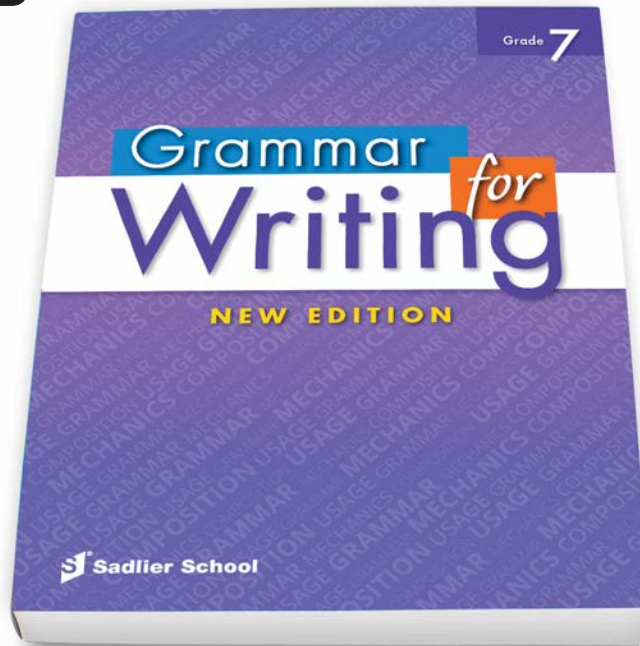


Grammar for Writing

New Edition

Correlation to Georgia's Standards for English Language Arts

Grade 7



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Five Ways to Use *Grammar for Writing*

Flexible and versatile, *Grammar for Writing* 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 for Writing 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
- Full array of components

2. As a Reference Tool

- Easy two-part organization of chapters and lessons
- Complete index of grammar and writing concepts
- List of Commonly Confused Words
- Online reference tools

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

- Clarification of lesson topics
- Explanatory charts and graphic organizers
- Annotated Professional Models and Student Writing Models
- Activities for Working Together
- Strategic hints, tips, and reminders

4. As a Source of Review and Practice

- Engaging and effective exercises for every lesson
- Meaningful student-centered practice and activities
- Writing Workshops, including writing to sources
- Chapter Review activities
- Revising and Editing Worksheets
- Editing and Proofreading Worksheets
- Cumulative Review activities

5. As a Tool for Test Preparations

- Standardized-test practice section
- Tests in standardized-test formats
- Practice Test in every Chapter Review
- Additional assessment online and in Test Booklet
- Test-taking tips

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

7.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.GC.1.49 Mechanics: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.</p> <p>Grade 5 (Introduce) / Grade 6 (Master) / Grade 7 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> Lesson 11.4 Other Comma Uses—SE p 251–252 Lesson 11.8 Other Marks of Punctuation (parentheses, dashes)—SE p 259–260 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39 <p><u>DIGITAL RESOURCES*</u> Chapter 11</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.4 Other Comma Uses Lesson 11.8 Other Marks of Punctuation <p>Games</p> <ul style="list-style-type: none"> Lesson 11.4 Solve It! Lesson 11.8 Solve It!
<p>7.L.GC.1.50 Mechanics: Use ellipses appropriately.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p>see GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 11 Punctuation</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 11.8 Other Marks of Punctuation (ellipses)—SE p 259–260 <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.8 Other Marks of Punctuation <p>Games</p> <ul style="list-style-type: none"> Lesson 11.8 Solve It! <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 11— T39
<p>7.L.GC.1.51 Mechanics: Use hyphens with appropriate affixes and compound words.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> Lesson 7.1 Nouns (hyphenated nouns)—SE p 157–158 <p>Chapter 11 Punctuation</p> <ul style="list-style-type: none"> Lesson 11.8 Other Marks of Punctuation (hyphen: compound adjectives/appropriate affixes)—SE p 259–260 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39 <p><u>DIGITAL RESOURCES*</u> Chapter 11</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.8 Other Marks of Punctuation <p>Games</p> <ul style="list-style-type: none"> Lesson 11.8 Solve It!

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

7.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.GC.1.52 Mechanics: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> Lesson 11.4 Semicolons (to join independent clauses in a compound sentence) and Colons—SE p 223–224 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39 <p><u>DIGITAL RESOURCES*</u> Chapter 11</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.4 Other Comma Uses Lesson 11.8 Other Marks of Punctuation <p>Games</p> <ul style="list-style-type: none"> Lesson 11.4 Solve It! Lesson 11.8 Solve It! <hr/> <p><i>see also</i> GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>STUDENT EDITION</u> Chapter 11 Punctuation</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 11.5 Semicolons (compound sentence/before a conjunctive adverb) <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.5 Semicolons <p>Games</p> <ul style="list-style-type: none"> Lesson 11.5 Solve It! <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 11— T39
<p>7.L.GC.1.53 Grammar, Mechanics: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> Lesson 6.1 Sentences and Sentence Fragments—SE p 137–138 Lesson 6.2 Subjects and Predicates—SE p 139–140 Lesson 6.3 Hard-to-Find Subjects—SE p 141–142 Lesson 6.4 Compound Subjects and Verbs—SE p 143–144 Lesson 6.5 Direct Objects—SE p 145–146 Lesson 6.6 Subject Complements—SE p 147–148 <p>Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> Lesson 7.1 Nouns—SE p 157–158 Lesson 7.3 Pronouns—SE p 161–162 Lesson 7.4 Subject and Object Pronouns—SE p 163–164 <p>Chapter 8 Verbs</p> <ul style="list-style-type: none"> Lesson 8.1 Verbs—SE p 181–182 Lesson 8.6 Verbals and Verbal Phrases—SE p 191–192 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 9.1 Adjectives and Adverbs—SE p 201–202 Lesson 9.3 Adjective or Adverb?—SE p 205–206 Lesson 9.6 Prepositions and Prepositional Phrases—SE p 211–212 <p style="text-align: right;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

7.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

7.L.GC.1.53 Grammar, Mechanics: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)

continued

TEACHER'S EDITION

Differentiating Instruction

- Chapter 6: Chapter Vocabulary/English Learners/Striving Learners—TE T34
- Chapter 7: Chapter Vocabulary/English Learners/Striving Learners—TE T35
- Chapter 8: Chapter Vocabulary/English Learners/Striving Learners—TE T36
- Chapter 9: Chapter Vocabulary/English Learners/Striving Learners—TE T37

DIGITAL RESOURCES*

Chapter 6

Student Practice

- Lesson 6.1 Sentences and Sentence Fragments
- Lesson 6.2 Subjects and Predicates
- Lesson 6.3 Hard-to-Find Subjects
- Lesson 6.4 Compound Subjects and Verbs
- Lesson 6.5 Direct Objects
- Lesson 6.6 Subject Complements

Games

- Lesson 6.1 Solve It!
- Lesson 6.2 Solve It!
- Lesson 6.3 Solve It!
- Lesson 6.4 Solve It!
- Lesson 6.5 Solve It!
- Lesson 6.6 Solve It!

Chapter 7

Student Practice

- Lesson 7.1 Nouns
- Lesson 7.3 Pronouns
- Lesson 7.4 Subject and Object Pronouns

Games

- Lesson 7.1 Solve It!
- Lesson 7.3 Solve It!
- Lesson 7.4 Solve It!

Chapter 8

Student Practice

- Lesson 8.1 Verbs
- Lesson 8.6 Verbals and Verbal Phrases

Games

- Lesson 8.1 Solve It!
- Lesson 8.6 Solve It!

Chapter 9

Student Practice

- Lesson 9.1 Adjectives and Adverbs
- Lesson 9.3 Adjective or Adverb?
- Lesson 9.6 Prepositions and Prepositional Phrases

Games

- Lesson 9.1 Solve It!
- Lesson 9.3 Solve It!
- Lesson 9.6 Solve It!

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

7.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

7.L.GC.1.54 Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.

Grade 5 (Introduce) / Grade 6 (Continue) / Grade 7 (Continue) / Grade 8 (Continue) / Grade 9 (Master)

STUDENT EDITION

Chapter 7 Nouns and Pronouns

- Writer's Workshop: Persuasive Essay—SE p 169-175
State Your Reasons and Evidence (Quotations)

Chapter 10 Subject-Verb Agreement

- Writing Application: Writing Prompt Response—SE p 237-240
Back Up Your Response (Quotations)

Chapter 11 Punctuation

- Lesson 11.4 Other Comma Uses (direct quotations)—SE p 251-252
- Lesson 11.6 Quotation Marks—SE p 255-256
- Lesson 11.8 Other Marks of Punctuation (parentheses)—SE p 259-260
- Writer's Workshop: Research Report—SE p 261-268
Key Features: in-text citations (SE 261)
Revising
Revising Questions: Writing Model
Add in-text citation (SE 265)
Avoid Plagiarism
Cite sources with an in-text citation (SE 266)
Editing and Proofreading
Writing Model (using parentheses for in-text citations) (SE 267)

Chapter 12 Capitalization and Spelling

- Lesson 12.2 Quotations and Titles—SE p 275-276

TEACHER'S EDITION

Differentiating Instruction

- Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39
- Chapter 12: Chapter Vocabulary/English Learners/Striving Learners—TE T40

DIGITAL RESOURCES*

Chapter 11

Student Practice

- Lesson 11.4 Other Comma Uses
- Lesson 11.6 Quotation Marks
- Lesson 11.8 Other Marks of Punctuation

Games

- Lesson 11.4 Solve It!
- Lesson 11.6 Solve It!
- Lesson 11.8 Solve It!

