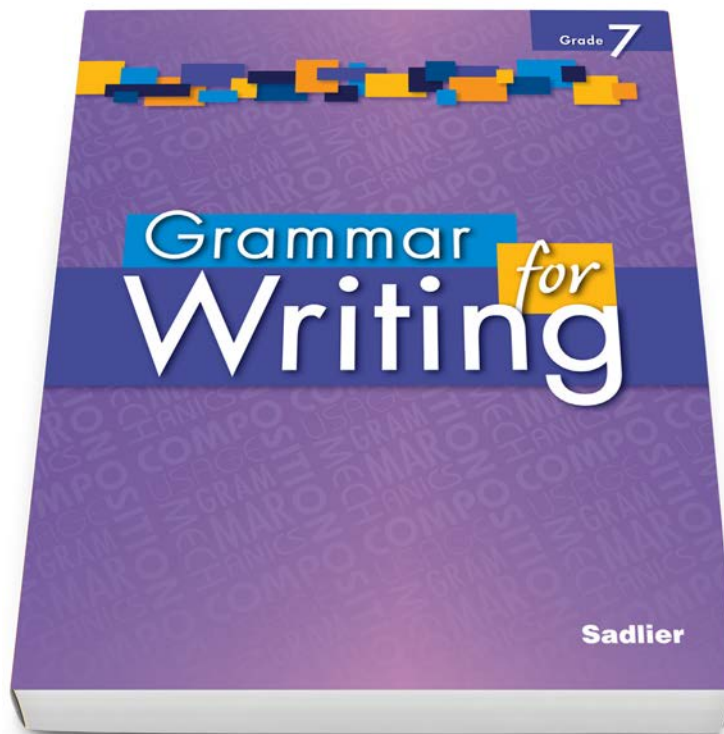


Grammar for Writing

Correlation to the Common Core State Standards
for English Language Arts, Grade 7

Grade 7



Contents

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Speaking & Listening	39
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WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Writing Application: Speech, pp. 52–55

Example [Grade 7, p. 53]

Take a Stand First, focus on the topic. Then, figure out your **position**, or opinion, on the issue. Begin by asking yourself some questions.

1. What personal experiences have I had related to this topic?
2. What are other people's positions on this topic? Which position seems most reasonable to me?
3. Other than my personal experiences, what kinds of arguments and evidence can I add?

Then, write a sentence in which you state your opinion as clearly and strongly as you can.

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.3 Patterns of Organization, pp. 96–98

Example [Grade 7, p. 97]

4. **Logical Order** When you organize details in logical order, you group together related information in a way that helps readers follow your key points. For example, to compare and contrast two things, you might discuss all the similarities first and then all the differences.

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.5 Types of Paragraphs, pp. 101–103

Example [Grade 7, p. 102]

 **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.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

DESCRIPTION

The graphic organizer at the beginning of **Writing Application: Speech** demonstrates the relationship between claim, reasons, and supporting evidence.

Students are guided to develop a position or claim then introduce the claim using recommendations in the **Writing Hint** on page 54: grab the audience's attention by opening a speech with an interesting story, challenging question, exciting or shocking example or fact, or memorable quotation.

For the **Writing Checklist** on page 55, students are asked, "Did you start with a strong opening?"

Lesson 4.3 Patterns of Organization explains four common ways of organizing reasons and evidence: chronological order, spatial order, order of importance, and logical order.

In **Exercise 1**, students practice organizing ideas. In **Exercise 2** they select an appropriate pattern of organization then rewrite the draft.

Lesson 4.5 Types of Paragraphs describes the key features of a persuasive paragraph, which include stating and supporting an opinion or claim. The **Writing Model** includes an example of a clear opinion.

For the **Write What You Think** writing activity on page 103, students choose one of three statements and write a persuasive paragraph that includes an opinion or claim in the topic sentence.

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the claim. The body presents the facts, details, examples, or other information that develops or supports the claim. And the conclusion sums up the key points made in the essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

Organization of an Essay

Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.2 Thesis Statements, pp. 115–116

Example [Grade 7, p. 115]

➡ It is a good idea to use your thesis statement, or claim, to preview the essay's organization. Mention your key ideas in the order in which you will discuss them in your body paragraphs

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.3 Introductions, pp. 117–119

Example [Grade 7, p. 117]

➡ The first paragraph of many essays introduces the topic and usually includes a **thesis statement**, or **claim**, which states your main idea. One commonly used structure for an introductory paragraph begins with a general sentence and ends with a specific statement. This organization can help focus your essay.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.4 Body Paragraphs, pp. 120–122

Example [Grade 7, p. 120]

Body paragraphs come between the introduction and the conclusion. They provide examples and explanations to support the thesis of your essay.

Example [Grade 7, p. 121]

➡ Use a **pattern of organization** to help your reader follow your ideas. Arrange your body paragraphs, and the sentences in each one, logically, depending on your purpose. (Chronological order is used in the paragraph about Pissarro's landscapes to show the development of his work through time.)

In **Lesson 5.2 Thesis Statements**, students learn how a claim or controlling idea influences an essay's organization.

In **Exercise 1 Identifying a Thesis Statement, or Claim**, students underline the claim in an introductory paragraph.

In **Exercise 2 Writing a Thesis, or Claim**, students refer to details in a Venn diagram to compose a thesis or claim.

After being introduced to thesis statements or claims in **Lesson 5.2**, students are given specific suggestions in **Lesson 5.3** on how to write a strong introduction that includes the claim or thesis statement. Exercises practice revising, evaluating, and writing an introduction.

As explained in **Lesson 5.4 Body Paragraphs**, students learn to use body paragraphs to present evidence that supports the claim made in the introduction.

In addition to seeing how to organize evidence in each paragraph around the topic sentence, they study how to use patterns of organization to help clarify and support the claim.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Type	Purpose
Chronological Order	presents details or events in the order in which they occur
Cause and Effect	describes the relationship between what happens and why it happens
Comparison and/or Contrast	explains similarities and/or differences between people, places, objects, or ideas
Order of Importance	arranges details or reasons from the least important ones to the most important ones—or the reverse
Spatial Order	shows location of objects and places

DESCRIPTION

Chapter 7 Nouns and Pronouns, pp. 156–179

Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 7, p. 171]

Prewriting

Make Room for Opposition Make your argument stronger by anticipating and responding to **counterarguments**, or arguments that could be used against your opinion. Jot down a counterargument and your response to it in a chart.

My Opinion	We must improve our recycling program.
Counterargument	Improving the program will cost too much money.
My Response	The money we use to improve the program will be worth it over time. It is more valuable to have a healthier environment than an environment full of overflowing landfills.

In **Prewriting: Pick a Topic**, students are directed to choose a topic that matters most to them and can easily be supported by evidence. They learn to narrow the topic and be able to provide at least two reasons for their claim.

In **Prewriting: Make Room for Opposition**, students learn that they can strengthen their argument by anticipating and responding to counterarguments while maintaining a respectful and fair tone.

Chapter 7 Nouns and Pronouns, pp. 156–179

Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 7, p. 172]

Drafting

Organize the Body Now organize your details into the three basic parts of an essay. Each part serves a different purpose.

1. Your **introduction** presents your topic and thesis, or claim, and should catch your audience’s attention. Begin your introduction with a question, a quotation, or a fact.

For **Drafting: Organize the Body**, students review the three basic parts of an essay. Suggestions for an effective introduction include using a rhetorical question or quotation. A writing model follows.

In **Revising: Revising Questions**, the checklist helps students evaluate clarity of claim and the strength of response to the counterargument.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Writer's Workshop: Book Review, pp. 215–221

Example [Grade 7, p. 216]

Prewriting

Form Your Recommendation Use the thoughts you gathered to formulate a **thesis statement (claim)**, or the main idea of your review. Your thesis statement should clearly state whether you recommend the book or not and give the overall reason for your opinion.

DESCRIPTION

In **Prewriting: Form Your Recommendation**, students are directed to collect their thoughts about a book they have chosen to review to determine whether or not they can recommend it to others. They are given two versions of a sample thesis statement, or claim, a weak version and a strong version, then evaluate the characteristics of each.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59

Writing Application: Speech, pp. 52–55

Example [Grade 7, p. 53]

Support Your Claim Support your position, or claim, with two clearly stated reasons. Use a variety of relevant facts, statistics, and expert opinions to support each reason, as shown in the chart below.

Reason 1	Students can play a variety of online games with their siblings and parents.
Evidence: Fact	There are hundreds of family-oriented games online.
Evidence: Expert Opinion	Doctors claim that families who play games together have better communication and a closer bond than families who do not play games.
Evidence: Statistic	About 52 percent of young people reported that they wished their families would participate in more family-oriented activities.

DESCRIPTION

The **Support Your Claim** chart on page 53 shows that supporting evidence can be a fact, expert opinion, or statistic.

Chapter 4 Effective Paragraphs, pp. 90–111

Lesson 4.1 Supporting the Main Idea, pp. 91–93

Example [Grade 7, p. 92]

Lesson 4.1 explains that effective paragraphs are made up of sentences that work together to develop the main idea, which is usually stated in a topic sentence.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

➡ To build an effective paragraph, you need to include enough **supporting details** to **elaborate**, or explain, the main idea fully. Some details will come from your memory or experiences, and others will come from research.

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.5 Types of Paragraphs, pp. 101–103

Example [Grade 7, p. 102]

➡ **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.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

Organization of an Essay		
Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.4 Body Paragraphs, pp. 120–122

Example [Grade 7, p. 120]

Body paragraphs come between the introduction and the conclusion. They provide examples and explanations to support the thesis of your essay.

Example [Grade 7, p. 121]

➡ Use a **pattern of organization** to help your reader follow your ideas. Arrange your body paragraphs, and the sentences in each one, logically, depending on your purpose. (Chronological order is used in the paragraph about Pissarro's landscapes to show the development of his work through time.)

DESCRIPTION

Exercises for the lesson consist of identifying main ideas and writing a paragraph with details that support the main idea.

In **Lesson 4.5 Types of Paragraphs: Persuasive paragraphs**, students are instructed to support their opinion with sound reasons and evidence.

For the **Write What You Think** writing activity on page 103, students include the reason they hold the stated opinion then give at least two strong supporting details to persuade readers to agree with them.

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the thesis, or main idea, of the essay. The body presents the facts, details, examples, or other information that develops or supports the topic. And the conclusion sums up the key points made in the essay.

As explained in **Lesson 5.4 Body Paragraphs**, students learn to use body paragraphs to present evidence that supports the claim made in the introduction.

In addition to seeing how to organize evidence in each paragraph around the topic sentence, they study how to use patterns of organization to help clarify and support the claim.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Type	Purpose
Chronological Order	presents details or events in the order in which they occur
Cause and Effect	describes the relationship between what happens and why it happens
Comparison and/or Contrast	explains similarities and/or differences between people, places, objects, or ideas
Order of Importance	arranges details or reasons from the least important ones to the most important ones—or the reverse
Spatial Order	shows location of objects and places

DESCRIPTION

Chapter 7 Nouns and Pronouns, pp. 156–179

Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 7, p. 170]

Evidence	Definition	Example
Facts	statements that can be proved true	Thirty percent of our community’s garbage is recyclable.
Examples	specific cases or instances	Imagine how much more beautiful our downtown would be with more trees.
Anecdotes	brief stories or incidents	I have seen lots of unnecessary wastepaper in our school.
Quotations	an expert’s spoken or written words	Dr. Ahn claims that in fifty years “the earth will change radically.”

The **Prewriting: State Your Reasons and Evidence** section guides students in gathering a variety of relevant evidence that supports their claim. These are organized into categories: Facts, Examples, Anecdotes, and Quotations.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Writer’s Workshop: Book Review, pp. 215–221

Example [Grade 7, p. 217]

Prewriting

Gather Your Reasons and Evidence Next, provide at least two reasons for your recommendation. Support each reason with evidence from the text. Remember that you must present enough evidence to effectively convince your readers to read or avoid reading the book. Use a Web, such as the one that’s started below, to gather details.

