



Writer's Choice

Grammar and Composition

Grade 7
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STANDARDS	PAGE REFERENCES
COMPETENCIES and Objectives	
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
<p>a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words.</p>	<p>Student Edition: 661-664 Teacher Wraparound Edition: C 664; MIN 663; T 663</p>
<p>b. The student will develop and apply expansive knowledge of words and word meaning to communicate.</p>	<p>Student Edition: 553-556, 651-652, 654-656, 657, 661-664, 665, 682 Teacher Wraparound Edition: C 656; MIN 651, 653; T 655, 662; WRW 657</p>
<p>c. The student will use grade level appropriate synonyms, antonyms, and homonyms.</p>	<p>Student Edition: 648-649, 652, 666-667, 669-670 <i>Grammar Link 27</i> <i>Revising Tip 115</i> <i>Using Computers 125, 281</i> Teacher Wraparound Edition: T 651, 669; TT 648</p>

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<p>d. <i>The student will use context to determine the meanings of unfamiliar or multiple meaning words.</i></p>	<p>Student Edition: 658-659</p> <p>Teacher Wraparound Edition: ARS 143, 299; C 659; MA 658; MIN 659; T 662, 663</p>
<p>e. <i>The student will use context to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of words and to communicate.</i></p>	<p>Student Edition: 95, 714-715</p> <p>Teacher Wraparound Edition: ARS 143, 250; 6+1 91, 93, 143, 189</p>
<p>f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning.</p>	<p>Student Edition: 67-68, 104-105, 647-649, 650-652 <i>Revising Tip</i> 115 <i>Question A</i> 246 <i>Editing/Proofreading</i> 247</p> <p>Teacher Wraparound Edition: C 649; MIN 116, TT 648</p>
<p>g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).</p>	<p>Student Edition: 114-115, 119-120, 122-124, 128, 131-132 <i>Literature Model</i> 26 <i>Using Computers</i> 125, 133</p> <p>Teacher Wraparound Edition: LE 189; MIN 124</p>
<p>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p>	
<p>a. <i>The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, interpret, respond to, or analyze text.</i></p> <ol style="list-style-type: none"> 1) Text features - bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down, captions, illustrations, graphs, diagrams, menus, key word searches, etc. 2) Parts of a book - appendix, footnotes, etc. 3) Text structures - compare/contrast, order of importance, etc. 	<p>Student Edition: 32-38, 95, 148, 208-211, 216-218, 639-642, 647-649, 650-651, 685-686, 699-702</p> <p>Teacher Wraparound Edition: EE 641, 686; MIN 640</p>

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<p>b. <i>The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information.</i></p> <ol style="list-style-type: none"> 1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author's use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. 	<p>Student Edition: 148 #2, 160-163, 164-167, 216-219, 302 #2</p> <p>Teacher Wraparound Edition: ARS 249; C 163, 167, 219; CAC 92; CT 91, 251, 252; 6+1 91</p>
<p>c. The student will recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.</p>	<p>Student Edition: 333-336, 686-690, 697</p> <p>Teacher Wraparound Edition: ARS 253; C 192; CAC 92; CT 147, 253; T 694; WRW 334</p>

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<p>d. <i>The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.</i></p> <ol style="list-style-type: none"> 1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view), 2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance), 3) Literary devices (e.g., imagery, exaggeration, dialogue, irony), 4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and 5) Author’s purpose (e.g., inform, entertain, persuade). 	<p>Student Edition: 24-26, 160-163, 164-167, 168-171, 216-219, 302 #2, 762</p> <p>Teacher Wraparound Edition: CAC 92; 6+1 91, 143, 301</p>
<p>e. <i>Evaluate the author’s use of facts, opinions, or tools of persuasion to determine author’s purpose and consider the effect of persuasive text on the intended audience.</i></p> <ol style="list-style-type: none"> 1) Evaluate use of and distinguish between fact and opinion. 2) Evaluate the author’s use of tools of persuasion (e.g., air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, etc). 	<p>Student Edition: 262-265, 266-269, 270-273, 274-277, 278-281, 286-289, 294-297, 774-776, 792-793</p> <p>Teacher Wraparound Edition: C 265, 302; CT 299, 300</p>