Chapter 12

Student Practice

- Lesson 12.2 Quotations and Titles

Games

- Lesson 12.2 Solve It!

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

7.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.GC.1.55 Grammar: Use demonstrative pronouns. Grade 7 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> Lesson 7.3 Pronouns—SE p 161–162 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 7: Chapter Vocabulary/English Learners/Striving Learners—TE T35 <p><u>DIGITAL RESOURCES*</u> Chapter 7</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 7.3 Pronouns <p>Games</p> <ul style="list-style-type: none"> Lesson 7.3 Solve It!
<p>7.L.GC.1.56 Mechanics: Use colons to introduce lists, examples, and explanations. Grade 7 (Introduce) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> Lesson 11.5 Semicolons and Colons—SE p 253–254 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 11: Chapter Vocabulary/English Learners/Striving Learners—TE T39 <p><u>DIGITAL RESOURCES*</u> Chapter 11</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 11.5 Semicolons and Colons <p>Games</p> <ul style="list-style-type: none"> Lesson 11.5 Solve It!
<p>7.L.GC.1.57 Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. Grade 7 (Introduce) / Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 8 Verbs</p> <ul style="list-style-type: none"> Lesson 8.6 Verbals and Verbal Phrases—SE p 191–192 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 8: Chapter Vocabulary/English Learners/Striving Learners—TE T36 <p><u>DIGITAL RESOURCES*</u> Chapter 8</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 8.6 Verbals and Verbal Phrases <p>Games</p> <ul style="list-style-type: none"> Lesson 8.6 Solve It!

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

7.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 7.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 7.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 7.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 7.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 7.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 7.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 7.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 7.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.1 Prewriting—SE pp. 9–11
 - Techniques
 - Freewrite
 - Brainstorm
 - Writing Model
 - Narrow the topic
 - Topic Checklist
 - Generating Topics
 - Choosing a Topic
 - Choosing Your Purpose
 - Analyzing Your Audience
 - Collecting Details
- Lesson 1.2 Drafting—SE pp. 12–13
 - Do/Don't Table
 - Organize
 - Annotated Writing Model
 - Planning a Draft
 - Writing a Draft
- Lesson 1.3 Revising—SE pp. 14–16
 - Six Traits of Good Writing
 - Revising Checklist
 - Annotated Writing Model
 - Doing a Peer Review
 - Revising Your Paper
- Lesson 1.4 Editing and Proofreading—SE pp. 17–19
 - Editing and Proofreading Checklist
 - Use Proofreading Symbols
 - Use a Computer (online dictionary/spell checker)
 - Annotated Writing Model
 - Proofreading a Draft
 - Annotated Writing Model
 - Checking Your Draft
 - Making Your Own Checklist
- Lesson 1.5 Publishing and Presenting—SE pp. 20–21
 - Be creative about the way you share your work with others. Try one of the ways below to present your work.
 - Oral Presentation
 - Written Paper
 - Multimedia Presentation
 - Choosing a Presentation
 - Visuals
 - Graphs
 - Audio
 - Costumes/Scenery
 - Making a Presentation

Chapters 1, 3, 5, 7, 9, 11

Writer's Workshop

Writer's Workshops guide students through each step of the writing process, offering step-by-step instruction, Writing Models, Writing Tips, Revising Checklists, and Editing and Proofreading Checklists.

- Chapter 1 Writer's Workshop: Autobiographical Writing, SE p 22–28
- Chapter 3 Writer's Workshop: Story, SE p 79–85
- Chapter 5 Writer's Workshop: Compare-Contrast Essay, SE p 126–132
- Chapter 7 Writer's Workshop: Persuasive Essay, SE p 169–175
- Chapter 9 Writer's Workshop: Book Review, SE p 215–221
- Chapter 11 Writer's Workshop: Research Report, SE p 261–268

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

7.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)

7.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)

7.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)

7.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)

7.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)

7.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)

7.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)

7.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

Chapters 1–12

Exercises in lessons throughout the program help students develop and improve their writing skills by focusing on key steps of the writing process.

Planning

Lesson Exercises: Exercise 1 Choosing a Topic, 10; Exercise 4 Analyzing Your Audience, 11; Exercise 3 Choosing Your Purpose, 11; Exercise 5 Collecting Details, 11; Exercise 1 Planning a Draft, 13; Exercise 1 Organizing Your Ideas, 98; Exercise 1 Finding Examples in Literature, 146

Initial Draft/Writing

Lesson Exercises: Exercise 4 Writing a Draft, 13; Exercise 2 Writing Sentences, 40; Exercise 3 Using Parallel Structure, 43; Exercise 3 Writing a Thank-you Note, 46; Exercise 4 Writing a Journal Entry, 49; Exercise 2 Writing a Formal Letter, 51; Exercise 1 Writing Sentences, 61; Exercise 3 Writing an Ad, 62; Exercise 3 Writing About a Graph, 65; Exercise 1 Writing Sentences with Clauses, 70; Exercise 3 Writing a Summary, 71; Exercise 2 Writing Sentences with Varied Structure, 74; Exercise 2 Writing a Paragraph, 95; Exercise 2 Writing About a Photo, 100; Exercise 2 Writing a Thesis, or Claim, 116; Exercise Writing an Introduction, 119; Exercise 2 Writing a Conclusion, 125; Exercise 3 Writing a Paragraph, 138; Exercise 3 Analyzing Your Own Writing, 142; Exercise 3 Writing a Paragraph, 144; Exercise 3 Using Direct Objects, 146; Exercise 3 Using Subject Complements, 148; Exercise 3 Writing with Pronouns, 166; Exercise 3 Writing a Dialogue, 182; Exercise 3 Writing with Irregular Verbs, 186; Exercise 3 Writing in the Active Voice, 190; Exercise 3 Using Verbal Phrases, 192; Exercise 3 Writing a Description, 202; Exercise 3 Writing a Comparison, 204; Exercise 2 Writing from Notes, 206; Exercise 3 Writing Rules, 208; Exercise 3 Using Modifiers, 210; Exercise 3 Writing an Interview, 214; Exercise 4 Writing a Paragraph, 230; Exercise 3 Writing Sentences, 234; Exercise 2 Writing Sentences, 236; Exercise 3 Writing About a Photograph, 246; Exercise 2 Writing an E-mail, 248; Exercise 2 Writing About a Chart, 254; Exercise 3 Using Quotation Marks, 256; Exercise 3 Writing Sentences, 258; Exercise 2 Writing Paragraphs, 260; Exercise 3 Writing a Paragraph, 276; Exercise 2 Writing Sentences, 278; Exercise 1 Writing with Plurals, 282

Chapter Reviews: B. Writing Sentences, 88; C. Writing Supporting Details, 110; C. Writing Introductions and Conclusions, 134; B. Writing Sentences, 154

Revising and Rewriting

Lesson Exercises: Exercise Exercise 1 Doing a Peer Review, 16; Exercise 2 Revising Your Paper, 16; Exercise 4 Checking Your Draft, 19; Exercise 2 Revising Sentence Fragments, 34; Exercise 3 Revising a Draft, 35; Exercise 2 Revising a Passage, 38; Exercise 1 Revising for Parallel Structure, 42; Exercise 1 Revising Sentences, 44; Exercise 2 Revising a Thank-you Note, 45; Exercise 1 Revising Sentences, 47; Exercise 3 Rewriting Cliches, 49; Exercise 1 Revising Informal Language, 51; Exercise 1 Analyzing Sentence Variety, 63; Exercise 1 Revising Sentences, 67; Exercise 2 Revising a Draft, 68; Exercise 2 Improving Your Writing, 76; Exercise 1 Identifying Unity Problems, 94; Exercise 2 Improving Paragraph Organization, 98; Exercise 1 Revising Introductions, 118; Exercise 2 Analyzing an Essay, 122; Exercise 1 Revising Body Paragraphs, 122; Exercise 1 Analyzing Conclusions, 124; Exercise 2 Rewriting Sentences, 138; Exercise 2 Reading a Paragraph, 142; Exercise 2 Revising a Paragraph, 164; Exercise 2 Rewriting Sentences, 168; Exercise 2 Revising Sentences, 212; Exercise 2 Rewriting Sentences, 246; Exercise 2 Rewriting Titles, 276; Exercise 3 Analyzing Your Writing, 280

