



Writer's Choice

Grammar and Composition

Grade 7

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STANDARDS	PAGE REFERENCES
The student writes about a topic by	
W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1	
W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1	
The student writes about a topic by	
<p>[7] 3.1.1 Writing a thesis statement that identifies the focus or controlling idea for the entire composition</p>	<p>Student Edition: 43-45, 50-52, 86-87, 197-199, 212-214, 216-218, 232-234, 821, 831-832 <i>Collect Topic Ideas</i> 53 <i>Cross-Curricular Activity</i> 203 <i>Outline and Draft</i> 235 <i>Write an Explanation</i> 207, 215 Teacher Wraparound Edition: C 211, 235; CC 43; T 233</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement</p>	<p>Student Edition: 70-72, 115, 126-129, 156-159, 164-166, 172-174, 200-202, 204-206, 208-210, 232-234, 240-242 <i>Cross-Curricular Activity</i> 243 <i>Drafting</i> 185 <i>Revise for Effective Paragraphs</i> 73 <i>Write a Personal Narrative</i> 167 <i>Write a Tall Tale</i> 175</p> <p>Teacher Wraparound Edition: C 73, 117, 235; T 22, 233</p>
<p>[7] 3.1.3 Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases</p>	<p>Student Edition: 58-60, 62-64, 66-67, 70-72, 196-199, 200-202, 204-206, 208-211, 212-214, 216-219, 820, 821, 822, 831-832 <i>Make a Plan for Writing</i> 61 <i>Write Procedures</i> 203 <i>Write an Explanation</i> 207, 215</p> <p>Teacher Wraparound Edition: C 65, 203</p>
<p>[7] 3.1.4 Writing a conclusion that supports the thesis or summarizes the main ideas</p>	<p>Student Edition: 234, 254 #2, 276, 333-336, 689-690, 821 <i>Cross-Curricular Activity</i> 243 <i>Outline and Draft</i> 235 <i>Write an Editorial</i> 277</p> <p>Teacher Wraparound Edition: C 211, 336; T 201, WRW 334</p>

STANDARDS	PAGE REFERENCES
Student writes for a variety of purposes and audiences.	
W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4	
W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4	
The student writes for a variety of purposes and audiences by	
<p>[7] 3.2.1 Writing a narrative using setting and character to advance the plot (L)</p>	<p>Student Edition: 153-155, 156-158, 160-162, 168-170, 172-174 <i>Listening and Speaking</i> 175 <i>Write a Children’s Story</i> 159 <i>Write a Dialogue</i> 171 <i>Write a Narrative Message</i> 163 <i>Write a Tall Tale</i> 175 <i>Write About Reading</i> 148, 192 Teacher Wraparound Edition: C 155; CL 154, 163; LE 189</p>
<p>[7] 3.2.2 Writing in a variety of nonfiction forms (e.g., letter, report and/or autobiography) to inform or describe</p>	<p>Student Edition: 12-14, 18, 20-22, 28-31, 200-201, 244-247, 254 #4, 286-288 <i>Cross-Curricular Activity</i> 219 <i>Revise, Edit, and Share Your Report</i> 239 <i>Write a Cause-and-Effect Letter</i> 219 <i>Write a Comparison-and-Contrast</i> 243 <i>Write a Comparison-Contrast Letter</i> 211 <i>Write a Complaint Letter</i> 289 <i>Write About an Experience</i> 23 <i>Write About Reading</i> 254 <i>Write an Explanation</i> 207, 215 <i>Write Procedures</i> 203</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)</p>	<p>Student Edition: <i>Write a Children’s Story</i> 159 <i>Write a Dialogue</i> 171 <i>Write an Editorial</i> 277 <i>Write a Letter</i> 11 <i>Write a Poem</i> 137 <i>Write a Response</i> 183 <i>Write About an Experience</i> 23 <i>Write About Reading</i> 95, 148, 192, 254 <i>Writing Across the Curriculum</i> 39, 96, 255, 303 <i>Journal Writing</i> 181</p> <p>Teacher Wraparound Edition: C 196</p>
<p>[7] 3.2.4 Using diagrams, charts or illustrations with captions or labels in research projects or extended reports*(L)</p>	<p>Student Edition: 14, 247, 283, 699-702 <i>Adding to Your Portfolio</i> 255 <i>Create a Leaflet</i> 281 <i>Create a Poster</i> 265 <i>Editing Tip</i> 221 <i>Listening and Speaking</i> 203, 243 <i>Using Computers</i> 215 <i>Viewing and Representing</i> 207, 265 <i>Write an Advertisement</i> 285 <i>Write an Explanation</i> 215</p> <p>Teacher Wraparound Edition: EE 283; T 283; VR 103, 218</p>