STANDARDS	PAGE REFERENCES
3. The student will express, communicate, evaluate, or exchange ideas effectively.	
<p>a. <i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.</i></p> <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) <u>Drafting</u> <ul style="list-style-type: none"> • Draft with increasing fluency. 3) <u>Revising</u> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) <u>Editing</u> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> • Share writing with others formally and informally. 	<p>Student Edition: 28-31, 46-49, 52, 78-81, 82-85, 86-89, 138-141, 184-187, 244-247, 294-297 <i>Writing Across the Curriculum</i> 96, 303 <i>Prewriting Tip</i> 214</p>
<p>b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text.</p>	<p>Student Edition: 95, 114-117, 118-121, 122-125, 126-129, 131-133, 134-137, 138-141</p> <p>Teacher Wraparound Edition: LE 91, 189, 249; 6+1 189, 193</p>
<p>c. <i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, containing multiple events with a clear problem and solution.</i></p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) Plays 4) Video narratives 5) PowerPoint presentations 	<p>Student Edition: 114-117, 122-125, 156-159, 160-163, 164-167, 168-171, 172-175, 176-179, 184-187, 204-207 <i>Grammar Link</i> 28 <i>Using Computers</i> 207</p> <p>Teacher Wraparound Edition: C 175</p>

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<p>d. <i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance.</i></p> <ol style="list-style-type: none"> 1) Essays 2) Presentations 3) Poems 4) Functional texts 	<p>Student Edition: 58-61, 72, 124, 200-203, 204-207, 208-211, 212-215, 216-219, 244-247, 349-353, 822-824</p> <p>Teacher Wraparound Edition: MIN 72</p>
<p>e. <i>The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details.</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements 	<p>Student Edition: 240-243, 258-261, 262-265, 266-269, 270-273, 274-277, 278-281, 281-285, 286-289, 294-297, 774-776, 777-780</p> <p>Teacher Wraparound Edition: C 261</p>
<p>f. <i>The student will compose texts of a variety of modes based on inquiry and research.</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. 	<p>Student Edition: 220-223, 224-227, 228-231, 232-235, 236-239, 244-247, 349-353, 639-642, 643-644, 645-646, 783-787, 793-795, 825-832</p> <p>Teacher Wraparound Edition: TT 642, 644</p>

STANDARDS	PAGE REFERENCES
4. The student will apply Standard English to communicate.	
<p>a. <i>The student will use Standard English grammar to compose or edit.</i></p> <ol style="list-style-type: none"> 1) Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective) 2) Verbs, helping verbs, irregular, transitive, and intransitive verbs 3) Verb tense (e.g., present, past, future, perfect) 4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases. 5) Articles and conjunctions 6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive) 7) Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite) 8) Adverbs (e.g., comparative forms) 9) Interjections 	<p>Student Edition: 379-397, 398-427, 429-449, 450-477, 487-488, 535-551, 618-627 <i>Editing/Proofreading Checklist</i> 31, 141, 187 <i>Grammar Link</i> 157, 179</p>
<p>b. <i>The student will use Standard English mechanics to compose or edit.</i></p> <ol style="list-style-type: none"> 1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives) 4) Quotation marks (e.g., quotations, titles of poems) 5) Colons (e.g., time, complex sentences, business letters) 6) Capitalization 7) Spell words commonly found in seventh grade level text 8) Produce legible text 	<p>Student Edition: 572-587, 589-590, 591-592, 593-594, 595-596, 597-598, 599-600, 605-606, 609-617, 672-683</p> <p>Teacher Wraparound Edition: MIN 594; T 331; WRW 332</p>

STANDARDS	PAGE REFERENCES
<p>c. <i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.</i></p> <ol style="list-style-type: none"> 1) Analyze the structure of sentences (e.g., simple, compound, complex). 2) Compose simple, compound, and complex sentences. 3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives and modifiers. 4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers. 	<p>Student Edition: 357-377, 451-477, 479-488, 489-499, 501-510, 511-518, 519, 563-571, 817-819 <i>Editing/Proofreading Checklist</i> 31, 89, 141, 187</p>