Chapter Reviews: C. Analyzing a Summary, 155; C. Choosing the Right Words, 58; B. Evaluating Thesis Statements, or Claims, 134; D. Revising a Compare-Contrast Essay, 135; D. Revising a Description, 111; E. Revising a Persuasive Paragraph, 179; C. Revising and Analyzing a Story, 88; D. Revising Instructions, 199; B. Revising Sentences, 57; D. Rewriting Sentences, 224

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

7.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

- 7.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 7.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 7.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 7.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 7.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 7.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 7.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 7.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

Editing and Proofreading

Lesson Exercises: Exercise 1 Proofreading a Draft, 18; Exercise 3 Making Your Own Checklist, 19; Exercise 1 Correcting Run-on Sentences, 37; Exercise 1 Adding Details, 40; Exercise 2 Combining Sentences, 43; Exercise 1 Eliminating Wordiness, 45; Exercise 2 Proofreading an Ad, 62; Exercise 2 Varying Sentence Length, 64; Exercise 3 Varying Sentence Structure, 74; Exercise 1 Inserting Key Words, 77; Exercise 3 Combining Sentences, 78; Exercise 2 Inserting Phrases, 78; Exercise 1 Adding Transitions, 100; Exercise 2 Combining Sentences, 144; Exercise 2 Correcting Nouns, 160; Exercise 2 Editing for Pronoun Use, 166; Exercise 2 Editing an Editorial, 208; Exercise 1 Correcting Sentences, 209; Exercise 2 Editing a Paragraph, 210; Exercise 2 Editing a Paragraph, 228; Exercise 2 Editing a Report, 234; Exercise 1 Proofreading Sentences, 251; Exercise 2 Proofreading a Column, 252; Exercise 2 Editing Dialogue, 256; Exercise 2 Proofreading an Article, 274; Exercise 1 Proofreading Sentences, 276; Exercise 2 Proofreading Sentences, 280; Exercise 2 Proofreading for Plural Nouns, 282; Exercise 2 Proofreading a Passage, 290

Chapter Reviews: D. Proofreading Autobiographical Writing, 31; D. Correcting Sentence Problems, 58; D. Correcting Pronoun Reference, 179; E. Editing a Book Review, 225; C. Proofreading a Writing Prompt Response, 243; B. Proofreading a Research Report, 271; C. Choosing the Correct Spelling, 289; E. Editing a Business Letter, 290

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)</p>	<p>STUDENT EDITION Chapters 1, 3, 5, 7, 9, 11 Writer's Workshop The Writer's Workshop lessons explain genre-specific elements that should be featured in the student writing assignment. Key Features lists genre-specific elements. The Authentic Writing box focuses student attention on the clearly defined Task, Purpose, and Audience.</p> <ul style="list-style-type: none"> Chapter 1 Writer's Workshop: Autobiographical Writing—SE p 22-28 Literary Model/Reading as a Writer Sample exercise: 1. What specific details are used to show the author is fearful? (SE p. 27) Chapter 3 Writer's Workshop: Story—SE p 79-85 Literary Model/Reading as a Writer Sample exercise: 1. What techniques does the author use to strengthen the opening of this story? (SE p. 83) Chapter 5 Writer's Workshop: Compare-Contrast Essay—SE p 126-132 Chapter 7 Writer's Workshop: Persuasive Essay—SE p 169-175 Chapter 9 Writer's Workshop: Book Review—SE p 215-221 Chapter 11 Writer's Workshop: Research Report—SE p 261-268 <p>DIGITAL RESOURCES* Chapters 1, 3, 5, 7, 9, 11 Writer's Workshop Students examine notes in the margin adjacent to underscored phrases and sentences in the two-page Writing Model to better understand how specific elements support the text's purpose.</p> <ul style="list-style-type: none"> Chapter 1 Autobiographical Incident: "Surviving Survival Camp" Chapter 3 Story: "Intergalactic Planetary Olympics" Chapter 5 Compare-Contrast Essay: "Dickinson and Whitman: Breakthrough Poets" Chapter 7 Persuasive Essay: "Gardening for Community Needs" Chapter 9 Book Review: "Fever 1793" Chapter 11 Research Report: "One Laptop Per Child" <p>Chapters 1-12 Writing Rubrics The Writing Rubrics are checklists with elements specific to different text types and purposes.</p> <ul style="list-style-type: none"> Persuade Convey Experience Informative/Explanatory Writing
<p>7.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)</p>	<p>STUDENT EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.5 Wordy Sentences—SE pp. 44-46 Lesson 2.6 Colorful Language—SE pp. 47-49 Lesson 2.7 Denotation and Connotation—SE pp. 50-52 Lesson 2.8 Figurative Language—SE pp. 53-55 Literary Model/Reading as a Writer Sample exercise: 2. Where does the writer use a metaphor? Explain what is being compared. (SE p. 54)

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.1 Correcting Sentence Fragments—SE p 33–35 Lesson 2.2 Correcting Run-on Sentences—SE p 36–38 Lesson 2.3 Adding Details—SE p 39–40 Lesson 2.4 Using Parallel Structure—SE p 41–43 Literary Model/Reading as a Writer Sample exercise: 1. Circle words or phrases that are parallel. (SE p. 42) Lesson 2.5 Avoiding Wordiness—SE p 44–46 Lesson 2.6 Choosing the Right Word—SE p 47–49 Lesson 2.7 Using Formal and Informal English—SE p 50–51 <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> Lesson 3.1 Kinds of Sentences—SE p 61–62 Lesson 3.2 Varying Sentence Length—SE p 63–65 Lesson 3.3 Varying Sentence Beginnings—SE p 66–68 Literary Model/Reading as a Writer Sample exercise: 2. How could you revise the third sentence so that it begins with a phrase? (SE pp. 66–67) Lesson 3.4 Independent and Subordinate Clauses—SE p 69–71 Lesson 3.5 Varying Sentence Structure—SE p 72–74 Lesson 3.6 Combining Sentences: Compound Parts—SE p 75–76 Lesson 3.7 Combining Sentences: Key Words and Phrases—SE p 77–78
<p>7.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> Chapter 4 Effective Paragraphs</p> <ul style="list-style-type: none"> Lesson 4.1 Supporting the Main Idea—SE p 91–93 Literary Model/Reading as a Writer Sample exercise: 3. What other kinds of details might the author add to elaborate the main idea? Think of one or two specific suggestions. (SE p. 92) Lesson 4.2 Paragraph Unity—SE p 94–95 Lesson 4.3 Patterns of Organization—SE p 96–98 Lesson 4.4 Transitional Words and Phrases—SE p 99–100 Lesson 4.5 Types of Paragraphs—SE p 101–103 <p>Chapter 5 Writing an Essay</p> <ul style="list-style-type: none"> Lesson 5.1 Parts of an Essay—SE p 113–114 Lesson 5.2 Thesis Statements—SE p 115–116 Lesson 5.3 Introductions—SE p 117–119 Lesson 5.4 Body Paragraphs—SE p 120–122 Lesson 5.5 Conclusions—SE p 123–125

