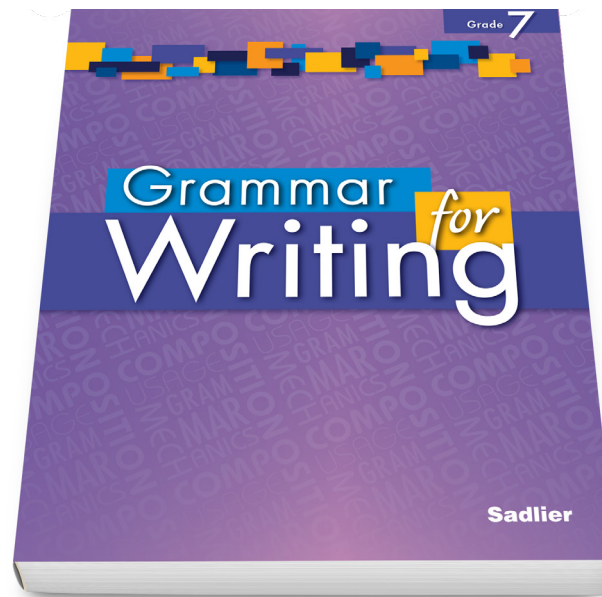


Grammar for Writing

Correlation to the Gwinnett County AKS and the
Georgia GSE: English Language Arts for Grade 7

Grade 7



Learn more at www.SadlierSchool.com

Part I: Composition

Chapter 1: The Writing Process

• Lesson 1.1 Prewriting—pp. 9–11 Generate a topic • Narrow the topic you like best • Choose your purpose and analyze your audience • Gather and organize details • Lesson 1.2 Drafting—pp. 12–13 Refer to your prewriting notes • Organize your ideas • Ask for suggestions • Writing Model • Plan and write your draft • Lesson 1.3 Revising—pp. 14–16 Revising Checklist • Traits of good writing • Do a peer review • Real-World Writing • Lesson 1.4 Editing and Proofreading—pp. 17–19 Fix errors in conventions • Use a checklist • Read your work several times • Focus on one line at a time • Read your paper aloud • Editing and Proofreading Checklist • Use proofreading symbols • Writing Model	7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed	ELAGSE7W5 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.
• Lesson 1.5 Publishing and Presenting—pp. 20–21 Make a final error-free copy of your paper • Proofread one last time • Use the correct format • Ways to share your writing: Oral Presentation, Written Paper, Multimedia Presentation • Writing Hint • Keep a writing portfolio; Choosing a Presentation • Making a Presentation	7LA.C.25 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 7LA.D.30 engage effectively in a range of collaborative discussions (e.g., 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 7LA.D.33 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 7LA.D.34 include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points 7LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	ELAGSE7W6 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. ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. ELAGSE7SL4 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. ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Part I: Composition

Chapter 1: The Writing Process

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

Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Pick a Topic, Gather Detail, What's the Trouble? (Conflict), Put Details in Order (Sequence Organizer) • Writing Hint (First-Person Point of View) • Drafting: Bring Your Story to Life (Dialogue), Make It Matter, Writing Model • Revising: Revising Questions, Work with a Peer, Include Interesting Details, Literary Model, Reading as a Writer • Editing and Proofreading: Editing and Proofreading Checklist • Publishing and Presenting • Reflect On Your Writing

7LA.C.22

write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences

7LA.C.22.a

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

7LA.C.22.b

use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

7LA.C.22.c

use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

7LA.C.22.d

use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

7LA.C.22.e

provide a conclusion that follows from and reflects on the narrated experiences or events

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.24

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

continued

ELAGSE7W3

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

ELAGSE7W3.a

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.

ELAGSE7W3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

ELAGSE7W3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

ELAGSE7W3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELAGSE7W3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W5

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.

ELAGSE7W10

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.

continued

<i>Grammar for Writing</i> Level B/Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
Part I: Composition Chapter 1: The Writing Process		
	7LA.D.34 include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points 7LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<i>Grammar for Writing</i> Level B/Grade 7	Gwinnett Co. AKS: 7 th Grade Language Arts	Georgia Standards of Excellence: ELA Grade 7
Part I: Composition Chapter 2: Effective Sentences and Word Choice		
Lesson 2.1 Correcting Sentence Fragments—pp. 33–35	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 2.2 Correcting Run-on Sentences—pp. 36–38	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 2.3 Adding Details—pp. 39–40	7LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 7LA.D.30.c pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ELAGSE7SL1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Part I: Composition

