or <i>most</i>) or <i>-er</i> (or <i>-est</i>), but not both. Today's game was more faster than yesterday's game. (SE p. 93) • Lesson 21 Adjective or Adverb?—SE pp. 97–100 • Lesson 22 Double Negatives—SE pp. 101–104 A negative word has the meaning "no." Using two negative words where only one is needed is called a double negative. Avoid using double negatives when you speak or write. (SE p. 101) <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Lesson 23 Misplaced Modifiers—SE pp. 105-108 • Lesson 24 Prepositions and Prepositional Phrases—SE pp. 109-112 • Lesson 25 Conjunctions and Interjections—SE pp. 113-116 • Unit 4 Review—SE pp. 117-120 <p>Unit 5 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 28 Compound Subjects—SE pp. 129-132 <p>Writing Hint Combine sentences by using compound subjects to eliminate wordiness and improve your sentence fluency</p> <ul style="list-style-type: none"> • Unit 5 Review—SE pp. 141-144

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- F. *Provide a concluding statement or section that follows from and supports the argument presented.*

STUDENT EDITION / STUDENT EDITION eBook**Write What You Think**

The **Write What You Think** feature integrates grammar and writing by asking students to write and support brief persuasive passages using real-life topics. These activities help students think critically to develop clear arguments.

Example:

On a separate sheet of paper, write a persuasive paragraph that explains your answer to the following question:

Should young people be required to do community service?

1. Write at least five sentences. Use specific details to make your position clear.
2. Include at least two proper nouns. Circle them.
(Lesson 7, SE p. 34)
 - Lesson 2, SE p. 10
 - Lesson 7, SE p. 34
 - Lesson 14, SE p. 66
 - Lesson 30, SE p. 138
 - Lesson 34, SE p. 158

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Example:

Which of the five senses do you think is most important? Write five sentences below telling why you picked this sense. Check that the verb agrees with its subject in each sentence. (Lesson 26, SE p. 124)

- Lesson 5, SE p. 24; Lesson 26, SE p. 124; Lesson 29, SE p. 136; Lesson 32, SE p. 152

*See also***Writing a Comparison**

- Lesson 20, SE p. 94

Writing a Response (opinion)

- Lesson 14, SE p. 66

Writing an Editorial

- Lesson 35, SE p. 166

TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook**Write What You Think**

- Additional Answers
 - Unit 1, Lesson 2, ATE p. T29
 - Unit 2, Lesson 10, ATE p. T30
 - Unit 3, Lesson 11, ATE p. T30
 - Unit 4, Lessons 18 & 20, ATE p. T31

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

Write Your Own

Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.

Examples:

Now it is 1,000 years in the future. Your house has been uncovered by archaeologists. What do they find out about your life? Again, use an action verb and a direct object in each sentence. (Lesson 5, SE p. 24)

Follow the directions below to write groups of three sentences that compare the three species of elephants listed in the chart. In your first sentence, use the adjective in parentheses. In your second sentence, compare two of the species. In your third sentence, compare all three species. Base your comparisons on the information in the chart. (Lesson 20, SE p. 96)

Imagine that you have run for a leadership position at your school. What are the qualities of a good leader? Write four sentences about the qualities that you have that you think would make a good leader. Use a semicolon or a colon in at least two of your sentences.

Now that you have been chosen for the leadership position, give your acceptance speech. Write four sentences telling what you plan to do in the position and how you will make your school better. Again, use a semicolon or colon in at least two of your sentences. (Lesson 35, SE p. 164)

- o Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 5, SE p. 24; Lesson 7, SE p. 36; Lesson 14, SE p. 68; Lesson 15, SE p. 72; Lesson 18, SE p. 84; Lesson 20, SE p. 96; Lesson 21, SE p. 100; Lesson 22, SE p. 100; Lesson 35, SE p. 164; Lesson 41, SE p. 188; Lesson 42, SE p. 196