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)</p>	<p>STUDENT EDITION Chapters 1, 3, 5, 7, 9, 11 Writer's Workshop The Writer's Workshop lessons explain genre-specific elements that should be featured in the student writing assignment. Key Features lists genre-specific elements. The Authentic Writing box focuses student attention on the clearly defined Task, Purpose, and Audience.</p> <ul style="list-style-type: none"> • Chapter 1 Writer's Workshop: Autobiographical Writing—SE p 22-28 • Chapter 3 Writer's Workshop: Story—SE p 79-85 • Chapter 5 Writer's Workshop: Compare-Contrast Essay—SE p 126-132 • Chapter 7 Writer's Workshop: Persuasive Essay—SE p 169-175 • Chapter 9 Writer's Workshop: Book Review—SE p 215-221 • Chapter 11 Writer's Workshop: Research Report—SE p 261-268 <p>Chapters 2, 4, 6, 8, 10, 12 Writing Application Writing Applications are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. Key Features are genre-specific elements that support the text's purpose. The Authentic Writing box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.</p> <ul style="list-style-type: none"> • Chapter 2 Writing Application: Speech—SE p 52-55 • Chapter 4 Writing Application: Descriptive Paragraph—SE p 104-107 • Chapter 6 Writing Application: Summary—SE p 149-152 • Chapter 8 Writing Application: Instructions —SE p 193-196 • Chapter 10 Writing Application: Writing Prompt Response—SE p 237-240 • Chapter 12 Writing Application: Business Letter—SE p 283-286
<p>7.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)</p>	<p>STUDENT EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.3 Adding Details—SE p 39-40 • Lesson 2.4 Using Parallel Structure—SE p 41-43 • Lesson 2.5 Avoiding Wordiness—SE p 44-46 • Lesson 2.6 Choosing the Right Word—SE p 47-49 • Lesson 2.7 Using Formal and Informal English—SE p 50-51
<p>7.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)</p>	<p>STUDENT EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.1 Correcting Sentence Fragments—SE p 33-35 • Lesson 2.2 Correcting Run-on Sentences—SE p 36-38 <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.1 Kinds of Sentences—SE p 61-62 • Lesson 3.2 Varying Sentence Length—SE p 63-65 • Lesson 3.3 Varying Sentence Beginnings—SE p 66-68 • Lesson 3.4 Independent and Subordinate Clauses—SE p 69-71 • Lesson 3.5 Varying Sentence Structure—SE p 72-74 • Lesson 3.6 Combining Sentences: Compound Parts—SE p 75-76 • Lesson 3.7 Combining Sentences: Key Words and Phrases—SE p 77-78

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)</p>	<p>STUDENT EDITION Chapter 4 Effective Paragraphs</p> <ul style="list-style-type: none"> Lesson 4.1 Supporting the Main Idea—SE p 91-93 Lesson 4.2 Paragraph Unity—SE p 94-95 Lesson 4.3 Patterns of Organization—SE p 96-98 Lesson 4.4 Transitional Words and Phrases—SE p 99-100 Lesson 4.5 Types of Paragraphs—SE p 101-103 <p>Chapter 5 Writing an Essay</p> <ul style="list-style-type: none"> Lesson 5.1 Parts of an Essay—SE p 113-114 Lesson 5.2 Thesis Statements—SE p 115-116 Lesson 5.3 Introductions—SE p 117-119 Lesson 5.4 Body Paragraphs—SE p 120-122 Lesson 5.5 Conclusions—SE p 123-125

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.3 Text Design

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)</p> <p>7.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)</p> <p>7.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)</p> <p>7.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION Chapter 1 The Writing Process,</p> <ul style="list-style-type: none"> Lesson 1.1 Prewriting—SE pp. 9-11 Sample Instruction Prewriting <ul style="list-style-type: none"> Brainstorm <ul style="list-style-type: none"> Make a web/use a graphic organizer Lesson 1.5 Publishing and Presenting—SE pp. 20-21 Sample Instruction Publishing and Presenting Be creative about the way you share your work with others. Try one of the ways below to present your work. Make sure the type of presentation you choose matches the type of paper you wrote. <ul style="list-style-type: none"> Oral Presentation <ul style="list-style-type: none"> small-group presentation with a Question-and- Answer session speech to the class Written Paper <ul style="list-style-type: none"> blog or e-mail school or community newspaper magazine for young writers online Web site for writers Multimedia Presentation <ul style="list-style-type: none"> class presentation with pictures, graphics, and music slide presentation skit based on paper video recording Choosing a Presentation Brainstorm further ways to make your presentation come alive, using suggestions like the ones below. <ul style="list-style-type: none"> Visuals, such as photos and videos, can liven up your paper or slide presentation. Graphs, such as pie charts or bar graphs, can clarify complex information, such as statistics and other data. Audio, such as songs, narrations, or speeches, can add authority or interest to your presentation. Costumes/Scenery are important to skits. Even if you are doing an oral presentation, set the mood by wearing a costume. To create scenery, decorate a poster or bring in real objects. <p style="text-align: right;"><i>continued</i></p>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

7.P.AC.3 Text Design

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)

7.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)

7.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)

7.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

- Writer's Workshop: Autobiographical Writing—SE p 22–28

Sample Instruction

- Create a timeline.

Prewriting

- **Pick a Topic**

Use a chart to jot down thoughts about people who have changed your life and challenges you have faced.

Chapter 2 Effective Sentences and Word Choice

- Lesson 2.3 Eliminating Extra Words—SE pp. 37–39

Sample Instruction

The **Writing Hint** sidebar directs students to use parallel structure when preparing charts and graphs.

Use parallel structure in headings, labels, and lists in charts, graphs, and outlines. For example, use nouns for all three subtopics. (SE p. 39)

Chapter 3 Sentence Variety and Structure

- Lesson 3.2 Varying Sentence Length—SE p 63–65

Sample Instruction

Writing About a Graph

Chapter 7 Nouns and Pronouns

- Writer's Workshop: Persuasive Essay—SE p 169–175

Sample Instruction

Jot down a counterargument and your response to it in a **chart**.

Chapter 8 Verbs

- Writing Application: Instructions—SE p 193–196

Sample Instruction

Create a Sequence Chart

Chapter 10 Subject-Verb Agreement

- Writing Application: Writing Prompt Response—SE p 237–240

Sample Instruction

Back Up Your Response

Gather evidence from the text to support your thesis, or claim. Use a **chart** to organize the supporting details you will present.

Chapter 11 Punctuation

- Lesson 11.5 Semicolons and Colons—SE p 253–254

Sample Instruction

Writing About a Chart

- Writer's Workshop: Research Report—SE p 261–268

Sample Instruction

Publishing and Presenting

- **Post It**
- **Make a documentary.**
- **Present it.**
- **Remember**

Use visual aids, such as charts or graphs, to present complicated information or data. Make sure your visuals are clear and relate to your ideas.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

7.P.CP.1 Collaboration

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)

7.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)

7.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)

7.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Working Together

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion.

- Exercise 1 Doing a Peer Review, 16; Exercise 3 Making Your Own Checklist, 19; Exercise 1 Choosing a Presentation, 21; Exercise 3 Revising a Draft, 35; Exercise 2 Writing Sentences, 40; Exercise 3 Using Parallel Structure, 43; Exercise 3 Writing a Thank-you Note, 46; Exercise 1 Analyzing Sentence Variety, 63; Exercise 2 Revising a Draft, 68; Exercise 3 Varying Sentence Structure, 74; Exercise 2 Writing About a Photo, 100; Exercise Identifying Paragraphs, 102; Exercise Writing an Introduction, 119; Exercise 1 Revising Body Paragraphs, 122; Exercise 2 Writing a Conclusion, 125; Exercise 3 Writing a Paragraph, 138; Exercise 2 Reading a Paragraph, 142; Exercise 3 Writing a Paragraph, 144; Exercise 3 Using Direct Objects, 146; Exercise 3 Using Subject Complements, 148; Exercise 2 Correcting Nouns, 160; Exercise 2 Revising a Paragraph, 164; Exercise 3 Writing with Pronouns, 166; Exercise 3 Writing a Dialogue, 182; Exercise 3 Writing with Irregular Verbs, 186; Exercise 3 Writing in the Active Voice, 190; Exercise 3 Using Verbal Phrases, 192; Exercise 2 Writing from Notes, 206; Exercise 3 Writing Rules, 208; Exercise 3 Using Modifiers, 210; Exercise 3 Writing an Interview, 214; Exercise 2 Editing a Paragraph, 228; Exercise 4 Writing a Paragraph, 230; Exercise 2 Editing a Report, 234; Exercise 3 Writing About a Photograph, 246; Exercise 3 Using Quotation Marks, 256; Exercise 3 Writing Sentences, 258; Exercise 2 Writing Sentences, 278

DIGITAL RESOURCES*

Chapters 1–12

Student Resources

- Peer Review Questions
An online Peer Review Form provides specific questions peers may ask each other in an easy-to-use format.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

7.P.CP.2 Presentation

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)

7.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)

7.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)

7.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)

7.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

Sample Instruction

Oral Presentation

- small-group presentation with a Question-and- Answer session
- speech to the class

Exercise 1 Choosing a Presentation

- **Visuals**, such as photos and videos, can liven up your paper or slide presentation.
- **Graphs**, such as pie charts or bar graphs, can clarify complex information, such as statistics and other data.
- **Audio**, such as songs, narrations, or speeches, can add authority or interest to your presentation.
- **Costumes/Scenery** are important to skits. Even if you are doing an oral presentation, set the mood by wearing a costume. To create scenery, decorate a poster or bring in real objects.

continued

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

7.P.CP.2 Presentation

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)

7.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. (I/C)

7.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)

7.P.CP.2.d Engage in dialogue with audiences by asking and answering questions. (I/C)

7.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

Exercise 2 Making a Presentation

- Gather the necessary materials, and prepare your presentation. Practice your presentation several times in front of a mirror. Then present your work to the class or to small groups.