In **Writer’s Workshop: Book Review**, students learn that they need to support their opinion with at least two reasons that are supported by evidence. A Web graphic organizer helps them see the relationship between the claim, reasons, and evidence for each reason.

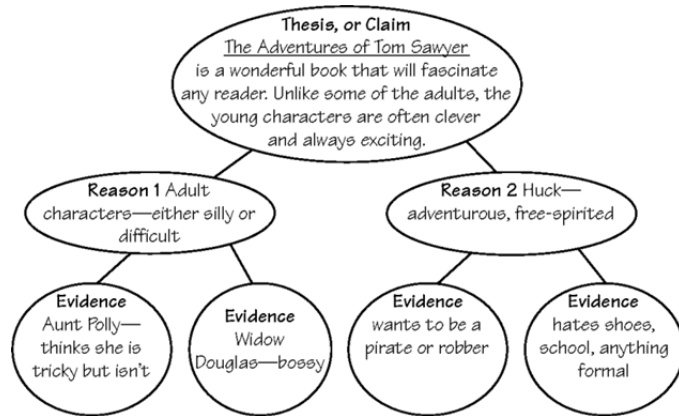
WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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Chapter 9 Adjectives, Adverbs, and Other Parts of Speech,
pp. 200–225

Writer's Workshop: Book Review, pp. 215–221

Chapter 11 Punctuation, pp. 244–271

Writer's Workshop: Research Report, pp. 261–268

In **Writer's Workshop: Book Review: Revising**, students are reminded by the **Revising Questions** on page 219 to check to see if evidence and details should be added or deleted.

A key feature of a research report is supporting the thesis or main ideas on relevant information from credible primary and secondary sources.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Writing Application: Speech, pp. 52–55

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.3 Patterns of Organization, pp. 96–98

Example [Grade 7, p. 96]

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

The **Key Features** box for **Writing Application: Speech** calls for the use of words that connect supporting reasons and evidence with the claim.

The **Writing Hint** on page 96 stresses the importance of connecting ideas using transitions.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 90–111

Lesson 4.4 Transitional Words and Phrases, pp. 99–100

Example [Grade 7, p. 99]

Using **transitional words and phrases** helps make writing easy to follow. Transitions show readers how ideas are logically related. The chart below lists some commonly used transitions.

Ways to Connect	Examples
To show time	after, later, shortly, then
To show cause and effect	as a result, because, since
To show comparisons	in the same way, similarly
To show contrasts	on the contrary, however
To show importance	less important, mainly
To show location	all around, behind, under
To add information	in addition, as well, moreover

Chapter 5 Writing an Essay, pp. 112–135

Lesson 5.4 Body Paragraphs, pp. 120–122

Example [Grade 7, p. 121]

Using **transitions** will help give your essay **coherence**. When an essay has coherence, all paragraphs and sentences connect logically. Transitions, such as those below, create links between sentences and paragraphs.

Chapter 7 Nouns and Pronouns, pp. 156–179

Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 7, p. 96]

Organize the Body

2. Your **body paragraphs** present your reasons and evidence. Start your first body paragraph with a topic sentence that states your first reason. Then present evidence for that reason. You may need several paragraphs to state your evidence. Add **transitions**, such as next and another reason, to connect ideas between sentences and paragraphs.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Writer’s Workshop: Book Review, pp. 215–221

DESCRIPTION

In **Lesson 4.4 Transitional Words and Phrases**, students learn several ways they can use words or phrases to connect sentences and paragraphs. They identify transitions in the **Literary Model** then practice adding transitions in **Exercise 1**.

In **Lesson 5.4 Body Paragraphs**, students are taught to use words, phrases, and clauses to provide smooth transitions between sentences and paragraphs, also to clarify the relationships among their reasons and evidence.

In the **Key Features** box for **Writer’s Workshop: Persuasive Essay**, young writers see the importance of using words and phrases that clarify the relationships between claims, reasons, and evidence.

The description of body paragraphs emphasizes the value of transitions in linking ideas between sentences and paragraphs.

In **Drafting**, students are directed how to organize the body of their paper, with a body paragraph for each reason and evidence that supports that reason. They are also urged to use transitions to connect one sentence or paragraph to the next. Sample transitions include *also*, *first*, and *most*

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

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DESCRIPTION

important.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1d** Establish and maintain a formal style.

SADLIER **GRAMMAR FOR WRITING GRADE 7** FEATURE & LOCATION

DESCRIPTION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.7 Using Formal and Informal English, pp. 50–51

Example [Grade 6, p. 50]

➡ Use formal English when your reader is in a position of authority and you want to discuss a subject in a serious way.

Formal English		
Types of Writing	Common Features	Example
business letters, business e-mails, news articles, speeches, reports, most school essays	advanced vocabulary, no slang, few (if any) contractions, longer and more complex sentences	Because the food was not cooked well and the service was disappointing, the critic gave the restaurant a poor review.

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Writing Application: Speech, pp. 52–55

Chapter 5 Writing an Essay, pp. 112–135
Writer’s Workshop: Compare-Contrast Essay, pp. 126–132

Chapter 7 Nouns and Pronouns, pp. 156–179
Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 6, p. 171]

Remember Use and maintain a formal style throughout your argument. Persuasive speeches often use fragments for effect. However, avoid fragments in formal writing.

Lesson 2.7 Using Formal and Informal English helps students learn that they should use formal English for most school writing assignments.

When writing a speech, students are advised to use formal style.

The **Remember** sidebar on page 129 suggests using and maintaining a formal style for serious writing. This means avoiding slang and contractions.

When writing a persuasive essay, young writers are advised in **Key Features** to use formal style.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1e** Provide a concluding statement or section that follows from and supports the argument presented.

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Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Writing Application: Speech, pp. 52–55

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

Organization of an Essay		
Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.5 Conclusions, pp. 123–125

Example [Grade 7, p. 123]

➡ Keep your concluding paragraph brief. Three to five sentences may be all you need.

➡ One way to get readers involved is to show how your ideas relate to the real world. Leave your readers thinking about the importance of your topic. Try one of these strategies to write an effective conclusion.

Some Ways to Conclude	How to Put Them into Practice
Link to the introductory paragraph.	Repeat a key word or phrase.
Offer an opinion or suggestion.	Point to a solution to a problem or to a course of action for the future.
End with a quotation.	Use a quotation from an expert or a work of literature. Be sure to use quotation marks and to identify the source.
Include an anecdote.	Tell an interesting story that your readers will remember.
End with a question.	Get readers involved by having them imagine an answer to a question you ask.

Chapter 7 Nouns and Pronouns, pp. 156–179
Writer's Workshop: Persuasive Essay, pp. 169–175

Example [Grade 6, p. 172]

3. Your **conclusion** restates your main points and gives

DESCRIPTION

As highlighted in **Key Features**, the conclusion will support the argument presented in the speech

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the thesis, or main idea, of the essay. The body presents the facts, details, examples, or other information that develops or supports the topic. And the conclusion sums up the key points made in the essay.

In **Lesson 5.5 Conclusions**, students learn that a conclusion should restate or sum up the essay's main ideas. In **Exercise 1** they evaluate the effectiveness of a concluding paragraph. In **Exercise 2** they practice writing conclusions.

As bulleted in **Key Features**, the conclusion will follow from the argument presented. The **Drafting** section on page 172 gives more information on the purpose of the conclusion.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

your readers a sense of completeness. It should also clearly state the action you want your audience to take.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Writer’s Workshop: Book Review, pp. 215–221

DESCRIPTION

As explained in the chart on page 218, the conclusion should include a brief summary of the main ideas presented in the paper. It should also offer a final thought for readers to consider.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.1 Prewriting, pp. 9–11

Chapter 4 Effective Paragraphs, pp. 90–111

Lesson 4.3 Patterns of Organization, pp. 96–98

Example [Grade 7, p. 97]

3. **Order of Importance** Use order of importance when you want to show readers the significance of different facts, reasons, or examples. Start with the least important detail and end with the most important one, or start with the most important detail and end with the least important.
4. **Logical Order** When you organize details in logical order, you group together related information in a way that helps readers follow your key points. For example, to compare and contrast two things, you might discuss all the similarities first and then all the differences.

Chapter 4 Effective Paragraphs, pp. 90–111

Lesson 4.5 Types of Paragraphs, pp. 101–103

Example [Grade 7, p. 101]

➡ **Expository**, or informative, **paragraphs** give information. They may compare and contrast two things, explain a process, define a term, present facts, or discuss

DESCRIPTION

In **Lesson 1.1 Prewriting**, students practice organizing ideas by building a chart.

Lesson 4.3 Patterns of Organization explains four common ways of organizing reasons and evidence: chronological order, spatial order, order of importance, and logical order.

In **Exercise 1**, students practice organizing ideas. In **Exercise 2** they select an appropriate pattern of organization then rewrite the draft.

Lesson 4.5 Types of Paragraphs describes some of the organizational patterns featured in expository paragraphs. These are the same patterns featured in expository, or informative, essays.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

causes and effects.

Chapter 5 Writing an Essay, pp. 112–135

Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

Organization of an Essay		
Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

Chapter 5 Writing an Essay, pp. 112–135

Lesson 5.2 Thesis Statements, pp. 115–116

Example [Grade 6, p. 115]

► It is a good idea to use your thesis statement, or claim, to preview the essay's organization. Mention your key ideas in the order in which you will discuss them in your body paragraphs. See Lesson 5.4 for more about thesis statements that give clues about how an essay will be organized.

Claude Monet's quick brushstrokes and use of bright colors made him an important impressionist painter.

Writing a thesis statement before you begin will give your essay a focus and keep you on track. You may want to revise your thesis statement, or claim, during the process of writing as you discover new information.

Chapter 5 Writing an Essay, pp. 112–135

Lesson 5.3 Introductions, pp. 117–119

Example [Grade 6, p. 117]

► The first paragraph of many essays introduces the topic and usually includes a **thesis statement**, or **claim**, which states your main idea. One commonly used structure for an introductory paragraph begins with a general sentence and ends with a specific statement. This organization can help focus your essay.

DESCRIPTION

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the thesis, or main idea, of the essay. The body presents the facts, details, examples, or other information that develops or supports the topic. And the conclusion sums up the key points made in the essay.

For **Lesson 5.2 Thesis Statements**, young writers study the characteristics of a thesis, then are guided through the process of formulating a thesis statement, or claim, that previews the essay's organization.

In **Exercise 1** they identify a thesis statement in a sample introductory paragraph. In **Exercise 2** they practice writing a thesis, or claim.

Lesson 5.3 Introductions outlines how to write an effective introduction, one that catches readers' attention and makes them want to read more. This can be accomplished by citing an amazing fact, an unusual comparison, an anecdote, or a thought-provoking question. Students also learn that a good introduction may suggest the content and organization of the essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.4 Body Paragraphs, pp. 120–122

Chapter 5 Writing an Essay, pp. 112–135
Writer’s Workshop: Compare-Contrast Essay, pp. 126–132

Example [Grade 7, p.131]

Revising

Review Your Essay’s Parts As you revise your work, make sure that you have included the three parts of an essay.

- **Introduction** Include your thesis, or claim; sum up your essay’s main points; and grab your readers’ attention. Try beginning with a quotation or an exciting or unusual fact.

Chapter 8 Verbs, pp. 180–199
Writing Application: Instructions, pp. 193–196

Example [Grade 7, p.195]

Keep It Simple and Clear As you draft your instructions, use numbered lists and visuals (such as a diagram) to clarify steps that might be particularly difficult to explain or that might easily confuse readers.

While visuals can help clarify your instructions, your language must still be exact and to the point. Use clear and concise language in your instructions. Avoid wordiness and imprecise language, such as *a little bit* or *a lot*.

