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| **7th Grade Writing** | |
| **Standard** | **3.0 Items** |
| 7.17A write a multi-paragraph essay to convey information about a topic that:  (i) presents effective introductions and concluding paragraphs;  (ii) contains a clearly stated purpose or controlling idea;  (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;  (v) uses a variety of sentence structures, ~~rhetorical devic~~es, and transitions to link paragraphs;  (iv) accurately synthesizes ideas from several sources  Pre-Req skills:   * Construct an introduction paragraph * Construct a conclusion paragraph * Develop a controlling idea that is   + On topic   + clear   + Concise * Select an appropriate organizational pattern for a specific audience and purpose * Use supporting details that   + expand on the controlling idea   + Are necessary to enhance reader’s understanding of the topic   + Support the details that came before * Write sentences that use various structures including:   + Simple   + Compound   + Complex   + compound -complex * Use transition words to connect ideas | READ the information in the box below.  In the children’s book The Little Engine That Could, an engine succeeds in pulling a train over a mountain by repeating the words “I think I can.” The story is so well known and motivational that it has been used in many songs, films, speeches, and advertisements throughout popular culture.  THINK carefully about the following question. Is a positive attitude necessary for success?  WRITE an essay explaining whether a positive attitude helps a person be successful.  Be sure to —  • clearly state your controlling idea  • organize and develop your explanation effectively  • choose your words carefully  • use correct spelling, capitalization, punctuation, grammar, and sentences |
|  | **2.0 Items** |
| 1. Write only the introduction and conclusion paragraphs for the following prompt.   READ the following quotation.  A friend is a gift you give yourself. —Robert Louis Stevenson  THINK carefully about the benefits of friendship.  WRITE an essay explaining the importance of having a good friend.  Introduction should contain a variety of sentences including your controlling idea that is on topic, clear and concise.  Conclusion should contain a variety of sentences that use transition words to connect your final thoughts to ideas presented in the essay.  2. Read each of the following prompts. Write the organizational pattern you would use to write this essay and specify the audience for whom this essay should be written.  3. Read the controlling ideas (thesis statement) below. Come up with at least three details you can use to support each thesis statement.  4. Using the collection of words below, create a simple sentence, compound sentence, complex sentence, and compound-complex sentence.  smashed because phone threw Haley her she cookies the trash Bill’s so Bill on the cake in ground likes . , ,  5. Read the following mentor essay then add appropriate transition words when necessary. |
| **Standard** | **3.0 Items** |
| 7.14C  revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed  Pre-Req skills:   * Construct an introduction paragraph * Construct a conclusion paragraph * Develop a controlling idea that is   + On topic   + clear   + Concise * Select an appropriate organizational pattern for a specific audience and purpose * Use supporting details that   + expand on the controlling idea   + Are necessary to enhance reader’s understanding of the topic   + Support the details that came before * Write sentences that use various structures including:   + Simple   + Compound   + Complex   + compound -complex * Use transition words to connect ideas | <http://www.deercreekms.org/common/pages/displayfile.aspx?itemid=386473>  The elements in the link can be modified to address whatever skill(s) you are covering in class. |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.14D  edit drafts for grammar, mechanics, and spelling  Pre-Req skills:   * Construct an introduction paragraph * Construct a conclusion paragraph * Develop a controlling idea that is   + On topic   + clear   + Concise * Select an appropriate organizational pattern for a specific audience and purpose * Use supporting details that   + expand on the controlling idea   + Are necessary to enhance reader’s understanding of the topic   + Support the details that came before * Write sentences that use various structures including:   + Simple   + Compound   + Complex   + compound -complex * Use transition words to connect ideas |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.19B  write complex sentences and differentiate between main versus subordinate clauses  Pre-Req skills: |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.19C  use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.  Pre-Req skills:   * Identify elements of a simple sentence * Identify elements of a compound sentence * Identify elements of a complex sentence |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.20A  use conventions of capitalization  Pre-Req skills: |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.20B  use correct punctuation marks, including  (i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences;  (ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.  Pre-Req skills: |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 7.21  spell correctly, including using various resources to determine and check correct spellings.  Pre-Req skills: |  |
| **2.0 Items** |
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