Chapter 2: Effective Sentences and Word Choice

Lesson 2.4 Using Parallel Structure—pp. 41–43	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Lesson 2.5 Avoiding Wordiness—pp. 44–46 - Lesson 2.6 Choosing the Right Word—pp. 47–49	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.38.a choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy 7LA.E.38.a choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	ELAGSE7W10 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. ELAGSE7L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ELAGSE7L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Lesson 2.7 Using Formal and Informal English—pp. 50–51	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7W10 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. ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Part I: Composition

Chapter 2: Effective Sentences and Word Choice

- **Writing Application: Speech**—pp. 52–55
Key Features • Assignment (Task, Audience, Purpose, Key Instructions) • Take a Stand • Support Your Claim • Keep the Spotlight: Persuasive Techniques • Writing Hint • Practice Your Speech • Writing Checklist • Writing Model

7LA.C.20
write arguments to support claims with clear reasons and relevant evidence

7LA.C.20.a
introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

7LA.C.20.b
support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

7LA.C.20.c
use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

7LA.C.20.d
establish and maintain a formal style

7LA.C.20.e
provide a concluding statement or section that follows from and supports the argument presented

7LA.D.33
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

7LA.D.35
adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

ELAGSE7W1
Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE7W1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE7W1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELAGSE7W1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

ELAGSE7W1.d
Establish and maintain a formal style.

ELAGSE7W1.e
Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE7SL4
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.

ELAGSE7SL6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Part I: Composition

Chapter 3: Sentence Variety and Structure.

Lesson 3.1 Kinds of Sentences—pp. 61–62	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 3.2 Varying Sentence Length—pp. 63–65	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.D.30.c pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7W10 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. ELAGSE7SL1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Lesson 3.3 Varying Sentence Beginnings—pp. 66–68	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Part I: Composition

Chapter 3: Sentence Variety and Structure.

Lesson 3.4 Independent and Subordinate Clauses—pp. 69–71	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.36.a explain the function of phrases and clauses in general and their function in specific sentences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L1.a Explain the function of phrases and clauses in general and their function in specific sentences. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 3.5 Varying Sentence Structure—pp. 72–74	7LA.E.36.b choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	ELAGSE7L1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Lesson 3.6 Combining Sentences: Compound Parts—pp. 75–76	7LA.E.36.b choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 77–78	7LA.E.36.a explain the function of phrases and clauses in general and their function in specific sentences 7LA.E.36.c place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	ELAGSE7L1.a Explain the function of phrases and clauses in general and their function in specific sentences. ELAGSE7L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Part I: Composition

Chapter 3: Sentence Variety and Structure.

• Writer’s Workshop: Story—pp. 79–85

Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Set the Scene, Create Your Characters, Writing Hint, Brainstorm a Conflict and Theme, Put Details in Order • Writing Hint (Chronological Order) • Drafting: Fill in the Details, Writing Model, Get Perspective • Revising: Revising Questions, Literary Model, Reading as a Writer, Writing Hint, Vary Your Sentences, Writing Model • Editing and Proofreading: Editing and Proofreading Checklist, Writing Model • Publishing and Presenting • Reflect On Your Writing

7LA.C.22

write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences

7LA.C.22.a

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

7LA.C.22.b

use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

7LA.C.22.c

use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

7LA.C.22.d

use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

7LA.C.22.e

provide a conclusion that follows from and reflects on the narrated experiences or events

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.25

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

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7LA.D.35

adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

ELAGSE7W3

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

ELAGSE7W3.a

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.

ELAGSE7W3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

ELAGSE7W3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

ELAGSE7W3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

ELAGSE7W3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W6

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.

ELAGSE7W10

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.

ELAGSE7SL6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Part I: Composition

Chapter 4: Effective Paragraphs .

Lesson 4.1 Supporting the Main Idea—pp. 91–93	7LA.B.10 cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 7LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	ELAGSE7RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Lesson 4.2 Paragraph Unity—pp. 94–95	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7W10 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. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Lesson 4.3 Patterns of Organization—pp. 96–98	7LA.C.20.a introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically 7LA.C.21.a 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	ELAGSE7W1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ELAGSE7W2.a 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.
Lesson 4.4 Transitional Words and Phrases—pp. 99–100	7LA.C.20.c use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence 7LA.C.21.c use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences <i>continued</i>	ELAGSE7W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ELAGSE7W2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ELAGSE7W10 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. <i>continued</i>

Part I: Composition

Chapter 4: Effective Paragraphs .

