

Mastering the Writing Process & Milestones in Writing

Language Arts 7

Mastering the Writing Process

Language Arts Guide



WinterPromise

Digital License Information: Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Ebook Version Printing Instructions:

Print single-sided in color or black and white and hole-punch or bind on the left side.

Printed Version: You may copy this resource only for your family's use.

Copyright 2010-2020. **WinterPromise Publishing.** All Rights Reserved.



“Mastering the Writing Process”

Language Arts Study Program

Welcome to your Seventh Grade Program!

Language Arts is an important part of your student’s education. That’s why we’ve included so many great resources for your student to work through this year. Your student will learn basic principles in a variety of language skills, like spelling, vocabulary development and creative writing. So what is included in the Seventh Grade program?

Your Instructor’s Guide is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week. *If you’d like, you can hole-punch the guide pages to lay across from your main themed study guide pages. Simply hole-punch the guide pages on the opposite side.* If you’d rather not use the pages in this way, simply use the hole-punches provided, and they will lay on the right side, rather than the left.

Exciting Literature Books are included whose subject matter is directly related to your themed studies. This cross-curricular approach will reinforce themed study topics and build excitement for your student! You’ll want to take note that **the American Literature set can be used in three ways:** as a one-year set, if you are completing American History in just one year for this age group; or divided into two halves, an early and a later American set, either of which can be used this year, and are scheduled accordingly.

Literature Evaluation

Each week, parents are encouraged to “check in” with your student on a topic of feedback listed for them to discuss/share with you. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. It also provides a way for parents to check in on students’ reading. The questions are designed so that the student can “narrate” an answer. The nature of these questions is such that the parent does not have to have read the book to know whether the student knows the material; nor does the parent have to have read the book to make some contributions to the discussion.

Spelling Projects! We give you some great activities designed as fun reinforcement ideas that will help your student master their spelling lists.

Caught ‘Ya! Grammar with a Giggle is a course on the various aspects of grammar, mechanics and usage -- but with a blast of fun. Each lesson is presented as a sentence taken from a year-long story that students will look forward to completing. Students love the fun presentation and they’ll learn a lot about capitalization, punctuation, the parts of speech, contractions and even letter-writing.

NOTE: *This resource needs parental preparation before beginning the year. See the parent help section entitled, “Using the ‘Caught ‘Ya’ Book” included in the front of this guide.*

Daily Grammar Worksheets provide active opportunities to learn and reinforce new language and study skills. Sheets provide learning in areas such as advanced grammar rules, punctuation and capitalization. They also support the “Caught ‘Ya” study above, providing reinforcement and needed practice.

Wordly Wise 3000 Book 7 will increase your student’s vocabulary but also expand your student’s usage of new words. The puzzles and exercises included are interesting and varied.

Creative Composition offers opportunities that give your student a creative outlet for their imagination and encourage them to express their thoughts in a written form. Your student will focus this year on mastering five different types of writing genres. These include process writing, informational writing, personal narrative, fictional narrative, and persuasive writing. Your student will produce five different pieces of writing by following several steps from week to week, including selecting a topic, drafting, revising, editing, and publishing. Your student will work on understanding characters, planning what they want to write, finding their own mistakes, and working on punctuation, capitalization, paragraphs, and more!

Exploring Great Genre Writing offers pages designed to help your student increase their skill at developing many different kinds of writing. Your student will gain an understanding of (and proficiency with) process writing, informational writing, personal and fictional narrative, and persuasive writing.



Seventh Grade - “Mastering the Writing Process” Language Arts Study Program

Managing it All!

The most important thing you need to understand is that you do not need to complete every activity in this Guide to achieve the goal of teaching your student to master language arts skills! It is designed so that you can eliminate some activities or written work to concentrate on the things that really connect with your student. If your student loves to write/draw, let them really work hard and long on those aspects. The important thing is -- make the program fit you and your student!

What Should I do for Weekly Spelling Practice?

You are encouraged to use the two spelling methods outlined in “Caught ‘Ya! Grammar with a Giggle.” These ideas are scheduled into your guidebook this year, but you will need to understand these two methods and how they are to be used.