See also

Writing from Notes

- Lesson 21, SE p. 98

Writing Rules

- Lesson 22, SE p. 102

Writing About a Photograph

- Lesson 31, SE p. 146

Writing About a Chart

- Lesson 35, SE p. 162

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p>W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Write Your Own Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i> Write a story about a favorite toy that comes to life. Choose from the nouns in the boxes or use your own nouns. Include plural and possessive forms in some of your sentences. (Lesson 8, SE p. 40)</p> <p>Pick a character from one of your favorite films. Imagine that character in a totally different story. Write five sentences about how the character would behave in that setting. Include quotations, titles, and speech tags. (Lesson 40, SE p. 188)</p> <p>Choose nouns from the boxes and use the plural forms to tell a story with a twist at the end. You can also use your own nouns. Your ending can be sad, funny, or sweet. To be satisfying, your reader should be able to go back and see how the twist was possible. Be creative. (Lesson 43, SE p. 200)</p> <ul style="list-style-type: none"> Lesson 6, SE p. 28; Lesson 8, SE p. 40; Lesson 11, SE p. 52; Lesson 12, SE p. 56; Lesson 13, SE p. 64; Lesson 17, SE p. 76; Lesson 19, SE p. 92; Lesson 25, SE p. 100; Lesson 27, SE p. 128; Lesson 30, SE p. 140; Lesson 34, SE p. 160; Lesson 36, SE p. 168; Lesson 38, SE p. 176; Lesson 40, SE p. 188; Lesson 43, SE p. 200 <p><i>See also</i></p> <p>Writing a Dialogue</p> <ul style="list-style-type: none"> Lesson 13, SE p. 62 <p>Writing a Description</p> <ul style="list-style-type: none"> Lesson 19, SE p. 90
<p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u> Students apply newly studied language skills by working on their own or with a partner to plan and strengthen their writing, including correcting any errors in grammar, usage, spelling, mechanics, and punctuation.</p> <p><i>Examples:</i></p> <p>Writing a Description Study the picture on the left, and brainstorm a list of adjectives and adverbs that describe Paul Bunyan or Babe. Write a paragraph of at least five sentences, using at least three adjectives and two adverbs. (Lesson 19, SE p. 90)</p> <p>Editing a Paragraph Correct five misplaced modifiers in this paragraph. Rewrite the paragraph on a separate sheet of paper. (Lesson 23, SE p. 106)</p> <p>Revising Sentences Underline the misplaced prepositional phrase in each sentence. Then rewrite the sentence correctly. (Lesson 24, SE p. 110)</p> <p>Editing Dialogue Use proofreading symbols to correct the dialogue below. Refer to the chart on the previous page to help you add or delete punctuation marks in the dialogue below. (Lesson 36, SE p. 166)</p> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7

continued

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

continued

continued

Correcting Sentences Use proofreading symbols to add, delete, or move quotation marks, commas, and periods in the sentences below as needed. If a sentence is correct as is, write C. (Lesson 36, SE p. 167)

Proofreading Checklist

Proofreading Checklist sidebars are shorter, quick references of the Proofreading Checklist resource for students to use while completing writing assignments.

Example:

- Did you use quotation marks correctly?
- Did you capitalize the first word of each quotation?
- Did you remember the punctuation rules for quotation marks? (Lesson 36, p. 168)
- o Lesson 3, SE p. 16; Lesson 5, SE p. 24; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 8, SE p. 40; Lesson 11, SE p. 52; Lesson 12, SE p. 56; Lesson 13, SE p. 64; Lesson 14, SE p. 68; Lesson 15, SE p. 72; Lesson 16, SE p. 76; Lesson 17, SE p. 76; Lesson 18, SE p. 84; Lesson 19, SE p. 92; Lesson 20, SE p. 96; Lesson 21, SE p. 100; Lesson 22, SE p. 100; Lesson 23, SE p. 100; Lesson 25, SE p. 100; Lesson 26, SE p. 124; Lesson 27, SE p. 128; Lesson 29, SE p. 136; Lesson 30, SE p. 140; Lesson 31, SE p. 148; Lesson 32, SE p. 152; Lesson 34, SE p. 160; Lesson 35, SE p. 164; Lesson 36, SE p. 168; Lesson 37, SE p. 172; Lesson 38, SE p. 176; Lesson 40, SE p. 188; Lesson 41, SE p. 188; Lesson 42, SE p. 196; Lesson 43, SE p. 200