Chapter 11 Punctuation, pp. 244–271
Writer’s Workshop: Research Report, pp. 261–268

DESCRIPTION

Lesson 5.4 Body Paragraphs reviews patterns of organization, as presented earlier in **Lesson 4.3 Patterns of Organization**.

In **Writer’s Workshop: Compare-Contrast Essay**, students are required to provide a clear introduction that includes the thesis statement or main idea.

The **Revising Questions** on page 130 have students ask themselves, “How effective are the introduction and conclusion?” They also examine a sample introduction that includes opening questions and a clearly stated claim.

In **Writing Application: Instructions**, students are taught to establish a clear purpose in the introduction. They are encouraged to use numbered, as well as visuals (such as diagrams), to clarify steps in a process.

As with other informative/explanatory texts, the research report requires a clear introduction and strong conclusion.

The introduction should grab readers’ attention with an unusual fact, interesting anecdote, or brief story.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.1 Supporting the Main Idea, pp. 91–93

Example [Grade 7, p. 92]

➡ To build an effective paragraph, you need to include enough **supporting details** to **elaborate**, or explain, the main idea fully. Some details will come from your memory or experiences, and others will come from research.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

Organization of an Essay		
Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

Chapter 5 Writing an Essay, pp. 112–135
Writer's Workshop: Compare-Contrast Essay, pp. 126–132

Example [Grade 7, p. 131]

Revising

Review Your Essay's Parts As you revise your work, make sure that you have included the three parts of an essay.

- **Body** Present your supporting details and arguments in a logical order so that readers follow your ideas

DESCRIPTION

Lesson 4.1 explains that effective paragraphs are made up of sentences that work together to develop the main idea, which is usually stated in a topic sentence.

Exercises for the lesson consist of identifying main ideas and writing a paragraph with details that support the main idea.

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the thesis, or main idea, of the essay. The body presents the facts, details, examples, or other information that develops or supports the topic. And the conclusion sums up the key points made in the essay.

In **Writer's Workshop: Compare-Contrast Essay**, students are taught to present well-organized supporting details in the body of their essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 156–179
Writer’s Workshop: Persuasive Essay, pp. 169–175

Example [Grade 7, p. 170]

Evidence	Definition	Example
Facts	statements that can be proved true	Thirty percent of our community’s garbage is recyclable.
Examples	specific cases or instances	Imagine how much more beautiful our downtown would be with more trees.
Anecdotes	brief stories or incidents	I have seen lots of unnecessary wastepaper in our school.
Quotations	an expert’s spoken or written words	Dr. Ahn claims that in fifty years “the earth will change radically.”

Chapter 11 Punctuation, pp. 244–271
Writer’s Workshop: Research Report, pp. 261–268

DESCRIPTION

In **Prewriting: State Your Reasons and Evidence**, students learn about the variety of relevant evidence they can use to support their main idea, or claim. These are organized into categories: Facts, Examples, Anecdotes, and Quotations.

Key Features of a research report include “relevant information from credible primary and secondary sources.”

The body of the report contains the evidence that supports the writer’s thesis, or claim. Within the body, each paragraph should have a topic sentence, which is supported by the sentences in that paragraph.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.3 Patterns of Organization, pp. 96–98

Example [Grade 7, p. 96]

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

DESCRIPTION

The **Writing Hint** on page 96 stresses the importance of connecting ideas using transitions.

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.4 Transitional Words and Phrases, pp. 99–100

In **Lesson 4.4 Transitional Words and Phrases**, students learn several ways they can use phrases to connect sentences and

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Example [Grade 7, p. 99]

➡ Using **transitional words and phrases** helps make writing easy to follow. Transitions show readers how ideas are logically related. The chart below lists some commonly used transitions.

Ways to Connect	Examples
To show time	after, later, shortly, then
To show cause and effect	as a result, because, since
To show comparisons	in the same way, similarly
To show contrasts	on the contrary, however
To show importance	less important, mainly
To show location	all around, behind, under
To add information	in addition, as well, moreover

Chapter 5 Writing an Essay, pp. 112–135

Lesson 5.4 Body Paragraphs, pp. 120–122

Example [Grade 7, p. 121]

➡ Using **transitions** will help give your essay **coherence**. When an essay has coherence, all paragraphs and sentences connect logically. Transitions, such as those below, create links between sentences and paragraphs.

Chapter 5 Writing an Essay, pp. 112–135

Writer’s Workshop: Compare-Contrast Essay, pp. 126–132

Example [Grade 7, p. 130]

Revising Questions

- ❑ Where should I add transitions to make the order clearer?

Chapter 8 Verbs, pp. 180–199

Writing Application: Instructions, pp. 193–196

Example [Grade 6, p. 195]

Use the Right Order The order in which the steps are given is just as important as the content of the steps themselves.

1. Use **chronological order** to list every step in the order it should be performed.

DESCRIPTION

paragraphs. They identify transitions in the Literary Model then practice adding transitions in **Exercise 1**.

In **Lesson 5.4 Body Paragraphs**, students are taught to use words, phrases, and clauses to provide smooth transitions between sentences and paragraphs, also to clarify the relationships among their reasons and evidence.

For **Writer’s Workshop: Compare-Contrast Essay**, students are instructed to use “appropriate transitions and precise language.”

The sidebar on page 129 features common transitions used to compare (*also, as, in the same way*) and contrast (*but, however, on the other hand*).

The **Writing Model** on page 130 shows how to add a transition to connect sentences.

One of the **Key Features** for instructions is “chronological order with transitions.” Students examine the importance of transitions with step-by-step instructions arranged in chronological order.

After seeing renewed emphasis on transitions in the **Writing Checklist** on page 196, students are presented with an example of clear transitions in context in the **Writing Model** on the sample page.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

2. Add **transitions** to help your readers follow the steps. Some transition words that indicate chronological order include first, next, before, after, then, and last.
3. Create a Sequence Chart to help you plot your instructions. Be sure to use transition words with each step.

DESCRIPTION

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.3 Revising, pp. 14–16

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.3 Adding Details, pp. 39–40

Example [Grade 7, p.39]

➡ Add specific details to expand short sentences and express an idea more clearly and completely. The details can tell *who, what, when, where, why, and how*.

Chapter 4 Effective Paragraphs, pp. 90–111
Writing Application: Descriptive Paragraph, pp. 104–107

Chapter 8 Verbs, pp. 180–199
Writing Application: Instructions, pp. 193–196

Example [Grade 7, p.195]

While visuals can help clarify your instructions, your language must still be exact and to the point. Use clear and concise language in your instructions. Avoid wordiness and imprecise language, such as *a little bit* or *a lot*.

DESCRIPTION

The **Revising Checklist** on page 14 has students ask themselves, “Where should I add or delete details?” and “Which nouns, adjectives, adverbs, or verbs should be replaced with more precise words?”

The **Writing Model** on page 16 shows an example of how to replace general words with more precise ones, as well as adding details.

In **Lesson 2.3 Adding Details**, students learn that some sentences are ineffective because they are too general or vague and lack useful or interesting information.

In **Exercise 1**, students practice adding details to bland sentences. In **Exercise 2**, they write sentences that include descriptive words and sensory details.

The **Writing Checklist** on page 107 has students look for the use of clear order and precise words in their paragraph.

In **Writing Application: Instructions**, students are taught to use clear and precise language.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 12 Capitalization and Spelling, pp. 272–290
Writing Application: Business Letter, pp. 283–286

Example [Grade 7, p.295]

Also, since you are writing to a business, use **formal language** in your letter. Formal language is free of contractions, slang, and abbreviations. For more help with precise and formal language, see Lessons 2.6 and 2.7.

DESCRIPTION

As listed in the **Key Features** box, the business letter writing assignment calls for the use of concise formal language and precise words.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.7 Using Formal and Informal English, pp. 50–51

Example [Grade 6, p. 50]

➡ Use formal English when your reader is in a position of authority and you want to discuss a subject in a serious way.

Formal English		
Types of Writing	Common Features	Example
business letters, business e-mails, news articles, speeches, reports, most school essays	advanced vocabulary, no slang, few (if any) contractions, longer and more complex sentences	Because the food was not cooked well and the service was disappointing, the critic gave the restaurant a poor review.

Chapter 5 Writing an Essay, pp. 112–135
Writer's Workshop: Compare-Contrast Essay, pp. 126–132

Chapter 10 Subject-Verb Agreement, pp. 226–243
Writing Application: Writing Prompt Response, pp. 237–240

DESCRIPTION

Lesson 2.7 Using Formal and Informal English helps students learn that they should use formal English for most school writing assignments.

For **Writer's Workshop: Compare-Contrast Essay**, students are instructed to use formal style.

The **Remember** sidebar on page 129 recommends using and maintaining a formal style for serious writing. This means avoiding slang and contractions.

For **Writing Application: Writing Prompt Response**, a key feature is the use of formal style.

The **Writing Checklist** on page 240 has students ask

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

Chapter 12 Capitalization and Spelling, pp. 272–290
Writing Application: Business Letter, pp. 283–286

Example [Grade 7, p.295]

Also, since you are writing to a business, use **formal language** in your letter. Formal language is free of contractions, slang, and abbreviations. For more help with precise and formal language, see Lessons 2.6 and 2.7.

themselves if they wrote a “well-organized response in a formal style.”

As listed in the **Key Features** box, the business letter writing assignment calls for the use of concise formal language and precise words.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.1 Parts of an Essay, pp. 113–114

Example [Grade 7, p. 113]

Organization of an Essay		
Introduction	Body	Conclusion
The introduction of an essay includes a clear statement of the main idea. Start with an attention-getting sentence to keep your readers interested.	Body paragraphs include facts, details, examples, sensory details, and quotations to support the main idea.	The last paragraph sums up the points made in the essay. It restates the main idea and draws the essay to a close.

In **Lesson 5.1 Parts of an Essay**, students review the organization of an essay. They learn that the form of an essay is similar to that of a paragraph.

The introduction presents the thesis, or main idea, of the essay. The body presents the facts, details, examples, or other information that develops or supports the topic. And the conclusion sums up the key points made in the essay.

Chapter 5 Writing an Essay, pp. 112–135
Lesson 5.5 Conclusions, pp. 123–125

Example [Grade 7, p.123]

➡ Keep your concluding paragraph brief. Three to five sentences may be all you need.

➡ One way to get readers involved is to show how your ideas relate to the real world. Leave your readers thinking about the importance of your topic. Try one of these

In **Lesson 5.5 Conclusions**, students learn that a conclusion should restate or sum up the essay’s main ideas.

In **Exercise 1** they evaluate the effectiveness of a concluding paragraph. In **Exercise 2** they practice writing conclusions.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.7.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

strategies to write an effective conclusion.

Some Ways to Conclude	How to Put Them Into Practice
Link to the introductory paragraph.	Repeat a key word or phrase.
Offer an opinion or suggestion.	Point to a solution to a problem or to a course of action for the future.
End with a quotation.	Use a quotation from an expert or a work of literature. Be sure to use quotation marks and to identify the source.
Include an anecdote.	Tell an interesting story that your readers will remember.
End with a question.	Get readers involved by having them imagine an answer to a question you ask.

Chapter 5 Writing an Essay, pp. 112–135

Writer’s Workshop: Compare-Contrast Essay, pp. 126–132

Example [Grade 7, p.123]

Revising

- **Conclusion** Restate your thesis and give your readers a sense of completeness. Try ending with a question, a brief summary of your main points, or a final thought or fact.

In **Writer’s Workshop: Compare-Contrast Essay**, students are required to provide a conclusion that supports the comparisons and contrasts presented in the essay.

The **Revising Questions** on page 130 have students ask themselves, “How effective are the introduction and conclusion?” When revising their essay, consider the advice regarding their conclusion.

Chapter 11 Punctuation, pp. 244–271

Writer’s Workshop: Research Report, pp. 261–268

As with other informative/explanatory texts, the research report requires a clear introduction and strong conclusion.