Chapter 2 Effective Sentences and Word Choice

- Writing Application: Speech—SE p 52–55

Sample Instruction

Practice Your Speech

- Connect.** Look at your audience, and maintain eye contact. Make everyone feel involved in your presentation.
- Keep a good pace.** Avoid speaking too quickly or too slowly. Use pauses to emphasize your main points.
- Move around.** Use your body and gestures as tools to emphasize your ideas.
- Monitor your voice.** Speak loudly enough so that everyone can hear you. Change your tone, or how high or low you say words, to match the content of your speech.
- Record it.** Try making a video or audio recording of your speech so you can play it back and find ways to improve it.

Chapter 5 Writing an Essay

- Writer's Workshop: Compare-Contrast Essay—SE p 126–132

Sample Instruction

Publishing and Presenting

- Present it.** Show photographs, diagrams, charts, and any objects related to the subject that will enhance your presentation. Invite another class to hear the presentation.

Chapter 11 Punctuation

- Writer's Workshop: Research Report—SE p 261–268

Sample Instruction

Publishing and Presenting

- Read your essay to the class.** Answer any questions they have. Before giving your presentation, practice reading it aloud.

see also **GRAMMAR FOR WRITING eBook — Grade 8**

DIGITAL RESOURCES*

Chapter 1

Instruction & Practice

- Lesson 1.5 Publishing and Presenting

Sample Instruction

Remember

Follow these guidelines to give more effective presentations:

- Speak loudly and clearly.
- Pace yourself.
- Don't rush.
- Make eye contact with your audience.
- Use gestures and facial expressions to emphasize key ideas.
- Practice several times.

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.GC.2.a Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)</p> <p>7.L.GC.2.b Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> Lesson 3.1 Kinds of Sentences—SE p 61–62 Lesson 3.2 Varying Sentence Length—SE p 63–65 Lesson 3.3 Varying Sentence Beginnings—SE p 66–68 Lesson 3.4 Independent and Subordinate Clauses—SE p 69–71 Lesson 3.5 Varying Sentence Structure—SE p 72–74 <p>Structure refers to the number and kinds of clauses a sentence contains.</p> <p>Sample Instruction</p> <p>Writing Hint Join two independent clauses in a compound sentence only if the two ideas are closely related.</p> <p>Four basic types of sentences</p> <ul style="list-style-type: none"> Simple Sentences Compound Sentences Complex Sentences Compound-Complex Sentences <ul style="list-style-type: none"> Lesson 3.6 Combining Sentences: Compound Parts—SE p 75–76 Lesson 3.7 Combining Sentences: Key Words and Phrases—SE p 77–78 <p>Chapter 8 Verbs</p> <ul style="list-style-type: none"> Lesson 8.4 Verb Tense—SE p 187–188 <p><u>DIGITAL RESOURCES*</u> Chapter 8</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 8.4 Verb Tense <p>Games</p> <ul style="list-style-type: none"> Lesson 8.4 Solve It!
<p>7.L.GC.2.c Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 8 Verbs</p> <ul style="list-style-type: none"> Lesson 8.5 Active and Passive Voice—SE p 189–190 <p><u>DIGITAL RESOURCES*</u> Chapter 8</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 8.5 Active and Passive Voice <p>Games</p> <ul style="list-style-type: none"> Lesson 8.5 Solve It!
<p>7.L.GC.2.d Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement. (C)</p> <p>7.L.GC.2.e This progression begins in 9th grade.</p>	<p><u>STUDENT EDITION</u> Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.3 Adding Details—SE p 39–40 Lesson 2.6 Choosing the Right Word—SE p 47–49 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 9.5 Misplaced Modifiers—SE p 209–210 Lesson 9.6 Prepositions and Prepositional Phrases—SE p 211–212 <p><u>DIGITAL RESOURCES*</u> Chapter 9</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 9.5 Misplaced Modifiers Lesson 9.6 Prepositions and Prepositional Phrases <p>Games</p> <ul style="list-style-type: none"> Lesson 9.5 Solve It! Lesson 9.6 Solve It!

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.V.1 General, Academic, & Specialized Vocabulary

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.V.1.a Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p>7.L.V.1.b Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)</p>	<p><u>TEACHER'S EDITION</u> Differentiating Instruction Develop Vocabulary</p> <ul style="list-style-type: none"> TE p. T28 <ul style="list-style-type: none"> Model correct pronunciation that students echo. Invite students to point to examples. Vary activities to increase exposure to new words. Encourage students to use new vocabulary in conversation. <p>Chapter Vocabulary</p> <ul style="list-style-type: none"> Chapter 1, TE p. T29; Chapter 2, TE p. T30; Chapter 3, TE p. T31; Chapter 4, TE p. T32; Chapter 5, TE p. T33; Chapter 6, TE p. T34; Chapter 7, TE p. T35; Chapter 8, TE p. T36; Chapter 9, TE p. T37; Chapter 10, TE p. T38; Chapter 11, TE p. T39; Chapter 12, TE p. T40

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.V.2.a Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)</p> <p>7.L.V.2.c Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> Lesson 12.4 Spelling Rules—SE p 279–280 <p><i>Sample Instruction</i> Common Prefixes Common Suffixes</p> <p><i>see also</i> GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 12 Capitalization and Spelling Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 12.6 Adding Prefixes and Suffixes <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 12.6 Adding Prefixes and Suffixes <p>Games</p> <ul style="list-style-type: none"> Lesson 12.6 Solve It! <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 12— T40
<p>7.L.V.2.b Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)</p> <p>7.L.V.2.d Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> Lesson 7.1 Nouns—SE p 157–158 Lesson 7.2 Plural and Possessive Nouns—SE p 159–160 Lesson 7.3 Pronouns—SE p 161–162 Lesson 7.4 Subject and Object Pronouns—SE p 163–164 Lesson 7.5 Pronoun Agreement—SE p 165–166 Lesson 7.6 Clear Pronoun Reference—SE p 167–168 <p style="text-align: right;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>7.L.V.2.b Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)</p> <p>7.L.V.2.d Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p>Chapter 8 Verbs</p> <ul style="list-style-type: none"> Lesson 8.1 Verbs—SE p 181-182 Lesson 8.2 Regular and Irregular Verbs—SE p 183-184 Lesson 8.3 More Irregular Verbs—SE p 185-186 Lesson 8.4 Verb Tense—SE p 187-188 Lesson 8.5 Active and Passive Voice—SE p 189-190 Lesson 8.6 Verbals and Verbal Phrases—SE p 191-192 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> Lesson 9.1 Adjectives and Adverbs—SE p 201-202 Lesson 9.2 Comparing with Adjectives and Adverbs—SE p 203-204 Lesson 9.3 Adjective or Adverb?—SE p 205-206 Lesson 9.4 Double Negatives—SE p 207-208 Lesson 9.5 Misplaced Modifiers—SE p 209-210 Lesson 9.6 Prepositions and Prepositional Phrases—SE p 211-212 Lesson 9.7 Conjunctions and Interjections—SE p 213-214

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.L.V.3.a This progression transitions to 6-8.L.V.3.b.</p> <p>7.L.V.3.b Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p>STUDENT EDITION</p> <p>Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.6 Choosing the Right Word—SE p 47-49 <p>Sample Instruction</p> <p>Use a dictionary or a thesaurus to help you select the word with the precise meaning you want. Even synonyms, or words with similar meanings, have slightly different shades of meaning.</p> <p>Using Synonyms</p> <p>Choose two of the words listed below, and look them up in a thesaurus. Find five synonyms for each word. Then pick one synonym for each word, and use it in a sentence. (SE 48)</p> <hr/> <p>see also GRAMMAR FOR WRITING eBook — Grade 8</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 2 Effective Sentences and Word Choice</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.7 Denotation and Connotation <p>Sample Instruction</p> <p>Identifying and Using Synonyms</p> <ul style="list-style-type: none"> Find five synonyms for each of the ten words. List them on a separate piece of paper, and discuss their different shades of meaning and connotations. Then, pick two synonyms for each of the words you chose. Write a sentence that uses each synonym appropriately.
<p>7.L.V.3.c Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> Writing Application: Summary—SE p 149-152 <p>Choose Your Words Carefully</p> <p>Writing Hint Match both the denotations (definitions) and connotations (positive or negative feelings suggested by a word) of your source's language.</p> <p style="text-align: center;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