Proofreading Symbols

- Unit 4 Review, SE p. 120; Lesson 31, SE p. 147; Lesson 32, SE p. 151; Lesson 33, SE p. 154; Lesson 34, SE p. 159; Lesson 37, SE p. 167; Lesson 38, SE p. 175; Unit 6 Review, SE p. 179; Lesson 39, SE p. 183; Lesson 41, SE p. ; Unit 7 Review, SE p. 203

TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBOOK

Proofreading Checklist

The master **Proofreading Checklist** includes three sections of editing questions—Grammar and Usage, Punctuation and Capitalization, and Spelling. A printable version is available online at SadlierConnect.com.

- TAE p. T29

See also

STUDENT EDITION / STUDENT EDITION eBOOK

Analyzing Your Own Writing

- Lesson 3, SE p. 14

Analyzing Your Writing

- Lesson 42, SE p. 194

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7

continued

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

continued

continued

Combining Sentences

- Lesson 4, SE p. 18; Lesson 4, SE p. 19; Lesson 28, SE p. 129; Lesson 21, SE p. 99

Correcting Capitalization

- Lesson 39, SE p. 181, 183

Correcting Capitalization Errors

- Lesson 40, SE p. 187

Correcting Sentence Fragments

- Lesson 1, SE p. 7

Correcting Sentences

- Lesson 11, SE p. 51; Lesson 23, SE p. 105; Lesson 23, SE p. 107; Lesson 33, SE p. 155; Lesson 36, SE p. 167

Editing a Paragraph

- Lesson 23, SE p. 106; Lesson 26, SE p. 122

Editing a Report

- Lesson 29, SE p. 134

Editing an Editorial

- Lesson 22, SE p. 102

Editing Dialogue

- Lesson 36, SE p. 166

Editing for Pronoun Use

- Lesson 11, SE p. 50

Editing Sentences

- Lesson 22, SE p. 103

Editing Dialogue

- Lesson 36, SE p. 166

Identifying Agreement Errors

- Lesson 29, SE p. 133

Proofreading a Paragraph

- Lesson 10, SE p. 47; Lesson 15, SE p. 71; Lesson 34, SE p. 159; Lesson 40, SE p. 187; Lesson 41, SE p. 191; Lesson 43, SE p. 199