The conclusion should restate the thesis, or claim, and give readers a sense that your report is complete.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.1 Prewriting, pp. 9–11

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.2 Drafting, pp. 12–13

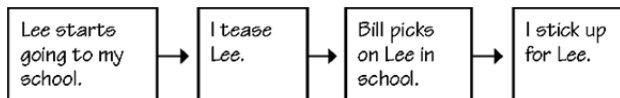
Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Autobiographical Writing, pp. 22–28

Example [Grade 7, p. 24]

Prewriting

Put Details in Order **Chronological order** is a type of organization often used in autobiographical writing. When you tell a story chronologically, you describe events in the order that they occurred in time.

List your details in order in a graphic organizer. Use a Timeline like the one on the first page of this workshop. Or create a Sequence Organizer like the one below.



Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89

Example [Grade 7, p. 82]

Prewriting

Put the Details in Order Your story also needs a **plot**. A plot is a series of events often made up of five different parts.

- The **exposition** introduces the setting, the main characters, and the conflict.
- During the **rising action**, the conflict becomes worse.
- The **climax** is the moment of highest tension and the story’s turning point.
- During the **falling action**, the tension winds down.
- At the **resolution**, the conflict is resolved.

The resolution acts as the conclusion in a story and often reflects on the story’s experiences and events. Usually the

DESCRIPTION

After choosing a purpose for writing in **Lesson 1.1 Prewriting**, students are advised to use a graphic organizer to help put ideas and events into the proper sequence.

The **Lesson 1.2 Drafting**, young writers learn that they should open with a strong introduction that grab’s readers’ attention.

The **Writing Hint** on page 24 reminds students to always use **first-person point of view** when telling an autobiographical story, including pronouns such as *I*, *me*, *our*, and *we*.

In **Prewriting**, students learn how to organize an event sequence using a Sequence Organizer.

The **Writing Model** on page 25 provides an example of engaging and orienting the reader.

Revising on page 27 features a **Literary Model** that uses first-person point of view.

In **Prewriting**, students set the scene by describing the setting for the story. They create their characters: *dynamic characters* change during the story, while *static characters* stay the same.

Students learn about plot and the sequencing of events. The **Writing Hint** on page 81 advises students to arrange the action of their story in chronological order, using transitions to mark the passage of time.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

theme becomes clear during the resolution.

DESCRIPTION

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Autobiographical Writing, pp. 22–28
Example [Grade 7, p. 25]

Drafting

Bring Your Story to Life **Dialogue** makes your story and your characters seem more real. Dialogue is different from description because it lets your characters speak for themselves.

Follow these tips for using dialogue.

1. Always make sure the reader knows who is speaking. Use **speech tags** before or after dialogue.
Bill explained, “It was a joke. Get over it.”
“A joke is supposed to be funny. Yours wasn’t,” Lee yelled.
2. Avoid overusing the word said. Be specific. Did the character whisper, yell, mutter, or speak? Find synonyms in a thesaurus.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89
Example [Grade 7, p. 82]

Drafting

Fill in the Details Include dialogue and sensory details.

1. Dialogue is language written as if it were spoken by the characters themselves.
2. Use sensory details to describe the setting and your

DESCRIPTION

The **Key Features of Writer’s Workshop: Autobiographical Writing** direct students to include dialogue and descriptive details in their account.

In **Drafting**, students received advice on using dialogue to bring their story to life, such as varying speech tags.

Key Features of a story include dialogue and description. In **Drafting**, students are taught to use dialogue and sensory details to describe setting, characters, and actions. The **Writing Model** presents examples of sensory details and dialogue in context.

The **Connecting Writing & Grammar** box explains the use of quotation marks for dialogue, also the need to create a new paragraph each time the speaker changes.

Revising Questions on page 83 asks students to review their

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

characters' appearance and actions. Be specific.

Original The lunchroom was very loud.

Revised The lunchroom buzzed like a beehive.

Chapter 4 Effective Paragraphs, pp. 90–111

Lesson 4.5 Types of Paragraphs, pp. 101–103

Example [Grade 6, p. 101]

➡ 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.

Chapter 4 Effective Paragraphs, pp. 90–111

Writing Application: Descriptive Paragraph, pp. 104–107

Example [Grade 6, p. 108]

Add Life to Your Description Add details to help your readers picture the person you are describing. Help readers feel as though they can see and hear this person. To make your description come alive, use sensory details and imagery.

Types	Definition	Examples
Sensory Details	details that appeal to the five senses (touch, smell, taste, sight, and sound)	Jesse's voice is soft like a gentle ocean wave. Long blond bangs cover the side of his face.
Imagery	details that create a picture in the mind of the reader	Before a dare, Jesse's eyebrows curl into lightning bolts. He sways back and forth like a tree branch in the wind.

Chapter 11 Punctuation, pp. 244–271

Lesson 11.6 Quotation Marks, pp. 255–256

Example [Grade 6, p. 255]

➡ Use quotation marks around a direct quotation, or a person's exact words.

Tom said, "I'm entering the science fair this year."

DESCRIPTION

use of dialogue and sensory details.

Lesson 4.5 Types of Paragraphs teaches students about four kinds of paragraphs, including narrative paragraphs and descriptive paragraphs. The lesson features an explanation and sample of each.

The **Descriptive Paragraph** writing assignment encourages students to explore using sensory details and imagery to describe their feelings about a topic.

In Lesson 11.6 Quotation Marks, students learn how to use quotation marks to identify dialogue.

The **Remember** box explains the rule to not capitalize the first word of the second part of a quotation divided by a speech tag unless it begins a new sentence.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Autobiographical Writing, pp. 22–28

Example [Grade 7, p. 23]

Prewriting

Remember When you write your draft, add **transitions** to show the order in which events happened.

after	finally	last
before	first	next

Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89

Example [Grade 6, p. 81]

Writing Hint Use transition words to call attention to time.

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.3 Patterns of Organization, pp. 96–98

Example [Grade 7, p. 96]

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

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.4 Transitional Words and Phrases, pp. 99–100

Example [Grade 7, p. 99]

➡ Using **transitional words and phrases** helps make writing easy to follow. Transitions show readers how ideas are logically related. The chart below lists some commonly used transitions.

Ways to Connect	Examples
To show time	after, later, shortly, then
To show cause and effect	as a result, because, since
To show comparisons	in the same way, similarly
To show contrasts	on the contrary, however
To show importance	less important, mainly
To show location	all around, behind, under
To add information	in addition, as well, moreover

DESCRIPTION

In **Writer’s Workshop: Autobiographical Writing**, students are encouraged to use transitions to show the order of events described in the account.

As explained in **Key Features**, students will use transition words to signal shifts in time and events in their story.

Lesson 4.3 Patterns of Organization emphasizes the importance of transitions to signal changes or shifts in time.

In **Lesson 4.4 Transitional Words and Phrases**, students learn several ways they can use phrases to connect sentences and paragraphs. They identify transitions in the **Literary Model** then practice adding transitions in **Exercise 1**.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 90–111
Writing Application: Descriptive Paragraph, pp. 104–107

Example [Grade 7, p.105]

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. (See Lesson 4.2.)

DESCRIPTION

In **Writing Application: Descriptive Paragraph**, students receive instruction and see examples of how to use transitional words and phrases.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.3 Revising, pp. 14–16

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Autobiographical Writing, pp. 22–28

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.3 Adding Details, pp. 39–40

Example [Grade 7, p.39]

► Add specific details to expand short sentences and express an idea more clearly and completely. The details can tell *who*, *what*, *when*, *where*, *why*, and *how*.

DESCRIPTION

The **Revising Checklist** on page 14 has students ask themselves, “Where should I add or delete details?” and “Which nouns, adjectives, adverbs, or verbs should be replaced with more precise words?”

The **Writing Model** on page 16 shows an example of how to replace general words with more precise ones, as well as adding details.

The **Key Features** box directs students to use precise words and sensory language in their autobiographical writing. The first **Revising Question** on page 26 asks, “How clearly have I described the event or person that caused a change in my life?”

In **Lesson 2.3 Adding Details**, students learn that some sentences are ineffective because they are too general or vague and lack useful or interesting information.

In **Exercise 1**, students practice adding details to bland sentences. In **Exercise 2**, they write sentences that include descriptive words and sensory details.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89

Example [Grade 7, p. 82]

Drafting

Fill in the Details Include dialogue and sensory details.

2. Use sensory details to describe the setting and your characters’ appearance and actions. Be specific.

Original The lunchroom was very loud.

Revised The lunchroom buzzed like a beehive.

DESCRIPTION

Key Features of a story include descriptive details and sensory language.

In **Prewriting: Set the Scene**, young writers examine the connection between setting and mood. The **Writing Hint** on page 80 admonishes students to describe the setting with interesting detail.

For **Drafting**, students are reminded to include sensory details in their descriptions of characters, setting, or events. The **Writing Model** offers examples of a clear setting and sensory details.

Chapter 4 Effective Paragraphs, pp. 90–111
Writing Application: Descriptive Paragraph, pp. 104–107

The **Writing Checklist** on page 107 has students look for the use of clear order and precise words in their paragraph.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.2 Drafting, pp. 12–13

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Autobiographical Writing, pp. 22–28

Example [Grade 7, p. 23]

Topics	How I Felt	What Happened	How I Changed
Person Ms. Wang, teacher	scared of speaking in public	the time she helped me practice	joined debate team, won first championship
Event sticking up for my brother	used to tease my little brother a lot	a bully picked on him at school	learned how to be a big brother

DESCRIPTION

The **Lesson 1.2 Drafting**, young writers learn that they should end with a conclusion that readers will remember.

In **Writer’s Workshop: Autobiographical Writing**, students are instructed to conclude their account with a resolution of a conflict and a reflection on growth. This could be a description what the writer learned from the experience, as represented in the “How I Changed” column of the brainstorming chart.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89

In **Writer’s Workshop: Story**, students examine the five series of events that constitute a story’s plot: exposition, rising

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Example [Grade 7, p. 82]

Prewriting

Put the Details in Order Your story also needs a **plot**. A plot is a series of events often made up of five different parts.

- The **exposition** introduces the setting, the main characters, and the conflict.
- During the **rising action**, the conflict becomes worse.
- The **climax** is the moment of highest tension and the story's turning point.
- During the **falling action**, the tension winds down.
- At the **resolution**, the conflict is resolved.

DESCRIPTION

action, climax, falling action, and the resolution.

With the conflict resolved, the resolution serves as the conclusion of the story. It is also when the writer may reflect on what was learned from the experiences or events, revealing insight and the theme of the story.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.1 Prewriting, pp. 9–11

Lesson 1.2 Drafting, pp. 12–13

Lesson 1.3 Revising, pp. 14–16

Lesson 1.4 Editing and Proofreading, pp. 17–19

Lesson 1.5 Publishing and Presenting, pp. 20–21

Chapter 2 Effective Sentences and Word Choice., pp. 32–59

Lesson 2.1 Correcting Sentence Fragments, pp. 33–35

Lesson 2.2 Correcting Run-on Sentences, pp. 36–38

Lesson 2.3 Adding Details, pp. 39–40

Lesson 2.4 Using Parallel Structure, pp. 41–43

Lesson 2.5 Avoiding Wordiness, pp. 44–46

Lesson 2.6 Choosing the Right Word, pp. 47–49

Lesson 2.7 Using Formal and Informal English, pp. 50–51

Chapter 3 Sentence Variety and Structure, pp. 60–89

Lesson 3.1 Kinds of Sentences, pp. 61–62

Lesson 3.2 Varying Sentence Length, pp. 63–65

Lesson 3.3 Varying Sentence Beginnings, pp. 66–68

DESCRIPTION

Chapter 1 The Writing Process takes students through each of the typical steps for creating a written work, from initial brainstorming to the final publication or presentation.