	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 4.5 Types of Paragraphs—pp. 101-103	7LA.C.20 write arguments to support claims with clear reasons and relevant evidence 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence. ELAGSE7W10 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.
Writing Application: Descriptive Paragraph—pp. 104-107 Key Features • Assignment (Task, Audience, Purpose, Key Instructions) • Choose a Topic • Be Clear • Be Specific • Add Life to Your Description • Real-World Writing • Revise Your Paragraph • Writing Checklist • Writing Model	7LA.C.22.b use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters 7LA.C.22.c use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another 7LA.C.22.d use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	ELAGSE7W3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ELAGSE7W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ELAGSE7W3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W10 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.

Part I: Composition

Chapter 5: Writing an Essay

- Lesson 5.1 Parts of an Essay—pp. 113–114

7LA.C.20.a

introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

7LA.C.20.b

support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

7LA.C.20.e

provide a concluding statement or section that follows from and supports the argument presented

7LA.C.21.a

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

7LA.C.21.b

develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

7LA.C.21.g

provide a concluding statement or section that follows from and supports the information or explanation presented

ELAGSE7W1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE7W1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELAGSE7W1.e

Provide a concluding statement or section that follows from and supports the argument presented.

ELAGSE7W2.a

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.

ELAGSE7W2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ELAGSE7W2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Lesson 5.2 Thesis Statements—pp. 115–116

7LA.C.20.a

introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

7LA.C.21.a

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

ELAGSE7W1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE7W2.a

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.

Part I: Composition

Chapter 5: Writing an Essay

• Lesson 5.3 Introductions—pp. 117–119

7LA.C.20.a

introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

7LA.C.21.a

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

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7LA.D.30

engage effectively in a range of collaborative discussions (e.g., 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

7LA.E.38

use knowledge of language and its conventions when writing, speaking, reading, or listening

ELAGSE7W1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE7W2.a

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.

ELAGSE7W10

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.

ELAGSE7SL1

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.

ELAGSE7L3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

• Lesson 5.4 Body Paragraphs—pp. 120–122

7LA.C.20.a

introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically

7LA.C.20.b

support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

7LA.C.20.c

use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

continued

ELAGSE7W1.a

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

ELAGSE7W1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELAGSE7W1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

continued

Part I: Composition

Chapter 5: Writing an Essay

	7LA.C.21.a 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 7LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples 7LA.C.21.c use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	ELAGSE7W2.a 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. ELAGSE7W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ELAGSE7W2.c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
Lesson 5.5 Conclusions—pp. 123–125	7LA.C.20.e provide a concluding statement or section that follows from and supports the argument presented 7LA.C.21.f establish and maintain a formal style 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	ELAGSE7W1.e Provide a concluding statement or section that follows from and supports the argument presented. ELAGSE7W2.e Establish and maintain a formal style. ELAGSE7W10 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.
Writer’s Workshop: Compare-Contrast Essay—pp. 126–132 Venn Diagram • Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Pick Your Course, Narrow Your Subject, Inverted Pyramid, Make Your Point, Gather Details • Writing Hint (Chronological Order) • Drafting: Get Organized, Writing Model, Common Transitions to Compare/to Contrast • Revising: Revising Questions, Writing Model, Review Your Essay’s Parts • Editing and Proofreading: Editing and Proofreading Checklist • Publishing and Presenting • Reflect On Your Writing	7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 7LA.C.21.a 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 7LA.C.21.b develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples <i>continued</i>	ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE7W2.a 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. ELAGSE7W2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <i>continued</i>

Part I: Composition

Chapter 5: Writing an Essay

7LA.C.21.c

use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

7LA.C.21.d

use precise language and domain-specific vocabulary to inform about or explain the topic

7LA.C.21.e

use documents to clarify details or support claims

7LA.C.21.f

establish and maintain a formal style

7LA.C.21.g

provide a concluding statement or section that follows from and supports the information or explanation presented

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.24

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

7LA.C.25

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

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7LA.D.34

include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

7LA.D.35

adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

ELAGSE7W2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

ELAGSE7W2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE7W2.e

Establish and maintain a formal style.

ELAGSE7W2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W5

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.

ELAGSE7W6

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.

ELAGSE7W10

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.