7.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>7.L.V.3.c Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)</p>	<p style="text-align: center;"><i>continued</i></p> <p>see also GRAMMAR FOR WRITING eBook — Grade 8</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.7 Denotation and Connotation
<p>7.L.V.3.d Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p>STUDENT EDITION</p> <p>Chapter 1 The Writing Process</p> <ul style="list-style-type: none"> Lesson 1.4 Editing and Proofreading—SE p 17–19 <p>Sample Instruction Use an online dictionary to check the spellings or definitions of any words you're not sure about. Use spell-check, but don't substitute it for your own review. Spell-check won't catch all errors, such as whether you used <i>their</i> instead of <i>there</i>.</p> <p>Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.6 Choosing the Right Word—SE p 47–49 <p>Sample Instruction Use a dictionary or a thesaurus to help you select the word with the precise meaning you want. Even synonyms, or words with similar meanings, have slightly different shades of meaning.</p> <p>Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> Lesson 12.4 Spelling Rules—SE p 279–280 <p>Sample Instruction</p> <p>Remember Almost every rule has exceptions. The best way to avoid spelling errors is to check a dictionary or use spell-check.</p> <p>Using Prefixes and Suffixes You may consult a dictionary.</p> <p>Analyzing Your Writing Use a dictionary to check it for any spelling errors. Lesson 12.5 Plural Nouns—SE p 281–282 <p>Sample Instruction</p> <p>Proofreading for Plural Nouns Read the following student paragraph. Find and correct the eight misspelled plural nouns. If you are unsure, use a dictionary.</p> </p>
<p>7.L.V.3.e Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)</p>	<p>STUDENT EDITION</p> <p>Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> Writing Application: Summary—SE p 149–152 <p>Choose Your Words Carefully</p> <p>Writing Hint Match both the denotations (definitions) and connotations (positive or negative feelings suggested by a word) of your source's language.</p> <p>see also GRAMMAR FOR WRITING eBook — Grade 8</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.7 Denotation and Connotation

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

7.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)

7.T.SS.1.b Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)

7.T.SS.1.c Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text. (C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE p 14–16

Sample Instruction

Revising Checklist

Organization

- How clear is the order of details?
- Where should I add transitions to improve the connections between sentences and paragraphs?

Students are encouraged to use transitional words and phrases to connect the sentences and paragraphs of their essay.

- Writer's Workshop: Autobiographical Writing—SE p 22–28

Sample Instruction

Key Features

- Transition words to convey sequence (SE 22)

Remember

- When you write your draft, add transitions to show the order in which events happened. (SE 24)

Chapter 3 Sentence Variety and Structure

- Lesson 3.1 Kinds of Sentences—SE p 61–62
- Lesson 3.2 Varying Sentence Length—SE p 63–65
- Lesson 3.3 Varying Sentence Beginnings—SE p 66–68

Sample Instruction

Common Transitions

- Lesson 3.4 Independent and Subordinate Clauses—SE p 69–71
- Lesson 3.5 Varying Sentence Structure—SE p 72–74
- Lesson 3.6 Combining Sentences: Compound Parts—SE p 75–76
- Lesson 3.7 Combining Sentences: Key Words and Phrases—SE p 77–78
- Writer's Workshop: Story—SE p 79–85

Sample Instruction

Key Features

- Transition words to signal shifts in time and events (SE 79)

Prewriting

- Put Details in Order

Writing Hint

- Chronological order means that events are described in the order they occur, from first to last. Use transition words to call attention to time. (SE 81)

Chapter 4 Effective Paragraphs

- Lesson 4.3 Patterns of Organization—SE p 96–98

A paragraph has coherence when all of the sentences fit logically together.

Sample Instruction

Writing Hint

Using transitions (such as *before*, *however*, *since*, and *then*) helps readers understand how you have organized your ideas. (SE 96)

Below are four common patterns of organization for paragraphs.

1. Chronological Order

Writing Model

2. Spatial Order

Writing Model

3. Order of Importance

Writing Model

4. Logical Order

Writing Model

continued

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

7.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.T.SS.1.a Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)

7.T.SS.1.b Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)

7.T.SS.1.c Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

- Lesson 4.4 Transitional Words and Phrases—SE p 99–100
Using transitional words and phrases helps make writing easy to follow. Transitions show readers how ideas are logically related.

Sample Instruction

Commonly Used Transitions

- To show time
- To show location
- To show order of importance
- To show cause and effect
- To show examples
- To show similarities and differences

Exercise 1 Adding Transitions

- Writing Application: Descriptive Paragraph—SE p 104–107

Sample Instruction

Key Features

- clear order and transitions (SE 104)

Be Clear

- As you write your description, organize your paragraph in a logical way. Use transitional words and phrases, such as first, in addition, and also, to connect one sentence to the next. Also, make sure that all the details relate to your purpose so that your paragraph has unity. (SE 104)

Chapter 5 Writing an Essay

- Lesson 5.1 Parts of an Essay—SE p 113–114
- Lesson 5.2 Thesis Statements—SE p 115–116
- Lesson 5.3 Introductions—SE p 117–119
- Lesson 5.4 Body Paragraphs—SE p 120–122

Sample Instruction

Use a pattern of organization

- Chronological Order
- Cause and Effect
- Comparison and/or Contrast
- Order of Importance
- Spatial Order

Use transitions

- To show time
- To show cause and effect
- To show comparisons
- To show contrasts
- To show importance
- To show location
- To add information

- Lesson 5.5 Conclusions—SE p 123–125

- Writer's Workshop: Compare-Contrast Essay—SE p 126–132

Sample Instruction

Common Transitions to Compare/to Contrast

DIGITAL RESOURCES*

Chapters 1, 3, 5, 7, 9, 11

Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated student essay that demonstrates features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 1 Autobiographical Incident: "Surviving Survival Camp"
- Chapter 3 Story: "Intergalactic Planetary Olympics"
- Chapter 5 Compare-Contrast Essay: "Dickinson and Whitman: Breakthrough Poets"
- Chapter 7 Persuasive Essay: "Gardening for Community Needs"
- Chapter 9 Book Review: "Fever 1793"
- Chapter 11 Research Report: "One Laptop Per Child"

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

7.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.T.SS.1.d Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 5 Writing an Essay</p> <ul style="list-style-type: none"> Lesson 5.1 Parts of an Essay—SE p 113-114 Lesson 5.2 Thesis Statements—SE p 115-116 Lesson 5.3 Introductions—SE p 117-119 Lesson 5.4 Body Paragraphs—SE p 120-122 Lesson 5.5 Conclusions—SE p 123-125 <p>Writer's Workshop</p> <ul style="list-style-type: none"> Chapter 1 Writer's Workshop: Autobiographical Writing—SE p 22-28 Chapter 3 Writer's Workshop: Story—SE p 79-85 Chapter 5 Writer's Workshop: Compare-Contrast Essay—SE p 126-132 Chapter 7 Writer's Workshop: Persuasive Essay—SE p 169-175 Chapter 9 Writer's Workshop: Book Review—SE p 215-221 Chapter 11 Writer's Workshop: Research Report—SE p 261-268 <p>Writing Applications</p> <ul style="list-style-type: none"> Chapter 2 Writing Application: Speech—SE p 52-55 Chapter 4 Writing Application: Descriptive Paragraph—SE p 104-107 Chapter 6 Writing Application: Summary—SE p 149-152 Chapter 8 Writing Application: Instructions —SE p 193-196 Chapter 10 Writing Application: Writing Prompt Response—SE p 237-240 Chapter 12 Writing Application: Business Letter—SE p 283-286

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

7.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.T.SS.2.a Explain how figurative language, connotative language, and/or literary device choices contribute to meaning, mood, or tone in a wide variety of texts. (I)</p> <p>7.T.SS.2.b Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> Lesson 2.6 Choosing the Right Word—SE p 47-49 <p>Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> Writing Application: Summary—SE p 149-152 <p>Choose Your Words Carefully</p> <p>Writing Hint Match both the denotations (definitions) and connotations (positive or negative feelings suggested by a word) of your source's language.</p> <p><i>see also</i> GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.6 Colorful Language Lesson 2.7 Denotation and Connotation Lesson 2.8 Figurative Language

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

7.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.T.SS.2.c Determine situational use for formal or informal style and apply that determination to choices when writing or speaking. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 2 Effective Sentences and Word Choice

- Lesson 2.7 Using Formal and Informal English—SE p 50–51

Sample Instruction

Remember

With writing—as with speaking—your choice of words depends on your purpose and audience. **Formal** and **informal English** are appropriate for different situations.

Use formal English when your reader is in a position of authority and you want to discuss a subject in a serious way. Use informal English if your reader is a friend or family member or if you want to convey a more casual, conversational style.

Be consistent. Avoid jumping back and forth between formal and informal language within the same piece of writing. An abrupt change may distract the reader or sound awkward.