Chapters 2 through 3 focus on sentences and words. Students learn how to avoid common problems with sentences that detract from the clarity of their writing. They are also study the use of sentence structure and language as aspects of style.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Lesson 3.4 Independent and Subordinate Clauses, pp. 69–71 Lesson 3.5 Varying Sentence Structure, pp. 72–74 Lesson 3.6 Combining Sentences: Compound Parts, pp. 75–76 Lesson 3.7 Combining Sentences: Key Words and Phrases, pp. 77–78	
Chapter 4 Effective Paragraphs, pp. 90–111 Lesson 4.1 Supporting the Main Idea, pp. 91–93 Lesson 4.2 Paragraph Unity, pp. 94–95 Lesson 4.3 Patterns of Organization, pp. 96–98 Lesson 4.4 Transitional Words and Phrases, pp. 99–100 Lesson 4.5 Types of Paragraphs, pp. 101–103	In Chapter 4 Effective Paragraphs, students combine sentences into paragraphs as they focus on developing and organizing ideas. They also learn to distinguish between narrative, descriptive, expository, and persuasive writing.
Chapter 5 Writing an Essay, pp. 112–135 Lesson 5.1 Parts of an Essay, pp. 113–114 Lesson 5.2 Thesis Statements, pp. 115–116 Lesson 5.3 Introductions, pp. 117–119 Lesson 5.4 Body Paragraphs, pp. 120–122 Lesson 5.5 Conclusions, pp. 123–125	The culmination of Part 1: Composition, Chapter 5 Writing an Essay provides students the opportunity to apply what they have studied in the previous four chapters. With detailed instruction, they examine the parts of an essay, select a thesis, then write the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.
Writer’s Workshop Autobiographical Writing, pp. 22–28; Story, pp. 79–89; Compare-Contrast Essay, pp. 126–132; Persuasive Essay, pp. 169–175; Book Review, pp. 215–221; Research Report, pp. 261–268	Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of Key Features; an Assignment guide that identifies the task, audience, and purpose; Writing Models; tips such as Writing Hint and Real-World Writing; Revising and Editing and Proofreading checklists; and Reflect On Your Writing ideas.
Writing Application Speech, pp. 52–55; Descriptive Paragraph, pp. 104–107; Summary, pp. 149–152; Instructions, pp. 193–196; Writing Prompt Response, pp. 237–240; Business Letter, pp. 283–286	Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as a speech, summary, and business letter. Like the Writer’s Workshops, they include Key Features; Assignment with Task, Purpose, and Audience; tips such as Writing Hint and Connecting Writing & Grammar; Writing Checklist; and a Writing Model.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.1 Prewriting, pp. 9–11 Lesson 1.2 Drafting, pp. 12–13 Lesson 1.3 Revising, pp. 14–16 Lesson 1.4 Editing and Proofreading, pp. 17–19	Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.
Chapter 5 Writing an Essay, pp. 112–135 Lesson 5.1 Parts of an Essay, pp. 113–114 Lesson 5.2 Thesis Statements, pp. 115–116 Lesson 5.3 Introductions, pp. 117–119 Lesson 5.4 Body Paragraphs, pp. 120–122 Lesson 5.5 Conclusions, pp. 123–125	In Chapter 5 Writing an Essay, students review the parts of an essay, select a thesis, then write and revise the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.
Writer’s Workshop Autobiographical Writing, pp. 22–28; Story, pp. 79–89; Compare-Contrast Essay, pp. 126–132; Persuasive Essay, pp. 169–175; Book Review, pp. 215–221; Research Report, pp. 261–268	Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of Key Features; an Assignment guide that identifies the task, audience, and purpose; Writing Models; tips such as Writing Hint, Connecting Writing & Grammar, Real-World Writing, and Reflect On Your Writing. Writing instruction is organized into five sections: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.
Writing Application Speech, pp. 52–55; Descriptive Paragraph, pp. 104–107; Summary, pp. 149–152; Instructions, pp. 193–196; Writing Prompt Response, pp. 237–240; Business Letter, pp. 283–286	Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as a speech, summary, and business letter. Like the Writer’s Workshops, they include Key Features; Assignment with Task, Purpose, and Audience; tips such as Writing Hint and Connecting Writing & Grammar; Writing Checklist; and a Writing Model.
Planning Lesson Exercises: Exercise 1 Choosing a Topic, p. 10; Exercise 4 Analyzing Your Audience, p. 11; Exercise 3 Choosing Your Purpose, p. 11; Exercise 5 Collecting Details, p. 11; Exercise 1 Planning a Draft, p. 13; Exercise 1 Organizing Your Ideas, p. 98; Exercise 1 Finding Examples in Literature, p. 146 Drafting/Writing Lesson Exercises: Exercise 4 Writing a Draft, p. 13; Exercise 2 Writing Sentences, p. 40; Exercise 3 Using Parallel Structure, p. 43; Exercise 3 Writing a Thank-you Note, p. 46; Exercise 4 Writing a Journal Entry, p. 49; Exercise 2 Writing a Formal Letter, p. 51; Exercise 1	Several exercises throughout the program help students develop and improve their writing by analyzing and reflecting on how well they address their purpose and audience. These exercises are organized by stage of development of student writing— • Planning • Drafting/Writing • Revising and Rewriting • Editing and Proofreading

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Writing Sentences, p. 61; Exercise 3 Writing an Ad, p. 62; Exercise 3 Writing About a Graph, p. 65; Exercise 1 Writing Sentences with Clauses, p. 70; Exercise 3 Writing a Summary, p. 71; Exercise 2 Writing Sentences with Varied Structure, p. 74; Exercise 2 Writing a Paragraph, p. 95; Exercise 2 Writing About a Photo, p. 100; Exercise 2 Writing a Thesis, or Claim, p. 116; Exercise Writing an Introduction, p. 119; Exercise 2 Writing a Conclusion, p. 125; Exercise 3 Writing a Paragraph, p. 138; Exercise 3 Analyzing Your Own Writing, p. 142; Exercise 3 Writing a Paragraph, p. 144; Exercise 3 Using Direct Objects, p. 146; Exercise 3 Using Subject Complements, p. 148; Exercise 3 Writing with Pronouns, p. 166; Exercise 3 Writing a Dialogue, p. 182; Exercise 3 Writing with Irregular Verbs, p. 186; Exercise 3 Writing in the Active Voice, p. 190; Exercise 3 Using Verbal Phrases, p. 192; Exercise 3 Writing a Description, p. 202; Exercise 3 Writing a Comparison, p. 204; Exercise 2 Writing from Notes, p. 206; Exercise 3 Writing Rules, p. 208; Exercise 3 Using Modifiers, p. 210; Exercise 3 Writing an Interview, p. 214; Exercise 4 Writing a Paragraph, p. 230; Exercise 3 Writing Sentences, p. 234; Exercise 2 Writing Sentences, p. 236; Exercise 3 Writing About a Photograph, p. 246; Exercise 2 Writing an E-mail, p. 248; Exercise 2 Writing About a Chart, p. 254; Exercise 3 Using Quotation Marks, p. 256; Exercise 3 Writing Sentences, p. 258; Exercise 2 Writing Paragraphs, p. 260; Exercise 3 Writing a Paragraph, p. 276; Exercise 2 Writing Sentences, p. 278; Exercise 1 Writing with Plurals, p. 282 Chapter Reviews: B. Writing Sentences, p. 88; C. Writing Supporting Details, p. 110; C. Writing Introductions and Conclusions, p. 134; B. Writing Sentences, p. 154 Revising and Rewriting Lesson Exercises: Exercise 1 Doing a Peer Review, p. 16; Exercise 2 Revising Your Paper, p. 16; Exercise 4 Checking Your Draft, p. 19; Exercise 2 Revising Sentence Fragments, p. 34; Exercise 3 Revising a Draft, p. 35; Exercise 2 Revising a Passage, p. 38; Exercise 1 Revising for Parallel Structure, p. 42; Exercise 1 Revising Sentences, p. 44; Exercise 2 Revising a Thank-you Note, p. 45; Exercise 1 Revising Sentences, p. 47; Exercise 3 Rewriting Cliches, p. 49; Exercise 1 Revising Informal Language, p. 51; Exercise 1 Analyzing Sentence Variety, p. 63; Exercise 1 Revising Sentences, p. 67; Exercise 2 Revising a Draft, p. 68; Exercise 2 Improving Your Writing, p. 76; Exercise 1 Identifying Unity Problems, p. 94; Exercise 2 Improving	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Paragraph Organization, p. 98; Exercise 1 Revising Introductions, p. 118; Exercise 2 Analyzing an Essay, p. 122; Exercise 1 Revising Body Paragraphs, p. 122; Exercise 1 Analyzing Conclusions, p. 124; Exercise 2 Rewriting Sentences, p. 138; Exercise 2 Reading a Paragraph, p. 142; Exercise 2 Revising a Paragraph, p. 164; Exercise 2 Rewriting Sentences, p. 168; Exercise 2 Revising Sentences, p. 212; Exercise 2 Rewriting Sentences, p. 246; Exercise 2 Rewriting Titles, p. 276; Exercise 3 Analyzing Your Writing, p. 280 Chapter Reviews: C. Analyzing a Summary, p. 155; C. Choosing the Right Words, p. 58; B. Evaluating Thesis Statements, or Claims, p. 134; D. Revising a Compare-Contrast Essay, p. 135; D. Revising a Description, p. 111; E. Revising a Persuasive Paragraph, p. 179; C. Revising and Analyzing a Story, p. 88; D. Revising Instructions, p. 199; B. Revising Sentences, p. 57; D. Rewriting Sentences, p. 224 Editing and Proofreading Lesson Exercises: Exercise 1 Proofreading a Draft, p. 18; Exercise 3 Making Your Own Checklist, p. 19; Exercise 1 Correcting Run-on Sentences, p. 37; Exercise 1 Adding Details, p. 40; Exercise 2 Combining Sentences, p. 43; Exercise 1 Eliminating Wordiness, p. 45; Exercise 2 Proofreading an Ad, p. 62; Exercise 2 Varying Sentence Length, p. 64; Exercise 3 Varying Sentence Structure, p. 74; Exercise 1 Inserting Key Words, p. 77; Exercise 3 Combining Sentences, p. 78; Exercise 2 Inserting Phrases, p. 78; Exercise 1 Adding Transitions, p. 100; Exercise 2 Combining Sentences, p. 144; Exercise 2 Correcting Nouns, p. 160; Exercise 2 Editing for Pronoun Use, p. 166; Exercise 2 Editing an Editorial, p. 208; Exercise 1 Correcting Sentences, p. 209; Exercise 2 Editing a Paragraph, p. 210; Exercise 2 Editing a Paragraph, p. 228; Exercise 2 Editing a Report, p. 234; Exercise 1 Proofreading Sentences, p. 251; Exercise 2 Proofreading a Column, p. 252; Exercise 2 Editing Dialogue, p. 256; Exercise 2 Proofreading an Article, p. 274; Exercise 1 Proofreading Sentences, p. 276; Exercise 2 Proofreading Sentences, p. 280; Exercise 2 Proofreading for Plural Nouns, p. 282; Exercise 2 Proofreading a Passage, p. 290 Chapter Reviews: D. Proofreading Autobiographical Writing, p. 31; D. Correcting Sentence Problems, p. 58; D. Correcting Pronoun Reference, p. 179; E. Editing a Book Review, p. 225; C. Proofreading a Writing Prompt Response, p. 243; B. Proofreading a Research Report, p.	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 here.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
271; C. Choosing the Correct Spelling, p. 289; E. Editing a Business Letter, p. 290	
Working Together Exercise 1 Doing a Peer Review, p. 16; Exercise 3 Making Your Own Checklist, p. 19; Exercise 1 Choosing a Presentation, p. 21; Exercise 3 Revising a Draft, p. 35; Exercise 2 Writing Sentences, p. 40; Exercise 3 Using Parallel Structure, p. 43; Exercise 3 Writing a Thank-you Note, p. 46; Exercise 1 Analyzing Sentence Variety, p. 63; Exercise 2 Revising a Draft, p. 68; Exercise 3 Varying Sentence Structure, p. 74; Exercise 2 Writing About a Photo, p. 100; Exercise 1 Identifying Paragraphs, p. 102; Exercise 1 Writing an Introduction, p. 119; Exercise 1 Revising Body Paragraphs, p. 122; Exercise 2 Writing a Conclusion, p. 125; Exercise 3 Writing a Paragraph, p. 138; Exercise 2 Reading a Paragraph, p. 142; Exercise 3 Writing a Paragraph, p. 144; Exercise 3 Using Direct Objects, p. 146; Exercise 3 Using Subject Complements, p. 148; Exercise 2 Correcting Nouns, p. 160; Exercise 2 Revising a Paragraph, p. 164; Exercise 3 Writing with Pronouns, p. 166; Exercise 3 Writing a Dialogue, p. 182; Exercise 3 Writing with Irregular Verbs, p. 186; Exercise 3 Writing in the Active Voice, p. 190; Exercise 3 Using Verbal Phrases, p. 192; Exercise 2 Writing from Notes, p. 206; Exercise 3 Writing Rules, p. 208; Exercise 3 Using Modifiers, p. 210; Exercise 3 Writing an Interview, p. 214; Exercise 2 Editing a Paragraph, p. 228; Exercise 4 Writing a Paragraph, p. 230; Exercise 2 Editing a Report, p. 234; Exercise 3 Writing About a Photograph, p. 246; Exercise 3 Using Quotation Marks, p. 256; Exercise 3 Writing Sentences, p. 258; Exercise 2 Writing Sentences, p. 278	Marked by the distinctive Working Together logo, Working Together exercises throughout the program provide opportunities and guidelines for working with peers. For example, Working Together: Exercise 1 Doing a Peer Review on page 16 directs students to exchange drafts with a partner. Using the Revising Checklist on page 14 and the peer review tips on page 15, they look for ways to improve each other's draft. They are directed to make two positive comments, ask questions about things they don't understand, and offer two specific suggestions.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.5 Publishing and Presenting, pp. 20–21