ELAGSE7SL5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Part II: Grammar, Usage, and Mechanics

Chapter 6: Parts of a Sentence

Lesson 6.1 Sentences and Sentence Fragments—pp. 137-138	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Lesson 6.2 Subjects and Predicates—pp. 139-140 - Lesson 6.3 Hard-to-Find Subjects—pp. 141-142	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 6.4 Compound Subjects and Verbs—pp. 143-144	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 6.5 Direct Objects—pp. 145-146	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 6.6 Subject Complements—pp. 147-148	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Grammar for Writing Level B/Grade 7

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Part II: Grammar, Usage, and Mechanics

Chapter 6: Parts of a Sentence

- Writing Application: Summary—pp. 149–152

Key Features • Assignment (Task, Audience, Purpose, Key Instructions) • Get the Big Idea • Use Your Own Words • Choose Your Words Carefully • Writing Hint • Check Your Summary • Writing Checklist • Writing Model

7LA.C.21

write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.28.b

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)

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

ELAGSE7W2

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

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W9.b

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”).

ELAGSE7W10

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.

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Part II: Grammar, Usage, and Mechanics

Chapter 7: Nouns and Pronouns

- Lesson 7.1 Nouns—pp. 157–158
- Lesson 7.2 Plural and Possessive Nouns—pp. 159–160

7LA.E.36

demonstrate command of the conventions of standard English grammar and usage when writing or speaking

7LA.E.37

demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

ELAGSE7L1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE7L2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Lesson 7.3 Pronouns—pp. 161–162
- Lesson 7.4 Subject and Object Pronouns—pp. 163–164

7LA.E.36

demonstrate command of the conventions of standard English grammar and usage when writing or speaking

ELAGSE7L1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Part II: Grammar, Usage, and Mechanics

Chapter 7: Nouns and Pronouns

Lesson 7.5 Pronoun Agreement—pp. 165–166	7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 7.6 Clear Pronoun Reference—pp. 167–168	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Writer’s Workshop: Persuasive Essay—pp. 169–175 Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Pick Your Topic, State Your Reasons and Evidence, Writing Hint, Make Room for Opposition (counterarguments), Writing Hint, Sound Convincing, Literary Model • Drafting: Organize the Body, Writing Hint, Writing Model • Revising: Revising Questions, Writing Model • Editing and Proofreading: Editing and Proofreading Checklist, Writing Hint, Writing Model, Avoid Pronoun Errors • Publishing and Presenting • Reflect On Your Writing	7LA.C.20 write arguments to support claims with clear reasons and relevant evidence 7LA.C.20.a introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically 7LA.C.20.b support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text 7LA.C.20.c use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence 7LA.C.20.d establish and maintain a formal style 7LA.C.20.e provide a concluding statement or section that follows from and supports the argument presented <i>continued</i>	ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence. ELAGSE7W1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ELAGSE7W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ELAGSE7W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ELAGSE7W1.d Establish and maintain a formal style. ELAGSE7W1.e Provide a concluding statement or section that follows from and supports the argument presented. <i>continued</i>

Part II: Grammar, Usage, and Mechanics

Chapter 7: Nouns and Pronouns

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.24

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7LA.D.30

engage effectively in a range of collaborative discussions (e.g., 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

7LA.D.33

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

7LA.E.37.b

spell correctly

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W5

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.

ELAGSE7W10

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.

ELAGSE7SL1

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.

ELAGSE7SL4

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.

ELAGSE7L2.b

Spell correctly.

Part II: Grammar, Usage, and Mechanics

Chapter 8: Verbs

Lesson 8.1 Verbs—pp. 181–182	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Lesson 8.2 Regular and Irregular Verbs—pp. 183–184 - Lesson 8.3 More Irregular Verbs—pp. 185–186	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37.b spell correctly	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2.b Spell correctly.
Lesson 8.4 Verb Tense—pp. 187–188	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 8.5 Active and Passive Voice—pp. 189–190	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.38 use knowledge of language and its conventions when writing, speaking, reading, or listening	ELAGSE7W10 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. ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Lesson 8.6 Verbals and Verbal Phrases—pp. 191–192	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.36.a explain the function of phrases and clauses in general and their function in specific sentences	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L1.a Explain the function of phrases and clauses in general and their function in specific sentences.