- Writing Application: Speech—SE p 52–55

Key Features

- formal style

Chapter 5 Writing an Essay

- Writer's Workshop: Compare-Contrast Essay—SE p 126–132

Key Features

- Formal style

Remember

- When writing your essay, remember to use and maintain a formal style. Avoid slang and contractions. (SE 129)

Chapter 7 Nouns and Pronouns

- Writer's Workshop: Persuasive Essay—SE p 169–175

Key Features

- Formal style

Remember

- Use and maintain a formal style throughout your argument. Persuasive speeches often use fragments for effect. However, avoid fragments in formal writing. (SE 171)

Chapter 10 Subject-Verb Agreement

- Writing Application: Writing Prompt Response—SE p 237–240

Key Features

- Formal style

Writing Checklist

- Did you write a well-organized response in a formal style? (SE 240)

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 7.T.T.1.a** Analyze how narrative techniques are used across the text to develop plot, characters, and setting. (I)
- 7.T.T.1.b** Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text. (I)
- 7.T.T.1.c** Compare and contrast how themes are developed and expressed in texts through characters, events, and plot structure. (I)
- 7.T.T.1.d** Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period. (I)

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STUDENT EDITION

Chapter 4 Effective Paragraphs

- Lesson 4.5 Types of Paragraphs—SE p 101-103

Sample Instruction

Use a **narrative paragraph** to tell a story or relate a series of events. The details in narrative paragraphs are usually arranged in chronological order, in the order the events happened.

- Annotated Writing Model

Use a **descriptive paragraph** to create a picture of a person, place, animal, or object. Effective descriptions often contain sensory details that show how something looks, sounds, smells, feels, or tastes.

- Annotated Writing Model

Identifying Paragraphs

Writer's Workshop

Writer's Workshops feature annotated writing samples that model key features that are directly taught in the lesson.

- Chapter 1 Writer's Workshop: Autobiographical Writing—SE p 22-28

Sample Instruction

Key Features

- natural and logical event sequence
- first-person point of view
- dialogue and descriptive details
- transition words to convey sequence
- precise words and sensory language
- resolution that concludes and reflects on the events

Drafting

- Annotated Writing Model

Revising

- Literary Model
- Reading as a Writer

Editing and Proofreading

- Annotated Writing Model

- Chapter 3 Writer's Workshop: Story—SE p 79-85

Sample Instruction

Key Features

- characters, setting, point of view, and series of events
- dialogue and description
- transition words to signal shifts in time and events
- descriptive details and sensory language
- ending that concludes and reflects on the narrative's events

Drafting

- Annotated Writing Model

Revising

- Literary Model
- Reading as a Writer
- Annotated Writing Model

Editing and Proofreading

- Annotated Writing Model

DIGITAL RESOURCES*

Chapters 1, 3

Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated example of student writing that demonstrates the features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 1 Autobiographical Incident: "Surviving Survival Camp"
- Chapter 3 Story: "Intergalactic Planetary Olympics"

DIGITAL RESOURCES*

Chapters 1-12

Writing Rubrics

Convey Experience: Narrative Writing

The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

7.T.T.1.e Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)

STUDENT EDITION

Writer's Workshop

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 1 Writer's Workshop: Autobiographical Writing—SE p 22-28
- Chapter 3 Writer's Workshop: Story—SE p 79-85

Sample Instruction

Key Features

- characters, setting, point of view, and series of events
- dialogue and description
- transition words to signal shifts in time and events
- descriptive details and sensory language
- ending that concludes and reflects on the narrative's events

Authentic Writing

- **Task** Write a three- to four-page story about a problem between two characters. Your story can be entirely imagined or based on an experience.
- **Audience** your classmates
- **Purpose** to entertain

Prewriting

- Set the Scene
- Create Your Characters
- Brainstorm a Conflict and Theme
- Put the Details in Order

Drafting

- Fill In the Details
- Annotated Writing Model
- Get Perspective
 - First-person point of view
 - Third-person limited point of view
 - Third-person omniscient point of view

Revising

- Revising Questions
- Vary Your Sentences

Editing and Proofreading

- Editing and Proofreading Checklist

Publishing and Presenting

- Post your work on a blog.
- Give a dramatic reading of your story to the class.

Writing Application

Writing Applications are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Writing Application: Descriptive Paragraph—SE p 104-107

DIGITAL RESOURCES*

Chapters 1-12

Student Resources

- Peer Review Questions
The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

Writing Rubrics

Convey Experience: Narrative Writing

The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.T.T.2.a Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)

7.T.T.2.b Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (I)

7.T.T.2.c This progression ends in 5th grade.

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 4 Effective Paragraphs

- Lesson 4.5 Types of Paragraphs—SE p 101-103

Sample Instruction

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.

- Annotated Writing Model

Identifying Paragraphs

Chapter 5 Writing an Essay

- Lesson 5.1 Parts of an Essay—SE p 113-114

Sample Instruction

Identifying Parts of an Essay

- Annotated Writing Model

- Lesson 5.2 Thesis Statements—SE p 115-116

- Lesson 5.3 Introductions—SE p 117-119

- Lesson 5.4 Body Paragraphs—SE p 120-122

- Lesson 5.5 Conclusions—SE p 123-125

Writer's Workshop

Writer's Workshops feature annotated writing samples that model key features that are directly taught in the lesson.

- Chapter 5 Writer's Workshop: Compare-Contrast Essay—SE p 126-132

Sample Instruction

Key Features

- clear introduction to the topic
- organized ideas and supporting details using compare-contrast structure
- appropriate transitions and precise language
- formal style
- conclusion that supports the comparisons and contrasts

Drafting

- Annotated Writing Model

Revising

- Annotated Writing Model
 - Introduction
 - Conclusion

- Chapter 11 Writer's Workshop: Research Report—SE p 261-268

Sample Instruction

Drafting

- Annotated Writing Model

Revising

- Annotated Writing Model

Editing and Proofreading

- Annotated Writing Model

DIGITAL RESOURCES*

Chapters 5, 11

Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated student essay that demonstrates features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 5 Compare-Contrast Essay: "Dickinson and Whitman: Breakthrough Poets"
- Chapter 11 Research Report: "One Laptop Per Child"

DIGITAL RESOURCES*

Chapters 1-12

Writing Rubrics

Informative/Explanatory Writing

The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.T.T.2.d Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)

continued

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Chapter 5 Writing an Essay

- Lesson 5.2 Thesis Statements—SE p 115–116

Sample Instruction

Writing a Thesis, or Claim

- Lesson 5.3 Introductions—SE p 117–119

Sample Instruction

Revising Introductions

Writing an Introduction

- Lesson 5.4 Body Paragraphs—SE p 120–122

Sample Instruction

Revising Body Paragraphs

- Lesson 5.5 Conclusions—SE p 123–125

Sample Instruction

Writing a Conclusion

Writer's Workshop

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 5 Writer's Workshop: Compare-Contrast Essay—SE p 126–132

When you write a compare-contrast essay, you look at and explain similarities and differences between objects, people, or ideas. Use a Venn diagram, as shown below, to gather details.

Sample Instruction

Key Features

- clear introduction to the topic
- organized ideas and supporting details using compare-contrast structure
- appropriate transitions and precise language
- formal style
- conclusion that supports the comparisons and contrasts

Authentic Writing

- **Task** Write a two- to four-page compare-contrast essay about two characters or two famous people.
- **Audience** classmates who know little about your topic
- **Purpose** to inform readers about similarities and differences

Prewriting

- Plot Your Course
- Narrow Your Subject
- Make Your Point
- Gather Details

Drafting

- Get Organized

Revising

- Revising Questions
- Review Your Essay's Parts

Editing and Proofreading

- Editing and Proofreading Checklist

Publishing and Presenting

- Make a collage or poster.
- Read your essay to the class.