Proofreading a Passage

- Lesson 33, SE p. 154

Proofreading an Article

- Lesson 39, SE p. 182

Proofreading for End Marks

- Lesson 31, SE p. 147

Proofreading for Plural Nouns

- Lesson 43, SE p. 198

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Proofreading Paragraphs</p> <ul style="list-style-type: none"> Lesson 27, SE p. 127; Lesson 30, SE p. 139 <p>Proofreading Sentences</p> <ul style="list-style-type: none"> Lesson 8, SE p. 39; Lesson 34, SE p. 158; Lesson 37, SE p. 171; Lesson 42, SE p. 194; Lesson 42, SE p. 195 <p>Recognizing Agreement Errors</p> <ul style="list-style-type: none"> Lesson 28, SE p. 131 <p>Recognizing Pronoun Reference Problems</p> <ul style="list-style-type: none"> Lesson 12, SE p. 55 <p>Revising a Paragraph</p> <ul style="list-style-type: none"> Lesson 10, SE p. 46 <p>Revising Sentences</p> <ul style="list-style-type: none"> Lesson 23, SE p. 107; Lesson 24, SE p. 110; Lesson 26, SE p. 123 <p>Rewriting Sentences</p> <ul style="list-style-type: none"> Lesson 1, SE p. 6; Lesson 12, SE pp. 54, 55; Lesson 31, SE p. 145
<p>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>N/A</p>
<p>W.WR.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>N/A</p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">WRITE ROUTINELY OVER EXTENDED TIME FRAMES</p> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u></p> <p>Write Your Own Longer Write Your Own assignments require students to write several sentences or paragraphs.</p> <p><i>Example:</i> Being new to a school or town can be challenging because you don't know anyone. It can also be exciting because no one knows you or your past. Write about a time you were the new kid at school or on a team or in a social setting. Use indefinite pronouns in some of your sentences. (Lesson 30, SE p. 140)</p> <ul style="list-style-type: none"> ○ Lesson 1, SE p. 8; Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 5, SE p. 24; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 8, SE p. 40; Lesson 11, SE p. 52; Lesson 12, SE p. 56; Lesson 13, SE p. 64; Lesson 14, SE p. 68; Lesson 15, SE p. 72; Lesson 17, SE p. 76; Lesson 19, SE p. 92; Lesson 21, SE p. 100; Lesson 22, SE p. 104; Lesson 25, SE p. 116; Lesson 26, SE p. 124; Lesson 29, SE p. 136; Lesson 30, SE p. 140; Lesson 32, SE p. 152; Lesson 34, SE p. 160; Lesson 35, SE p. 164; Lesson 36, SE p. 168; Lesson 38, SE p. 176; Lesson 40, SE p. 188; Lesson 41, SE p. 192; Lesson 42, SE p. 196; Lesson 43, SE p. 200 <p>Write What You Think The Write What You Think feature integrates grammar and writing by asking students to write and support passages using real-life topics. These activities help students think critically to develop clear arguments.</p> <p><i>Example:</i> Write an editorial of at least six sentences about a problem that is affecting your school, your sports team, or your community. Explain the reasons that the problem is bothering you, and suggest possible ways to solve it. Include one introductory word or phrase and one interrupter. (Lesson 34, SE p. 158)</p> <ul style="list-style-type: none"> ○ Lesson 2, SE p. 10; Lesson 7, SE p. 34; Lesson 14, SE p. 66; Lesson 30, SE p. 138; Lesson 34, SE p. 158 <p style="text-align: right;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 7	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">WRITE ROUTINELY OVER SHORTER TIME FRAMES</p> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u></p> <p>Write Your Own Shorter Write Your Own assignments involve writing one to a few sentences in response to the prompt.</p> <p><i>Examples:</i> Correct the misplaced modifiers in the sentences below. Rewrite the sentences on the lines provided. (Lesson 27, SE p. 108)</p> <p>Proper nouns and proper adjectives can make your writing more interesting and more exact. Choose a noun in each sentence and change it to a proper noun or proper adjective. Write the new sentence. You may use the names of real people, places, and things, or you may make up names. (Lesson 39, SE p. 184)</p> <ul style="list-style-type: none"> ○ Lesson 4, SE p. 20; Lesson 9, SE p. 44; Lesson 10, SE p. 48; Lesson 16, SE p. 76; Lesson 18, SE p. 84; Lesson 20, SE p. 96; Lesson 23, SE p. 108; Lesson 24, SE p. 112; Lesson 27, SE p. 128; Lesson 28, SE p. 132; Lesson 31, SE p. 148; Lesson 33, SE p. 156; Lesson 39, SE p. 184 <p><i>See also</i></p> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u></p> <p>Writing Sentences</p> <ul style="list-style-type: none"> ● Lesson 3, SE p. 15; Lesson 29, SE p. 134; Lesson 30, SE p. 138; Lesson 37, SE p. 170; Lesson 41, SE p. 190 <p>Writing a Paragraph</p> <ul style="list-style-type: none"> ● Lesson 4, SE p. 18; Lesson 24, SE p. 111; Lesson 25, SE p. 115; Lesson 27, SE p. 126; Lesson 35, SE p. 163; Lesson 40, SE p. 186

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).