Grammar for Writing Level B/Grade 7

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Part II: Grammar, Usage, and Mechanics

Chapter 8: Verbs

- Writing Application: Instructions—pp. 193–196
Key Features • Assignment (Task, Audience, Purpose, Key Instructions) • Pick Your Talent • Picture the Steps • Writing Model • Use the Right Order (Sequence Chart) • Keep It Simple and Clear • Writing Hint • Writing Model • Check Your Draft • Writing Checklist • Writing Model

7LA.C.21
write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

7LA.C.21.a
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

7LA.C.21.b
develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

7LA.C.21.c
use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

7LA.C.21.d
use precise language and domain-specific vocabulary to inform about or explain the topic

7LA.E.38
use knowledge of language and its conventions when writing, speaking, reading, or listening

ELAGSE7W2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE7W2.a
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.

ELAGSE7W2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ELAGSE7W2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

ELAGSE7W2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE7L3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Part II: Grammar, Usage, and Mechanics

Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

- Lesson 9.1 Adjectives and Adverbs—pp. 201–202

7LA.C.29
write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

7LA.E.36
demonstrate command of the conventions of standard English grammar and usage when writing or speaking

continued

ELAGSE7W10
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.

ELAGSE7L1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

continued

Part II: Grammar, Usage, and Mechanics

Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 9.2 Comparing with Adjectives and Adverbs—pp. 203–204	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37.b spell correctly	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2.b Spell correctly.
- Lesson 9.3 Adjective or Adverb?—pp. 205–206 - Lesson 9.4 Double Negatives—pp. 207–208	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 9.5 Misplaced Modifiers—pp. 209–210	7LA.E.36.c place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers	ELAGSE7L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
Lesson 9.6 Prepositions and Prepositional Phrases—pp. 211–212	7LA.E.36.a explain the function of phrases and clauses in general and their function in specific sentences	ELAGSE7L1.a Explain the function of phrases and clauses in general and their function in specific sentences.
Lesson 9.7 Conjunctions and Interjections—pp. 213–214	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences <i>continued</i>	ELAGSE7W10 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. <i>continued</i>

Part II: Grammar, Usage, and Mechanics

Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
• Writer’s Workshop: Book Review—pp. 215–221 Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Choose a Book, Writing Hint, Form Your Recommendation, Gather Your Reasons and Evidence (Use a Web), List the Basics • Drafting: Organize the Body (Use an Outline), Writing Model • Revising: Revising Questions, Writing Model • Editing and Proofreading: Editing and Proofreading Checklist, Avoid Misplaced Modifiers, Writing Model • Publishing and Presenting • Reflect On Your Writing	7LA.C.20 write arguments to support claims with clear reasons and relevant evidence 7LA.C.20.a introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically 7LA.C.20.b support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text 7LA.C.20.c use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence 7LA.C.20.d establish and maintain a formal style 7LA.C.20.e provide a concluding statement or section that follows from and supports the argument presented 7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.24 develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed <i>continued</i>	ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence. ELAGSE7W1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ELAGSE7W1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ELAGSE7W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ELAGSE7W1.d Establish and maintain a formal style. ELAGSE7W1.e Provide a concluding statement or section that follows from and supports the argument presented. ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W5 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. <i>continued</i>

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Part II: Grammar, Usage, and Mechanics

Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

	7LA.C.25 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 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.D.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate 7LA.E.36.c place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers 7LA.E.37.b spell correctly	ELAGSE7W6 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. ELAGSE7W10 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. ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ELAGSE7L1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* ELAGSE7L2.b Spell correctly.
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Part II: Grammar, Usage, and Mechanics

Chapter 10: Subject-Verb Agreement

Lesson 10.1 Agreement of Subject and Verb—pp. 227–228	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Lesson 10.2 Phrases Between Subject and Verb—pp. 229–230	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking <i>continued</i>	ELAGSE7W10 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. ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <i>continued</i>

Part II: Grammar, Usage, and Mechanics

Chapter 10: Subject-Verb Agreement

	7LA.E.36.a explain the function of phrases and clauses in general and their function in specific sentences	ELAGSE7L1.a Explain the function of phrases and clauses in general and their function in specific sentences.
• Lesson 10.3 Compound Subjects—pp. 231–232	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
• Lesson 10.4 Inverted Sentences—pp. 233–234	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.38.a choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	ELAGSE7W10 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. ELAGSE7L3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
• Lesson 10.5 Other Agreement Problems—pp. 235–236	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
• Writing Application: Writing Prompt Response—pp. 237–240 Key Features • Assignment (Task, Purpose, Audience) • Understand the Prompt • Write a Thesis Statement, or Claim • Writing Model • Back Up Your Response • Writing Hint • Organize Your Response • Writing Model • Writing Hint • Check Your Response • Writing Checklist • Writing Model	7LA.A.5 analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning 7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.28.a 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) <i>continued</i>	ELAGSE7RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W9.a Apply <i>grade 7 Reading Standards</i> 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”). <i>continued</i>