Example [Grade 7, p. 20]

➡ Be creative about the way you share your work with others. Try one of the ways below to present your work.

Oral Presentation	• small-group presentation with a Question-and-Answer session • speech to the class
Written Paper	• blog or e-mail • school or community newspaper • magazine for young writers • online Web site for writers
Multimedia Presentation	• class presentation with pictures, graphics, and music • slide presentation • skit based on paper • video recording

Chapter 1 The Writing Process, pp. 8–31

Writer’s Workshop: Autobiographical Writing, pp. 22–28

Chapter 3 Sentence Variety and Structure, pp. 60–89

Writer’s Workshop: Story, pp. 79–89

Chapter 5 Writing an Essay, pp. 112–135

Writer’s Workshop: Compare-Contrast Essay, pp. 126–132

Chapter 7 Nouns and Pronouns, pp. 156–179

Writer’s Workshop: Persuasive Essay, pp. 169–175

Chapter 11 Punctuation, pp. 244–271

Writer’s Workshop: Research Report, pp. 261–268

Chapter 11 Punctuation, pp. 244–271

Writer’s Workshop: Research Report, pp. 261–268

DESCRIPTION

Lesson 1.5 Publishing and Presenting describes ways students can use technology to share their writing with others. Students are directed to match the type of presentation to the type of paper they’ve written. For example, a persuasive essay could be presented as a speech to the class, or a research report could be presented with slides of graphs and other visuals.

In **Exercise 1**, students work together as they practice choosing the appropriate type of presentation. In **Exercise 2**, they make a presentation to the class or small group.

The **Publishing and Presenting** ideas on page 28 include using photographs or other illustrations in a presentation to the class or creating a script from the essay to be performed.

The **Publishing and Presenting** ideas on page 85 include posting the work on a blog or giving a dramatic reading to the class.

The **Publishing and Presenting** ideas on page 132 include making a collage or poster or reading the essay to the class.

The **Publishing and Presenting** ideas on page 175 include giving a speech, submit an editorial, or have a discussion.

The **Publishing and Presenting** ideas on page 221 include present it, post it, or e-mail it.

The **Publishing and Presenting** ideas on page 268 include posting a report on the Internet, preparing a documentary, or presenting it in class using photographs, diagrams, charts, and objects that will enhance the presentation.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.1 Prewriting, pp. 9–11

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.1 Supporting the Main Idea, pp. 91–93

Chapter 11 Punctuation, pp. 244–271
Writer’s Workshop: Research Report, pp. 261–268

Example [Grade 7, p. 261]

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

DESCRIPTION

Lesson 1.1 Prewriting introduces research, collecting and organizing details, as one of the first steps in preparing to write. In **Exercise 5**, students gather and organize details about their topic.

In **Lesson 4.1 Supporting the Main Idea**, students learn that details that support the main idea are required for an effective paragraph. Those details can come from memory or from research.

Writer’s Workshop: Research Report provides a writing experience that requires student research. The **Key Features** of a research report include incorporating “relevant information from credible primary and secondary sources.”

Prewriting activities include investigating topics by doing research online or at the library. The student should choose a topic that has several reliable sources of information that are readily accessible.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 244–271
Writer’s Workshop: Research Report, pp. 261–268

Example [Grade 7, p. 263]

Gather Sources and Take Notes As you continue to research your topic, use an electronic database or an online search engine. Collect several primary and secondary sources from credible print and digital sources. You may need to refocus the question guiding your research, depending on what you find.

Primary sources are firsthand accounts.	letters, diaries, interviews, historical documents, speeches
Secondary sources are secondhand accounts based on primary sources.	encyclopedias, history textbooks, biographies, analyses of literature

Gather a variety of relevant details, such as facts, statistics, and expert opinions. Take notes by summarizing, paraphrasing, or quoting.

DESCRIPTION

Writer’s Workshop: Research Report provides a writing experience that requires student research. The **Key Features** of a research report include incorporating “relevant information from credible primary and secondary sources.”

Prewriting activities include investigating topics by doing research online or at the library. Students should choose a topic that has several reliable sources of information that are readily accessible. They also learn to take notes and track their sources of information.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
- A summary restates only the main ideas and key details from the source. It is much shorter than the original text. - A paraphrase restates the ideas in the source, but it is usually the same length as the original. - A quotation copies the exact words of the source and places them inside quotation marks.	

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.7.9a** Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Chapter 10 Subject-Verb Agreement, pp. 226–243 Writing Application: Writing Prompt Response, pp. 237–240 <i>Example [Grade 7, p. 239]</i> Organize Your Response Now it’s time to draft your response. Remember, your response will consist of three main parts. Introduction Include your thesis statement, or claim, and grab your reader’s attention. Body Present details in support of your thesis. Organize your body logically, and include transition words and phrases. Conclusion Sum up your main ideas, and restate your thesis.	Writing Application: Writing Prompt Response prepares students for writing prompts. This type of test question may require students to analyze, explain, describe, argue, or compare and contrast. Often, it requires that students respond to a poem or other work of literature. The Writing Model on page 238 is a response to Longfellow’s poem, “Paul Revere’s Ride.” Students check to make sure they understand the prompt, formulate a thesis statement, or claim, then gather evidence from the text to support the claim. They organize a three-part essay and may use an outline to guide their writing.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.7.9b** Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 6 Parts of a Sentence, pp. 136–155
Writing Application: Summary, pp. 149–152

Example [Grade 7, p. 150]

Get the Big Idea First, read your source material at least twice. As you read, note the main idea and relevant supporting details. Effective summaries focus only on essential information in the text. Avoid inserting your personal opinions.

DESCRIPTION

For **Writing Application: Summary**, students write a summary of a long nonfiction article.

After at least two readings of the source material, students focus on basic information and strip out nonessential information, such as vivid descriptions, examples, and anecdotes, and long quotations.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Writer’s Workshop

Autobiographical Writing, pp. 22–28; **Story**, pp. 79–89;
Compare-Contrast Essay, pp. 126–132; **Persuasive Essay**,
pp. 169–175; **Book Review**, pp. 215–221; **Research**
Report, pp. 261–268

Writing Application

Speech, pp. 52–55; **Descriptive Paragraph**, pp. 104–107;
Summary, pp. 149–152; **Instructions**, pp. 193–196;
Writing Prompt Response, pp. 237–240; **Business Letter**,
pp. 283–286

Drafting/Writing

Lesson Exercises: Exercise 4 Writing a Draft, p. 13;
Exercise 2 Writing Sentences, p. 40; Exercise 3 Using
Parallel Structure, p. 43; Exercise 3 Writing a Thank-you
Note, p. 46; Exercise 4 Writing a Journal Entry, p. 49;
Exercise 2 Writing a Formal Letter, p. 51; Exercise 1
Writing Sentences, p. 61; Exercise 3 Writing an Ad, p. 62;
Exercise 3 Writing About a Graph, p. 65; Exercise 1 Writing
Sentences with Clauses, p. 70; Exercise 3 Writing a

DESCRIPTION

Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Writing Models**; tips such as **Writing Hint** and **Real-World Writing**; **Revising** and **Editing** and **Proofreading** checklists; and **Reflect On Your Writing** ideas.

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as summaries, poems, business letters, and reviews. Like the **Writer’s Workshops**, they include **Key Features**; **Assignment** with Task, Purpose, and Audience; tips such as **Writing Hint** and **Connecting Writing & Grammar**; **Writing Checklist**; and a **Writing Model**.

Nearly every regular lesson features a writing exercise that can be completed in a single sitting. For these short writing assignments, students apply the principle or rule presented in the lesson.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Summary, p. 71; Exercise 2 Writing Sentences with Varied Structure, p. 74; Exercise 2 Writing a Paragraph, p. 95; Exercise 2 Writing About a Photo, p. 100; Exercise 2 Writing a Thesis, or Claim, p. 116; Exercise Writing an Introduction, p. 119; Exercise 2 Writing a Conclusion, p. 125; Exercise 3 Writing a Paragraph, p. 138; Exercise 3 Analyzing Your Own Writing, p. 142; Exercise 3 Writing a Paragraph, p. 144; Exercise 3 Using Direct Objects, p. 146; Exercise 3 Using Subject Complements, p. 148; Exercise 3 Writing with Pronouns, p. 166; Exercise 3 Writing a Dialogue, p. 182; Exercise 3 Writing with Irregular Verbs, p. 186; Exercise 3 Writing in the Active Voice, p. 190; Exercise 3 Using Verbal Phrases, p. 192; Exercise 3 Writing a Description, p. 202; Exercise 3 Writing a Comparison, p. 204; Exercise 2 Writing from Notes, p. 206; Exercise 3 Writing Rules, p. 208; Exercise 3 Using Modifiers, p. 210; Exercise 3 Writing an Interview, p. 214; Exercise 4 Writing a Paragraph, p. 230; Exercise 3 Writing Sentences, p. 234; Exercise 2 Writing Sentences, p. 236; Exercise 3 Writing About a Photograph, p. 246; Exercise 2 Writing an E-mail, p. 248; Exercise 2 Writing About a Chart, p. 254; Exercise 3 Using Quotation Marks, p. 256; Exercise 3 Writing Sentences, p. 258; Exercise 2 Writing Paragraphs, p. 260; Exercise 3 Writing a Paragraph, p. 276; Exercise 2 Writing Sentences, p. 278; Exercise 1 Writing with Plurals, p. 282 Chapter Reviews: B. Writing Sentences, p. 88; C. Writing Supporting Details, p. 110; C. Writing Introductions and Conclusions, p. 134; B. Writing Sentences, p. 154	
Write What You Think, pp. 35, 68, 103, 140, 158, 184, 236, 252	The Write What You Think prompts integrate grammar and writing. Each exercise has student choose and support an opinion or position in a brief persuasive or informative passage.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SADLIER **GRAMMAR FOR WRITING GRADE 7** FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.3 Revising, pp. 14–16

Example [Grade 7, p. 15]

► Do a **peer review**. Exchange drafts with a partner, and use the checklist on the previous page to check each other's work. Follow these guidelines as you review your partner's draft:

- Always start with positive feedback.
- Ask questions about things you don't understand.
- Offer specific suggestions. Both suggestions and positive feedback should always be specific enough so the writer understands your point.