First, you will want to become familiar with the “Caught ‘Ya” and how it will be used in your homeschool setting. To do this, see the parent section in this guide entitled, “Using the ‘Caught ‘Ya’ Book.” **Once you have followed the instructions in this section and read the portions of this book as listed, come back to this section.** You will have a greater understanding on how spelling and vocabulary skills will fit right into the language arts program when you have an overview of the “Caught ‘Ya” method. Don’t be daunted by this investment of time, as it will not take a huge chunk of time for you to feel you have caught on (no pun intended!).

THIS YEAR’S SPELLING METHOD

First, read the section on the two spelling methods listed in “Caught ‘Ya!” on pages 62-65.

Spelling Method #1 will be used every third week of the year. This method will strengthen your student’s mastery of the forty “Killer Words” as listed on page 78 of “Caught Ya”. This guide will roughly follow the spelling schedule listed on page 78 for these weeks of the year, with additional words added. You’ll find them in the weekly notes.

Spelling Method #2 will be used in two-week segments throughout the year. You will want to find a base word list to test your student from. (Many grammar books have a section of these words, or the popular resource, “Spelling Power” also has a comprehensive list.) You can also find lists for junior high and high school at this web address: <http://www.pocketbasics.com/Downloads.aspx>. This site features lists for grades 7 & 8, 9 & 10 and 11 & 12. Keep working your way through the list until your students misspell 120 words. The words they misspell will serve as a resource from which the student will choose 10 words each time (half of their spelling list). They also will pick ten more words from their literature or pick other words they wish to master to complete their personalized list. They will participate in reinforcement activities such as looking them up in the dictionary, writing down the part of speech of the word, and the word’s definition. They will work on these words for two weeks. Students will have time to review past words as well, and their used lists will be kept in their notebook throughout the year. Every two weeks, both the word list and the test will be handed in for grading, then returned to the student.

Don’t worry about remembering the steps for each of these spelling methods. They’ll be repeated in the notes for each week. And, you can always go back to the “Caught ‘Ya” book for additional detail if needed.

Finally, the spelling projects listed will give you a lighthearted way to reinforce the spelling words your student has chosen. Encourage them to make the most of these infectiously fun assignments!

Using the “Caught ‘Ya” Book

Unlike the other resources that are a part of the program, this book serves more as a parental resource and guide book, not a student worktext. There is some prep work needed for parents, but most parents find the investment now will encourage a great return when their student begins looking forward to grammar study and enjoying his improvement.

As you read through the instructions for using “Caught ‘Ya,” you easily understand that this method was developed with a school setting in mind. Nevertheless, the method is easily converted to a homeschool setting. **The suggestions included in this section of your guide will help you adapt the method to your student’s situation.**

You will find these suggestions laced throughout the next few pages as we include here a “commentary” on the various chapters and sections. **Therefore, read the chapters as directed below, but keep these pages in sight to read the correct “commentary” all along the way through the book.**

Step-by-Step Commentary for “Caught ‘Ya”

NOTE: From here on, “Caught ‘Yas” will be referred to as Cys

1. Read the Preface on pages vii-viii to get inspired about the “Caught ‘Ya” approach.
2. Scan the Introduction on pages xi-xvi to get a feel for where CYs came from.
3. **READ** Chapter 1.

Scan pages 1-7 for a neat idea of how CYs are intended to motivate students and to get a good idea of how you, the parent, can motivate your student in a lighthearted manner -- even at the junior high level.

Starting at the bottom of page 7 and going through page 10, read thoroughly this section to understand a good overview of how CYs are used by the teacher.

4. **CHAPTER 2**

SKIP Steps 1-4, since the plot of the story and each day’s written sentence is already set for you by this program.

READ STEP 5

Starting on page 24, read through the instructions on how students complete CYs. **The following points should clarify how using this program will be different because of the homeschool setting.**

- Rather than copying each day’s sentence from a blackboard, the student will have the CY on the top of a sheet that he must copy lower on the sheet with his corrections marked.
- The one-sheet method will mean he does not keep all his CYs on one sheet, but must keep the completed sheets in a binder until it is time to turn them in to you at the end of the week.
- There will be a blank at the top of the sheet for the date. Make your student spell out, not abbreviate the month.
- Your student will be required to look up their daily vocabulary word in a dictionary and fill in its meaning at the bottom of his daily grammar sheet. Your student will complete three CYs in a week.
- On days of the week that the student does not have a CY to do, he will be required to use the week’s vocabulary words in sentences, reinforce other language arts skills, or summarize the CY plot. Learning to summarize is a key skill that will serve your student later on.
- Try to discuss the CY with your student on a daily basis and play up the humorous aspect.