- Chapter 11 Writer's Workshop: Research Report—SE p 261–268

Writing Application

Writing Applications are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 6 Writing Application: Summary—SE p 149–152
- Chapter 8 Writing Application: Instructions —SE p 193–196
- Chapter 10 Writing Application: Writing Prompt Response—SE p 237–240
- Chapter 12 Writing Application: Business Letter—SE p 283–286

continued

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>7.T.T.2.d Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>DIGITAL RESOURCES*</u> Chapters 1-12 Student Resources</p> <ul style="list-style-type: none"> Peer Review Questions The Online Peer Review Questions is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments. <p>Writing Rubrics Informative/Explanatory Writing The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.</p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p>7.T.T.3.a Analyze argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)</p> <p>7.T.T.3.b This progression begins in 9th grade.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Chapter 4 Effective Paragraphs</p> <ul style="list-style-type: none"> Lesson 4.5 Types of Paragraphs—SE p 101-103 <i>Sample Instruction</i> 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. <ul style="list-style-type: none"> Annotated Writing Model Identifying Paragraphs <p>Writer's Workshop Writer's Workshops feature annotated writing samples that model key features that are directly taught in the lesson.</p> <ul style="list-style-type: none"> Chapter 7 Writer's Workshop: Persuasive Essay—SE p 169-175 <i>Sample Instruction</i> Key Features <ul style="list-style-type: none"> precise claim, or thesis logical reasons and relevant evidence as support words and phrases that clarify the relationships among your claims, reasons, and evidence discussion of opposing claims formal style conclusion that follows from the argument presented Prewriting <ul style="list-style-type: none"> Literary Model Drafting <ul style="list-style-type: none"> Annotated Writing Model Revising <ul style="list-style-type: none"> Annotated Writing Model Editing and Proofreading <ul style="list-style-type: none"> Annotated Writing Model <p style="text-align: center;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>7.T.T.3.a Analyze argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument. (I)</p> <p>7.T.T.3.b This progression begins in 9th grade.</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> Chapter 9 Writer's Workshop: Book Review—SE p 215–221 <p>Sample Instruction</p> <p>Key Features</p> <ul style="list-style-type: none"> clear thesis, or claim, that includes a recommendation about the book specific details, including text evidence brief summary of the text clearly organized introduction, body, and conclusion your feelings about the book <p>Drafting</p> <ul style="list-style-type: none"> Annotated Writing Model <p>Revising</p> <ul style="list-style-type: none"> Annotated Writing Model <p>Editing and Proofreading</p> <ul style="list-style-type: none"> Annotated Writing Model
<p>7.T.T.3.c Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)</p> <p>7.T.T.3.d This progression begins in 9th grade.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Write What You Think</p> <p>For Write What You Think, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.</p> <ul style="list-style-type: none"> SE pp. 35, 68, 103, 140, 158, 184, 236, 252 <p>Sample Assignment</p> <p>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. (SE p. 252)</p> <p>Writer's Workshop</p> <p>In each Writer's Workshop, students apply what they learned about the writing process in Chapter One.</p> <ul style="list-style-type: none"> Chapter 7 Writer's Workshop: Persuasive Essay—SE p 169–175 <p>Sample Instruction</p> <p>Key Features</p> <ul style="list-style-type: none"> precise claim, or thesis logical reasons and relevant evidence as support words and phrases that clarify the relationships among your claims, reasons, and evidence discussion of opposing claims formal style conclusion that follows from the argument presented <p>Authentic Writing</p> <ul style="list-style-type: none"> Task Write a three- to four-page persuasive essay about a change you would like to see in your community or your school. Audience your classmates Purpose to persuade readers to agree with you <p>Prewriting</p> <ul style="list-style-type: none"> Pick a Topic State Your Reasons and Evidence Make Room for Opposition Sound Convincing <ul style="list-style-type: none"> Rhetorical question Parallel structure Repetition Writing Hint <ul style="list-style-type: none"> When you respond to a counterargument, maintain a reasonable and fair tone, or attitude. <p>Drafting</p> <ul style="list-style-type: none"> Organize the Body <ul style="list-style-type: none"> Introduction Body paragraph2hs <ul style="list-style-type: none"> Add transitions Conclusion <p style="text-align: center;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.T.T.3.c Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences. (C)

7.T.T.3.d This progression begins in 9th grade.

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

Revising

- Revising Questions

Editing and Proofreading

- Editing and Proofreading Checklist
- Proofreading Symbols

Publishing and Presenting

1. Give a speech.
2. Submit an editorial.
3. Have a discussion.

- Chapter 9 Writer's Workshop: Book Review—SE p 215–221

Writing Application

Writing Applications are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 2 Writing Application: Speech—SE p 52–55

DIGITAL RESOURCES*

Chapters 1–12

Student Resources

- Peer Review Questions

The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

Writing Rubrics

- Persuade

The rubric features a checklist of descriptors for three levels of argument writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

7.T.T.4.a Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I)

7.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

STUDENT EDITION

Chapter 10 Subject-Verb Agreement

- Writing Application: Writing Prompt Response—SE p 237–240

Sample Instruction

Understand the Prompt

Prompt Choose a poem you have read that has a distinct form or structure. What is the role of the structure in the poem, and how does it affect the poem's message? Write a brief literary analysis essay in which you analyze how the poem's structure contributes to its overall meaning.

Write a Thesis Statement or Claim

Writing Model

Back Up Your Response

Quotation

"One, if by land, and two, if by sea;
And I on the opposite shore will be,"

Effect

simple rhyme and rhythm make poem easy to remember

Organize Your Response

Writing Model

Check Your Response

Writing Model

continued

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

7.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

7.T.T.4.a Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices. (I)

7.T.T.4.b Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)

continued

DIGITAL RESOURCES*

Chapter 5

Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated student essay that demonstrates features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 5 Compare-Contrast Essay: "Dickinson and Whitman: Breakthrough Poets"

see also **GRAMMAR FOR WRITING eBook — Grade 8**

DIGITAL RESOURCES*

Chapter 8

Instruction & Practice

- Writing Application: Poem

Sample Instruction

Poems ...

- often evoke feelings
- contain striking images and details that appeal to the senses
- may include stanzas, or groups of lines
- may have a variety of musical sounds
- may have a specific form, such as a sonnet

Task: Write a free-verse poem about something or someone you have seen.

Purpose: Describe a person, an animal, an object, or an event.

Audience: Your family members and friends.

Find a Subject

Choose Your Words Carefully

Use Your Imagination

Writing Checklist

Writing Model

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

7.T.RA.1 Research & Inquiry

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

7.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)

7.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (C)

7.T.RA.1.c Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)

continued

STUDENT EDITION

Chapter 11 Punctuation

- Writer's Workshop: Research Report—SE p 261-268

A **research report** is a type of writing that answers a question about a topic by presenting information collected from a variety of sources.

Sample Instruction

Prewriting

- Find Your Topic

- performing preliminary research online or at the library
- discussing topics with an expert, parent, or teacher
- reading newspapers or magazines
- listening to other students discuss their topics

Then, choose a topic that:

- you are curious to learn more about
- is neither too broad nor too narrow for a four- to five-page paper
- has several **reliable sources of information** you can easily find

continued

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

7.T.RA.1 Research & Inquiry

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

7.T.RA.1.a Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)

7.T.RA.1.b *Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.* (C)

7.T.RA.1.c *Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.* (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

continued

- **Think About Your Point**

As you conduct preliminary research at the library and on the Internet, use the 5-W and How? questions (Who? What? When? Where? Why? and How?) to focus your research question and to find information specific to your topic.

- **Gather Sources and Take Notes**

- Primary sources
- Secondary sources

- **Writing Hint**

Evaluate the reliability of your sources. Ask:

- What knowledge or experience does the author of the source have?
- Is the source up-to-date?
- Is the source from a reliable site, such as a government (.gov) or university (.edu) site?

- **Track Sources**

- Take notes
- Create source cards

- **Drafting**

- Organize the Body
- Annotated Writing Model

- **Revising**

- Revising Questions
 - How effectively did I use details from both primary and secondary sources?
- Annotated Writing Model
- Avoid Plagiarism
 1. The source for any fact that is not common knowledge must be documented.
 2. Cite your sources in the body of your report with an in-text citation.
 3. Include a Works Cited list at the end of your report. This list identifies the sources you cited in your report. For the correct format to use, ask your teacher. The Modern Language Association (MLA) format is shown below.
 - Annotated Writing Model

- **Editing and Proofreading**

- Editing and Proofreading Checklist
- Check Direct Quotations
- Annotated Writing Model

- **Publishing and Presenting**

- Post it.
- Make a documentary.
- Present it.

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

7.T.RA.2 Curating Sources & Evidence

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 7

7.T.RA.2.a Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication. (I)

7.T.RA.2.b Analyze print and digital texts for credibility and relevance, determining whether the ideas and information support the topic under investigation. (I)

7.T.RA.2.c Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page. (C)

STUDENT EDITION

Chapter 11 Punctuation

- Writer's Workshop: Research Report—SE p 261–268
A **research report** is a type of writing that answers a question about a topic by presenting information collected from a variety of sources.

Sample Instruction

Key Features

- Multiple print and digital sources
- Relevant information from credible primary and secondary sources
- In-text citations and a list of Works Cited

Prewriting

- Gather Sources and Take Notes
 - Primary Sources
 - Secondary Sources
- Track Sources
 - Take notes
 - Create numbered source cards
 - Writing model

• **Writing Hint**

- Evaluate the reliability of your sources.

Revising

- Revising Questions
 - How effectively and accurately did I paraphrase, summarize, or quote sources?
 - Writing model: Add in-text citation
- Avoid Plagiarism
 1. The source for any fact that is not common knowledge must be documented.
 2. Cite your sources in the body of your report with an in-text citation.
 3. Include a Works Cited list at the end of your report.
- Writing model