The chart below highlights examples of specific feedback you might give to a partner during the revision stage.

Vague	Specific
This needs work.	Maybe you could add some transitions.
Good stuff.	The details in this paragraph are really interesting, and they strongly support the main idea.
This doesn't make sense.	Can you help me understand your main idea?
Great essay!	Your introduction made me curious to read on, and your ideas were clear.

Chapter 1 The Writing Process, pp. 8–31

Writer's Workshop: Autobiographical Writing, pp. 22–28

Example [Grade 7, p. 26]

Revising

Work with a Peer Often another person's opinion of your draft can give you valuable insights on how to improve it. In a **peer review**, a classmate or friend reads your work and offers suggestions.

Follow the guidelines below during a peer review.

1. **Do** give positive feedback. **Don't** focus entirely on what is not working.
2. **Do** ask precise questions about the writing. **Don't** rewrite entire sentences or paragraphs of the paper.
3. **Do** offer specific suggestions. **Don't** be overly critical.

DESCRIPTION

Lesson 1.3 Revising provides an introductory discussion of how to do a peer review, including a list of guidelines and a chart with examples of vague and specific feedback.

In **Exercise 1 Doing a Peer Review**, students apply what they have learned about reviewing and offering tips for improving each other's writing.

In **Writer's Workshop: Autobiographical Writing**, students receive additional instruction on participating in a peer review.

The **Remember** sidebar stresses the importance of peer reviewers providing specific examples and suggestions for improvement.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SADLIER **GRAMMAR FOR WRITING** GRADE 7 FEATURE & LOCATION

DESCRIPTION



Working Together

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

The **Working Together** logo identifies exercises found throughout the program that involve collaborative discussion. Teamed with one or more classmates, students work together on brain storming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.5 Publishing and Presenting, pp. 20–21

Example [Grade 7, p. 20]

Be creative about the way you share your work with others. Try one of the ways below to present your work.

Oral Presentation	• small-group presentation with a Question-and-Answer session • speech to the class
Written Paper	• blog or e-mail • school or community newspaper • magazine for young writers • online Web site for writers
Multimedia Presentation	• class presentation with pictures, graphics, and music • slide presentation • skit based on paper • video recording

Chapter 2 Effective Sentences and Word Choice, pp. 32–59

Writing Application: Speech, pp. 52–55

Example [Grade 7, pp. 54–55]

Practice Your Speech In a speech, how you say it is just as important as what you say. Avoid simply reading your speech aloud. Instead, keep these tips in mind.

1. **Connect.** Look at your audience, and maintain eye contact. Make everyone feel involved in your presentation.
2. **Keep a good pace.** Avoid speaking too quickly or too slowly. Use pauses to emphasize your main points.
3. **Move around.** Use your body and gestures as tools to emphasize your ideas.
4. **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.
5. **Record it.** Try making a video or audio recording of your speech so you can play it back and find ways to improve it.

DESCRIPTION

Lesson 1.5 Publishing and Presenting describes several ways students can share their writing with others, including formal presentations.

The **Remember** sidebar feature lists guidelines students should follow for effective presentations, speak loudly and clearly, don't rush, make eye-contact, use gestures and facial expressions to emphasize key ideas, and practice several times before making the presentation.

For **Exercise 2 Making a Presentation**, students determine which visual aids, audio or visual technology, or costumes they'll need for their presentation, then present their work to the class.

For **Writing Application: Speech**, students are directed to take a stand, support their claim, use persuasive techniques, then practice their speech before presenting it to an audience.

The graphic organizer at the beginning of the lesson helps students visualize the relationship between claim, reasons, and supporting evidence.

Students are guided to develop a position or claim then introduce the claim using recommendations in the **Writing Hint** on page 54: grab the audience's attention by opening a speech with an interesting story, challenging question, exciting or shocking example or fact, or memorable quotation.

For the **Writing Checklist** on page 55, students are asked, "Did you start with a strong opening?"

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.7 Using Formal and Informal English, pp. 50–51

Example [Grade 6, p. 50]

➡ Use formal English when your reader is in a position of authority and you want to discuss a subject in a serious way.

Formal English		
Types of Writing	Common Features	Example
business letters, business e-mails, news articles, speeches, reports, most school essays	advanced vocabulary, no slang, few (if any) contractions, longer and more complex sentences	Because the food was not cooked well and the service was disappointing, the critic gave the restaurant a poor review.

➡ Use informal English if your reader is a friend or family member or if you want to convey a more casual, conversational style.

Informal English		
Types of Writing	Common Features	Example
friendly letters or friendly e-mails, humorous writing, dialogue in stories and plays	everyday language, slang, contractions, shorter and simpler sentences	The food tasted yucky, and the service wasn't great. That's why the critic blasted the restaurant in the review.

DESCRIPTION

Lesson 2.7 Using Formal and Informal English teaches students to choose words for writing or speaking according to their purpose and audience.

The lesson explains that students should use formal English for most school assignments, while informal English is better suited for communicating with friends and family.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Lesson 2.5 Avoiding Wordiness, pp. 44–46

Example [Grade 7, p. 44]

As you revise, ask yourself, “Have I used more words than I need to make my meaning clear?” Use the tips below to avoid **wordiness** and to make your writing **concise**.

- Replace a long clause with a phrase or a phrase with a single word or words.

Chapter 2 Effective Sentences and Word Choice, pp. 32–59
Writing Application: Speech, pp. 52–55

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.3 Varying Sentence Beginnings, pp. 66–68

Example [Grade 7, p. 66]

► Use a **variety of sentence beginnings** to make your writing sound natural and interesting. Try the ways below.

2. Begin with a subordinate clause. (See Lesson 3.4 for more about subordinate clauses.)

Because beaver lodges are large, they can be home to up to eight beavers.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.4 Independent and Subordinate Clauses, pp. 69–71

Example [Grade 7, p. 69]

A **clause** is a group of words with a subject (s) and verb (v). There are two kinds of clauses: independent and subordinate.

► An **independent** (or **main**) **clause** expresses a complete thought. Since it can stand alone as a sentence, it is called independent. Every complete sentence contains at least one independent clause.

I recently visited Boston, Massachusetts. [one independent clause]

Our family flew there last month, and we stayed for six days. [two independent clauses]

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.5 Varying Sentence Structure, pp. 72–74

Example [Grade 7, p. 72]

DESCRIPTION

For **Lesson 2.5 Avoiding Wordiness**, students consider five tips for reducing verbiage, such as converting a clause into a phrase or a phrase into one or two words.

In **Writing Application: Speech: Keep the Spotlight**, students learn that repeating key words or phrases is a common persuasive technique when writing or speaking.

In **Lesson 3.3 Varying Sentence Beginnings**, students learn how they can make their writing more interesting by beginning sentences with a subordinate clause or phrase. They are shown several words that begin subordinate clauses, including *after*, *before*, and *while*.

After suggestions and examples, the **Literary Model** shows an introductory subordinate clause in context.

Lesson 3.4 Independent and Subordinate Clauses includes definitions and examples of independent and subordinate clauses. The **Remember** box reminds students that clauses have subjects and verbs, while phrases do not.

In the exercises, students practice writing sentences with clauses, also identifying clauses in context.

For **Exercise 3 Writing a Summary**, students summarize a favorite book or movie in a single paragraph, including (and underlining) a subordinate clause in at least three sentences.

In **Lesson 3.5 Varying Sentence Structure** students see how phrases and clauses are used in categorizing the four basic types of sentences, simple, compound, complex, and

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

➡ All **simple sentences** have only one independent clause and no subordinate clauses. However, simple sentences are not all short. If they have compound subjects and verbs or several prepositional phrases, they may be long and complicated.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.7 Combining Sentences: Key Words and Phrases, pp. 77–78

Example [Grade 7, p. 77]

➡ You can also combine two or more related sentences by taking a phrase from one sentence and adding it to another. Experiment with different ways to combine and emphasize your ideas. You may need to add one or more commas to your new sentence.

Original	The dog was curled up. It was on the wet grass. It was a small black terrier.
Combined	The dog, a small black terrier, was curled up on the wet grass.
Combined	Curled up on the wet grass was a small black terrier.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Writer’s Workshop: Story, pp. 79–89

Chapter 4 Effective Paragraphs, pp. 90–111
Lesson 4.4 Transitional Words and Phrases, pp. 99–100

Chapter 5 Writing an Essay, pp. 90–111
Lesson 5.3 Introductions, pp. 117–119

Chapter 5 Writing an Essay, pp. 90–111
Lesson 5.5 Conclusions, pp. 123–125

Chapter 6 Parts of a Sentence, pp. 136–155
Lesson 6.1 Sentences and Sentence Fragments, pp. 137–138

Chapter 8 Verbs, pp. 180–199
Lesson 8.6 Verbals and Verbal Phrases, pp. 191–192

DESCRIPTION

compound-complex.

In **Lesson 3.7 Combining Sentences: Key Words and Phrases**, students learn how phrases can be used to reduce the awkwardness that results from consecutive short, choppy sentences. They are also introduced to the **appositive phrase**.

In **Exercise 2 Inserting Phrases**, students practice inserting into the first sentence in an exercise a phrase from the second given sentence.

And in **Exercise 3 Combining Sentences**, they read a group of sentences then combine each group into a single sentence using key words and phrases.

In the **Revising: Vary Your Sentences** on page 84, students practice breaking up a boring sentence pattern by beginning some sentences with a subordinate clause or a phrase.

In **Lesson 4.4 Transitional Words and Phrases**, students see how they can use phrases to connect sentences and paragraphs.

In **Lesson 5.3 Introductions**, students are given stylistic counsel to avoid starting an essay with unimaginative phrases such as “This essay is about.” or “I will write about.”

Lesson 5.5 Conclusions explains how to link introductory paragraph and conclusion using a key word or phrase.

Lesson 6.1 Sentences and Sentence Fragments shows how to correct sentence fragments using an introductory phrase or subordinate clause.

In **Lesson 8.6 Verbals and Verbal Phrases**, students learn about three types of verbal phrases: participial phrase,

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Example [Grade 7, p. 191]

A **participial phrase** is a group of words that includes a participle and the other words that complete its meaning.

Ann, hoping for the best, calmed the others. [adjective]

DESCRIPTION

gerund phrase, and infinitive phrase.

In **Exercise 3 Using Verbal Phrases**, students complete sentences by adding the required kind of phrase.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Lesson 9.6 Prepositions and Prepositional Phrases, pp. 211–212

Example [Grade 7, p. 211]

➡ A preposition (p) is always part of a **prepositional phrase**, a group of words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the **object of the preposition** (o). All modifiers of the object (or objects) are part of the prepositional phrase.

P O O

She is filled with fear and worry.

Lesson 9.6 Prepositions and Prepositional Phrases uses definitions and examples to explain the function of prepositional phrases. The **Literary Model** demonstrates their use in context. Exercises include **Finding Prepositional Phrases** and **Using Phrases**.

Chapter 10 Subject-Verb Agreement, pp., pp. 226–243

Lesson 10.2 Phrases Between Subject and Verb, pp. 229–230

Example [Grade 7, p. 229]

A subject is often separated from its verb by one or more prepositional phrases. A **prepositional phrase** (p) is a group of words that begins with a preposition and ends with an object, either a noun or pronoun.

➡ The subject of a sentence is never part of a prepositional phrase. The verb must agree with the subject, not with the object in a prepositional phrase.

Lesson 10.2 Phrases Between Subject and Verb provides insight into addressing problems with subject-verb agreement involving prepositional phrases.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.5 Varying Sentence Structure, pp. 72–74

Example [Grade 7, p. 72]

➡ **Complex sentences** contain one independent clause and at least one subordinate clause. The subordinate clause may go before, after, or in the middle of the independent clause.