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Chapter 10: Subject-Verb Agreement

	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	ELAGSE7W10 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.
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Part II: Grammar, Usage, and Mechanics

Chapter 11: Punctuation

- Lesson 11.1 End Marks—pp. 245–246 - Lesson 11.2 Abbreviations—pp. 247–248	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 11.3 Commas in Compound Sentences and Series—pp. 249–250	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 7LA.E.37.a use a comma to separate coordinate adjectives (e.g., 'It was a fascinating, enjoyable movie' but not 'He wore an old [,] green shirt')	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ELAGSE7L2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).
Lesson 11.4 Other Comma Uses—pp. 251–252	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Part II: Grammar, Usage, and Mechanics

Chapter 11: Punctuation

Lesson 11.5 Semicolons and Colons—pp. 253–254	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 11.6 Quotation Marks—pp. 255–256	7LA.C.22.b use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 11.7 Apostrophes—pp. 257–258	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 11.8 Other Marks of Punctuation—pp. 259–260	7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE7W10 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. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Part II: Grammar, Usage, and Mechanics

Chapter 11: Punctuation

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

Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Find Your Topic, Think About Your Point, Gather Sources and Take Notes, Writing Hint, Track Sources • Drafting: Organize the Body, Writing Model • Revising: Revising Questions, Writing Model, Avoid Plagiarism • Editing and Proofreading: Editing and Proofreading Checklist, Check Direct Quotations, Writing Model • Publishing and Presenting • Reflect On Your Writing

7LA.B.10

cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

7LA.C.21

write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.24

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

7LA.C.25

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

7LA.C.26

conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

7LA.C.27

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

7LA.C.28

draw evidence from literary or informational texts to support analysis, reflection, and research

continued

ELAGSE7RI1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE7W2

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

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W5

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.

ELAGSE7W6

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.

ELAGSE7W7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELAGSE7W8

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.

ELAGSE7W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

continued

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Part II: Grammar, Usage, and Mechanics

Chapter 11: Punctuation

	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.D.33 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 7LA.D.34 include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points	ELAGSE7W10 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. ELAGSE7SL4 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. ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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Part II: Grammar, Usage, and Mechanics

Chapter 12: Capitalization and Spelling

Lesson 12.1 Proper Nouns and Proper Adjectives—pp. 273–274	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 12.2 Quotations and Titles—pp. 275–276	7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7W10 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. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Part II: Grammar, Usage, and Mechanics

Chapter 12: Capitalization and Spelling

Lesson 12.3 Other Capitalization Rules—pp. 277–278	7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Lesson 12.4 Spelling Rules—pp. 279–280	7LA.E.37.b spell correctly	ELAGSE7L2.b Spell correctly.
Lesson 12.5 Plural Nouns—pp. 281–282	7LA.E.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Writing Application: Business Letter—pp. 283–286 Key Features • Assignment (Task, Purpose, Audience) • State Your Purpose • Write Clear Paragraphs • Writing Model • Be Clear and Formal • How It Should Look • Writing Checklist • Check Your Draft • Writing Model	7LA.C.21 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content 7LA.C.21.d use precise language and domain-specific vocabulary to inform about or explain the topic 7LA.C.21.f establish and maintain a formal style 7LA.C.23 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7LA.C.29 write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 7LA.E.37 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <i>continued</i>	ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE7W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. ELAGSE7W2.e Establish and maintain a formal style. ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ELAGSE7W10 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. ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <i>continued</i>

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Chapter 12: Capitalization and Spelling

7LA.E.38.a

choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

ELAGSE7L3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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Special Features

- Write What You Think—pp. 35, 68, 103, 140, 158, 184, 236, 252

7LA.C.20

write arguments to support claims with clear reasons and relevant evidence

7LA.C.23

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7LA.C.29

write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

ELAGSE7W1

Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE7W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE7W10

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.

- Frequently Misspelled Words—pp. 260–261

7LA.E.37.b

spell correctly

ELAGSE7L2.b

Spell correctly.

- Commonly Confused Words—pp. 262–264

7LA.E.36

demonstrate command of the conventions of standard English grammar and usage when writing or speaking

ELAGSE7L1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.