READ STEP 6

- Here it is important to note that offering helps is allowed! A team effort is a good thing when working toward mastery of grammar and mechanics.
- To increase your student's motivation, consider working on your own CY every day to challenge him to beat your efforts, or to keep a running tally of improvement over the year. You can handicap yourself, if needed by shortening the amount of time you can work on it. Since the answer key is in the "Caught 'Ya" book, you can work through the corrections together.
- If you have more than one student, work on these assignments as a "mini-classroom" in the way suggested in the book. Again, foster a team mentality in getting these right. They won't want to get "caught."
- At the beginning of the year, there is a prompt box at the bottom of the sheets to make sure students have checked for key items. About a quarter of the way through the year, this prompt box disappears. Make sure you check for these issues when you correct the CYs.

READ STEP 7

- Discuss errors with your student in a lighthearted way, including the "whys" of it being wrong. A good grammar handbook will help if you are weak in remembering grammar skills.
- Proofreading symbols are included on each day's CY page, which should be used by the student to mark their errors, after which they should write in the correction.
- Students need to write the original assignment in pencil so they have opportunity to erase/finalize their answer, since sometimes they will have made a mistake or failed to make a correction when they copied the original sentence. Although the book recommends a different color ink for making any corrections after the original copy, in the homeschool setting this is an unnecessary step. After your student has finalized their answer, move on to discussing together the answer so he/she can make corrections.

READ STEP 8

- GREEN ink is recommended for their own self-corrections during discussion time, which leaves RED for your final grading, which is done weekly.

READ STEP 9

- Student grades are based on their CORRECTED copies. Only if they make a mistake in the correction process are they marked down. However, they need to note in the margin the number of mistakes they did not catch on their own. This will help demonstrate improvement as the year progresses.

READ STEP 10

- Drawing a line between CYs is moot, since you will be using daily sheets instead. Have your student collect and turn in all CY assignments for the week on your last day of school each week.
- In the homeschool setting absence is not an issue. Simply have your student pick up where he left off.
- CY step-by-step reminders appear in your guidebook to help you remember to complete each step.

5. **READ** Chapter 3, and remember that the "Basic Format Rules" which appear on page 41 will be repeated for you in your guidebook, but adjusted for homeschooling. The same thing applies to the "Things to Look For" information on page 42 and 48.
6. **READ** Chapter 4 fairly quickly, as you will want to return only to certain portions of it when you read more about spelling recommendations as listed earlier in this guide's introduction. This year your student will not be doing diagramming, although some of the writing suggestions may be made use of as mentioned on pages 70-73. You can also skip reading the test section, as most homeschoolers find this unnecessary.
7. **STOP!** You do not need to read the rest of the book as it is made up of resource sections which you may need to refer to later in the year, but are not necessary to understanding the program or how it works. **YOU'RE DONE** with your "training"! But don't worry, weekly prompts and a thorough helps section in this guide will help you remember what you've read and are supposed to do every step of the way.

LA 7 Language Arts & Week 1



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 1-2	Chapters 3-4	Chapters 5-7	Chapters 8-9
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter I	Chapter II	Chapter III	Chapter IV
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Caught 'Ya Daily Grammar Worksheets</i> <i>See helps or directions below.</i>	DISCUSSION: Talk over with a parent how "Caught 'Ya" works.	Complete Daily Grammar Worksheet 1	Complete Daily Grammar Worksheet 2	
<i>Exploring Great Genre Writing</i>		DISCUSSION: Talk through the Writing Process - Worksheet 1		
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 7</i>	Study Words	Complete 1A	Complete 1B	Complete 1C
<i>Word Book Entries</i>	Create a Word Book & Write in Wordly Wise Words & Definitions			Write in this week's "Caught 'Ya" vocabulary
<i>Spelling List</i>		Start Diagnostic Test	Finish Diagnostic Test	Mark a copy of missed words to draw from this year. Need at least 120 words.
<i>Spelling Project</i>	Create a Diary Entry using your Spelling List Words			
<i>Exploring Great Genre Writing</i>		Create a Writing Notebook: See notes below.		

Notes

Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you.

ANCIENT: Describe Mara from "Mara, Daughter of the Nile."

MIDDLE AGES: Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.

AMER 1-YR: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER EARLY: What warnings or incidents in the first few chapters foreshadow trouble for Kit?