ONE BEGINNING
SUBORDINATE CLAUSE

Because conservation is an important issue, I think many students are interested in it, and I believe a conservation club would be popular.

SUBORDINATE CLAUSE
IN THE MIDDLE

The high school already has a conservation club, but middle school students **who are interested in the environment** might want to create their own club.

DESCRIPTION

Lesson 3.5 Varying Sentence Structure features definitions and examples of simple, compound, complex, and compound-complex sentences. In the exercises, students practice identifying and writing with each type of sentence.

In **Exercise 3 Varying Sentence Structure**, students use different types of sentences to add variety to the text of a brochure.

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.6 Combining Sentences: Compound Parts, pp. 75–76

Example [Grade 7, p. 75]

➡ When two short sentences are related, consider combining them to create a **compound sentence**. Use the **coordinating conjunctions** *and* (to show similarity), *but* (to show contrast), and *nor* or *or* (to show choice). Remember to use a comma before the coordinating conjunction that joins the two sentences.

In **Lesson 3.6 Combining Sentences: Compound Parts**, students learn to distinguish between compound subjects, compound verbs, and compound sentences when combining sentences to avoid awkward repetition.

In **Exercise 1 Combining Sentences**, they practice combining sentences to create a compound verb, compound subject, or a compound sentence.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 60–89
Lesson 3.7 Combining Sentences: Key Words and Phrases, pp. 77–78

Chapter 8 Verbs, pp. 180–199
Lesson 8.6 Verbals and Verbal Phrases, pp. 191–192

Example [Grade 7, p.191]

➡ A **participle** is a verb form that acts like an adjective and ends in *-ing* or *-ed*.

The tired boaters battled the blowing storm.
[adjectives]

A **participial phrase** is a group of words that includes a participle and the other words that complete its meaning.

Ann, hoping for the best, calmed the others. [adjective]

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225
Lesson 9.5 Misplaced Modifiers, pp. 209–210

Example [Grade 7, p. 209]

A **modifier** is a word, a phrase, or a clause that makes the meaning of another word or group of words more exact. The meaning of a sentence can change depending on where you place a modifier.

➡ A **misplaced modifier** is in the wrong place. It seems to modify the wrong word in a sentence. As a result, the meaning isn't clear.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225
Lesson 9.6 Prepositions and Prepositional Phrases, pp. 211–212

Example [Grade 7, p. 211]

➡ A preposition (**p**) is always part of a **prepositional phrase**, a group of words that begins with a preposition and ends with a noun or pronoun.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

DESCRIPTION

Lesson 3.7 Combining Sentences: Key Words and Phrases shows how to use phrases when combining related sentences.

In **Lesson 8.6 Verbals and Verbal Phrases**, students learn about and practice identifying three types of verbal phrases: participial phrase, gerund phrase, and infinitive phrase.

In **Exercise 3 Using Verbal Phrases**, students complete sentences by adding the required kind of phrase.

Students see examples then learn how to identify and fix misplaced modifiers in Lesson 9.5. The **Connecting Writing & Grammar** hint suggests moving a misplaced phrase or clause to the beginning of a sentence, then using a comma to set off the introductory group of words.

In **Lesson 9.6 Prepositions and Prepositional Phrases**, students learn the definition and correct placement and use of prepositional phrases, which can be used as either an adjective phrase or an adverb phrase to modify a word in the sentence.

In **Exercise 2 Revising Sentences**, students underline the misplaced prepositional phrase in each sentence.

As part of the **Book Review** writing assignment, students review the concept of misplaced modifiers, examine

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.7.1c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Writer's Workshop: Book Review, pp. 215–221

Example [Grade 7, p. 220]

Editing and Proofreading

Avoid Misplaced Modifiers As you edit and proofread your paper, look for any misplaced modifiers. A **modifier** is a word or phrase that describes another word or phrase. Modifiers should be as close as possible to the word or phrase they modify. Otherwise, the sentence can be confusing.

DESCRIPTION

examples, then check to make sure they have not misplaced any modifiers in their paper.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2a** Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 244–271

Lesson 11.3 Commas in Compound Sentences and Series, pp. 249–250

Example [Grade 7, p. 249]

► Use a comma to separate two or more adjectives that come before and modify the same noun. If it makes sense to use and between the adjectives, use a comma.

Gasoline is a **liquid, colorless** fuel. [*liquid and colorless*]

Do not use a comma if the first adjective modifies the second adjective. Also avoid using a comma if adding and between the adjectives sounds awkward.

DESCRIPTION

For **Lesson 11.3 Commas in Compound Sentences and Series**, students are given a list of ways commas are used to signal a separation of ideas or a slight pause, along with one or more examples. The list includes using a comma to separate coordinate adjectives.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2b** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

Chapter 8 Verbs, pp. 180–199

Lesson 8.2 Regular and Irregular Verbs, pp. 183–184

Example [Grade 7, p. 183]

➡ There are two kinds of verbs: regular and irregular. A **regular verb** is a verb whose past and past participle are formed by adding *-ed* or *-d* to the present. The present participle of regular verbs is formed by adding *-ing* to the present.

Present	Present Participle (Use with <i>am, is, are, was, were.</i>)	Past	Past Participle (Use with <i>has, have, had.</i>)
paint	(is) painting	paint ed	(had) paint ed
cry	(is) cry ing	cri ed	(had) cri ed
plan	(is) plan ning	plan ed	(had) plan ed

Chapter 8 Verbs, pp. 180–199

Lesson 8.3 More Irregular Verbs, pp. 185–186

Example [Grade 7, p. 185]

There is no single rule to help you learn how to form the **principal parts of irregular verbs**. You can look up the forms of these verbs in a dictionary, but it's good to learn the common spellings because you will use them often when you write.

Below are some common irregular verbs.

Present	Present Participle (Use with <i>am, is, are, was, were.</i>)	Past	Past Participle (Use with <i>has, had, have.</i>)
become	(is) becom ing	became	(had) becom e
break	(is) break ing	broke	(had) broken
choose	(is) choos ing	chose	(had) chos en
come	(is) com ing	came	(had) com e
drive	(is) driv ing	drove	(had) driv en
give	(is) giv ing	gave	(had) giv en
grow	(is) grow ing	grew	(had) grow n
know	(is) know ing	knew	(had) know n

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 200–225

Lesson 9.2 Comparing with Adjectives and Adverbs, pp. 203–204

DESCRIPTION

Lesson 8.2 Regular and Irregular Verbs includes rules for changing regular verbs in the present to the present participle, as well as past and past participle. Understanding these rules help students remember the correct spelling of these forms of regular verbs. The lesson also examines the present, present participle, past, and past participle forms of some irregular verbs

In Lesson 8.3 More Irregular Verbs, students are encouraged to memorize the spelling of the present, present participle, past, and past participle forms of irregular verbs. The complete chart includes 21 verbs.

Lesson 9.2 Comparing with Adjectives and Adverbs includes spelling rules related to comparatives. Instruction includes when students need to change the spelling of a word when adding *-er* or *-est* (as with *prettier* and *prettiest*).

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2b** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION

DESCRIPTION

Example [Grade 7, p. 203]

Rules for forming the comparative and superlative degrees of most adjectives and adverbs are shown below. You may need to change the spelling of a word when adding *-er* or *-est*. (See Lesson 12.4 for spelling rules.)

Modifiers	How to Form	Examples
One Syllable	Add <i>-er</i> or <i>-est</i> .	soon, sooner, soonest thin, thinner, thinnest
Two Syllables	Add <i>-er</i> or <i>-est</i> , or use <i>more</i> or <i>most</i> .	quiet, quieter, quietest heavy, heavier, heaviest softly, more softly, most softly
Three or More Syllables	Add <i>more</i> or <i>most</i> .	generous, more generous, most generous mysteriously, more mysteriously, most mysteriously

Chapter 12 Capitalization and Spelling, pp. 272–290

Lesson 12.4 Spelling Rules, pp. 279–280

Example [Grade 7, p.279]

Learning some common spelling rules can help you become a better speller.

➡ Write *i* before *e* except after *c*, or when it sounds like a long *a* as in *neighbor* and *weigh*.

Chapter 12 Capitalization and Spelling, pp. 272–290

Lesson 12.5 Plural Nouns, pp. 281–282

Frequently Misspelled Words, pp. 291–292

Examples [Grade 7, p.292]

pneumonia
possess
possibility
prejudice
privilege

Lesson 12.4 Spelling Rules features several rules or generalizations, along with exceptions, to help students become better spellers. They are given several common prefixes and suffixes.

In **Exercise 3 Analyzing Your Writing**, students use a dictionary to check for spelling errors. They list any misspelled words and identify which, if any, of the rules in the lesson apply.

In **Lesson 12.5 Plural Nouns**, students study the spelling of regular and irregular plural nouns. The **Remember** box cautions students to not confuse possessive nouns that end in *-s* with plural nouns.

Frequently Misspelled Words lists words that challenge many writers.

In addition to the examples provided, other difficult-to-spell words on the list include *accidentally*, *campaign*, *embarrass*, *February*, *judgment*, *restaurant*, and *vacuum*.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2b** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
probably psychology	
Commonly Confused Words, pp. 293–294 <i>Examples [Grade 7, p.294]</i> ➡ desert, dessert <i>Desert</i> can be a noun that means “a hot, dry area of land.” It can also be a verb that means “to abandon.” The noun <i>dessert</i> is a sweet treat.	By studying Commonly Confused Words , students can avoid problems in word choice that can appear as spelling errors in their writing.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Chapter 2 Effective Sentences and Word Choice, pp. 32–59 Lesson 2.5 Avoiding Wordiness, pp. 44–46 <i>Example [Grade 7, p. 44]</i> As you revise, ask yourself, “Have I used more words than I need to make my meaning clear?” Use the tips below to avoid wordiness and to make your writing concise.	For Lesson 2.5 Avoiding Wordiness , students are given five tips for avoiding wordiness, including changing verbs in the passive voice to the active voice, as the active voice uses fewer words.
Chapter 2 Effective Sentences and Word Choice, pp. 32–59 Lesson 2.6 Choosing the Right Word, pp. 47–49 <i>Example [Grade 7, p. 47]</i> Choose your words carefully. Using precise language helps you explain your ideas clearly and develop a lively, interesting writing style	Lesson 2.6 Choosing the Right Word explains several ways students can better express ideas using carefully selected words and phrases. They are urged to replace vague, general words with more specific ones, avoid using clichés, seek out synonyms with more precise meanings in a dictionary or thesaurus, and avoid using big words just to impress readers. Exercise 1 Revising Sentences provides abundant practice rewriting sentences to make them more vivid and precise.
Chapter 8 Verbs, pp. pp. 180–199 Lesson 8.5 Active and Passive Voice, pp. 189–190	In Lesson 8.5 Active and Passive Voice , students see how replacing the passive voice with the active voice makes their writing livelier. It also helps eliminate wordiness.
Chapter 8 Verbs, pp. pp. 180–199 Writing Application: Instructions, pp. 193–196	In Writing Application: Instructions , students examine a Writing Model on page 195 that shows an edit designed to

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

SADLIER GRAMMAR FOR WRITING GRADE 7 FEATURE & LOCATION	DESCRIPTION
Chapter 10 Subject-Verb Agreement, pp. 226–243 Lesson 10.3 Compound Subjects, pp. 231–232	eliminate wordiness.
Chapter 12 Capitalization and Spelling, pp. 272–290 Writing Application: Business Letter, pp. 283–286 <u>Example [Grade 7, p. 285]</u> Be Clear and Formal Make sure that you use precise language. Avoid words that do not clearly express your meaning.	The Writing Hint in Lesson 10.3 Compound Subjects instructs students to combine sentences with compound subjects to eliminate wordiness. In Exercise 1 Combining Sentences, students practice combining sentences with a compound subject into a single sentence. In Writing Application: Business Letter, students examine examples of vague and precise word choice.