STANDARDS	PAGE REFERENCES
The student writes and edits using conventions of Standard English.	
W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2	
W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2	
The student writes and edits using conventions of Standard English by	
[7] 3.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing	Student Edition: 74-76, 817-818 <i>Grammar Link</i> 7, 15, 27, 121, 175, 207, 277 <i>Writing Activities</i> 77 Teacher Wraparound Edition: C 77; MIN 76
[7] 3.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)	Student Edition: 385-386, 601-602, 669-670, 672-675, 677-680, 681-683 <i>Editing/Proofreading Checklist</i> 31, 89, 187 <i>Grammar Link</i> 53, 61 <i>Spelling Hints</i> 19 <i>Word Works</i> 671, 676 Teacher Wraparound Edition: CL 682; MIN 683; WRW 670, 671
[7] 3.3.3 Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)	Student Edition: 589, 591, 593, 595, 597, 599 <i>Editing and Proofreading Checklist</i> 141, 187, 247, 297 <i>Grammar Links</i> 73, 171, 183, 199, 227, 235, 261, 285, 293 Teacher Wraparound Edition: T 331
[7] 3.3.4 Applying rules of capitalization (e.g., titles and proper nouns)	Student Edition: 325-326, 453-454, 573-574, 575-576, 577-578, 579-580 <i>Editing and Proofreading</i> 31, 89, 247, 297 <i>Grammar Link</i> 19, 45, 69, 231, 281 <i>Proofreading Tip</i> 187 Teacher Wraparound Edition: C 574; MIN 574, 576, 580

STANDARDS	PAGE REFERENCES
<p>[7] 3.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)</p>	<p>Student Edition: 308-309, 310-313, 314-315, 316-317, 318-319, 356-551 <i>Grammar Link</i> 15, 23, 57, 77, 81, 133, 155, 163, 167, 175, 207, 211, 223, 243, 269</p>
<p>The student revising writing.</p>	
<p>W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5 b. Form and explain own standards or judgments of quality writing. E.A.8 W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5</p>	
<p>The student revises writing by</p>	
<p>[7] 3.4.1 Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)</p>	<p>Student Edition: 46-48, 66-68, 70-72, 74-76, 126-128 <i>Listening and Speaking</i> 159, 163, 171, 179, 203, 215, 239 <i>Revising</i> 88, 186 <i>Writing Activity</i> 69, 73, 77, 129</p>
<p>[7] 3.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p>	<p>Student Edition: 66-67, 78-80, 105 #2 <i>Listening and Speaking</i> 73, 81, 117, 163, 171, 179, 203, 215 <i>Writing Activity</i> 69 Teacher Wraparound Edition: MIN 105; T 30, 76, 88, 140, 186, 246, 296</p>
<p>[7] 3.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing</p>	<p>Student Edition: 60, 67-68, 70-72, 78-79, 88, 140, 186, 192 #3, 817-818, 822-823 <i>Drafting Tip</i> 30 <i>Focus on Voice</i> 38 <i>Listening and Speaking</i> 19, 117 <i>Revise for Effective Paragraphs</i> 73 <i>Revising</i> 88, 140, 186 Teacher Wraparound Edition: C 125; CL 60; T 22</p>

STANDARDS	PAGE REFERENCES
<p>[7] 3.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed</p>	<p>Student Edition: 22, 29, 52, 58-60, 66-68, 70-72, 88, 104-105, 186 <i>Evaluate a Draft</i> 69 <i>Make a Plan for Writing</i> 61 <i>Revise for Effective Paragraphs</i> 73 <i>Revising</i> 88, 186 <i>Using Computers</i> 121, 133 <i>Write a Descriptive Paragraph</i> 125 <i>Write a Draft</i> 65</p> <p>Teacher Wraparound Edition: C 53, 61; T 29; TT 104</p>
<p>[7] 3.4.5 Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)</p>	<p>Student Edition: 38 #3, 54-56, 84 <i>Assignment</i> 86, 138 <i>Present Your Writing</i> 85 <i>Voice</i> 822 <i>Write a Character Description</i> 133 <i>Write a Description of an Object</i> 117 <i>Write a Descriptive Paragraph</i> 125 <i>Write a Poem</i> 137 <i>Writing Process in Action</i> 86-89, 138-141, 244-247, 294-297</p> <p>Teacher Wraparound Edition: T 71; WRW 56; 6+1 33, 34</p>
<p>[7] 3.4.6 Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)</p>	<p>Student Edition: 643-644, 647-649, 650-652 <i>Writing Process in Action</i> 30-31, 140-141, 186-187, 246-247, 296-297</p> <p>Teacher Wraparound Edition: C 649; MA 647; T 30, 140, 186, 246, 296; TT 31, 100; 648, PA 336, T 648, 753</p>

STANDARDS	PAGE REFERENCES
The student documents sources.	
W3.5 List and document sources using a given format. E.D.3	
W4.5 Cite sources of information using a standard method of documentation. E.D.3	
The student documents sources by	
<p>[7] 3.5.1 Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)</p>	<p>Student Edition: 224-226, 233, 825-827, 828-830 <i>Activity</i> 353 <i>Begin Your Research</i> 227 <i>Using Computers</i> 227</p> <p>Teacher Wraparound Edition: ER 247; JWT 225; MIN 226; UNC 226</p>
The student uses resources.	
W3.6 Compose and edit a composition with a word processing program. E.A.7	
The student uses resources by	
<p>[7] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p>	<p>Student Edition: <i>Using Computers</i> 121, 133</p> <p>Teacher Wraparound Edition: TT 648 (dictionary), 753; WRW 670</p>
<p>[7] 3.6.2 Using thesaurus to locate and choose effective synonyms for common words (L)</p>	<p>Student Edition: 648-649, 652, 666 <i>Using Computers</i> 125, 281</p> <p>Teacher Wraparound Edition: TT 648</p>
<p>[7] 3.6.3 Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)</p>	<p>Student Edition: <i>Technology Tip</i> 336, 340, 348, 352 <i>Using Computers</i> 85, 163, 207, 215</p> <p>Teacher Wraparound Edition: TT 31, 753</p>

*Assumes an increasing level of writing skill applications