AMER LATER: Describe the setting of the Orangery.

Caught 'Ya

See "Using the 'Caught 'Ya' Book" in the introduction.

Start/Continue a Word Book for "Word Book Entries"

A word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time. Purchase a sturdy notebook that will hold up to repeated use. Divide the pages into alphabetical sections -- it's ready to use.

Spelling List - See information in front of this guide. Words for this week are the days of the week & months of the year.

Spelling Project - Each week, students can complete a creative project suggested to reinforce their spelling list. This week, create a diary entry written by you or another literary character or famous person using your spelling list.

EXPLORING GREAT GENRE WRITING

Discussions - Each week there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is "getting" the concepts presented.

Create a Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) lined notebook. The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, which can serve as a "scrapbook" of their homeschool work.

LA 7 Language Arts Week 2



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 10-11	Chapters 12-13	Chapter 14-15	Chapter 16-17 Note: Swear word on page 192.
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 5-6	Chapter 7	Chapter 8	Chapter 9
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter V	Chapter VI p. 79-88	Chapter VI p. 89-97	Chapter VII
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below related to your literature set.
<i>Caught 'Ya Daily Grammar Worksheets</i> <i>See helps or directions below.</i>	Complete Daily Grammar Worksheet 3	Complete Daily Grammar Worksheet 4	Complete Daily Grammar Worksheet 5	
<i>Exploring Great Genre Writing</i>	STEP ONE: Talk through Process Writing - Worksheet 2			
INDEPENDENT STUDY				
<i>Wordly Wise 3000 Book 7</i>	Study Words	Complete 1D	Complete 1E	Read Wordly Wise Page 10
<i>Word Book Entries</i>	Write in Wordly Wise Vocabulary Words & Definitions			Write in this week's "Caught 'Ya" vocabulary
<i>Spelling List</i>	Choose Your 20 Words - See Note Below	Write Spelling Words into Word Book with Definitions		Drill Spelling Words Aloud with a Partner
<i>Spelling Project</i>			Write a poem with Spelling Words -- Several haikus or an acrostic can be used.	
<i>Exploring Great Genre Writing</i>	STEP 1 GOALS: Narrow Down Topic Choices on Worksheet 3		List Possible Sources for Information & Research	
<i>Creative Composition</i>		Write Down Topic Ideas with Initial Outline Ideas		

Notes

Literature Evaluation

ANCIENT: Discuss what Mara's "old formula" is (mentioned at the bottom of page 94). Where did it come from? Why did it not help this time?

MIDDLE AGES: Discuss the persecution Paul endured as you have read this week. Review -- perhaps by making a map or chart. How did this affect his spiritual life?

AMER 1-YR: Describe the characters in the Wood family.

AMER EARLY: Describe the characters in the Wood family.

AMER LATER: Describe Vincent's character before and after his army service.

IMPORTANT! Spelling List - Choose Your 20 Words

Every three weeks, your student will receive a new spelling list of their choosing. The first week they will choose 20 words: 10 from the list of words they missed on the diagnostic test, and 10 from their own reading, writing or other studies. They will study this list for two weeks with various study tactics and the help of activity project ideas listed each week. They will

test at the end of the second week. The third week of the cycle will be spent studying killer words that are often missed by students. These will be provided to you. So, begin -- choose those words!

EXPLORING GREAT GENRE WRITING

This Year's Writing Program

Your student's focus will be on five different types of writing genres. Your student will produce five different pieces of writing by following several steps from week to week, including selecting a topic, drafting, revising, editing, and publishing.

Each of these pieces should be 3-4 handwritten pages in length. They should be edited for errors and rewritten in a final draft when handed in at the end of each 7-week cycle. Final drafts can be filed in your student's "Timelines in History."

This Week's Assignment

Choose a topic for writing a process writing piece by working through assignment steps shown in "Exploring Great Genre Writing" and "Creative Composition."

Language Arts 7



Exploring Great Genre Writing



WinterPromise

Digital License Information: Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Ebook Version Printing Instructions:

Print single-sided in color or black and white and hole-punch or bind on the left side.

Printed Version: You may copy this resource only for your family's use.

Copyright 2010-2020. WinterPromise Publishing. All Rights Reserved.



Exploring Great Genre Writing Worksheet I

Understanding the Writing Process

You are probably acquainted already with the writing process, but this year you are going to work through the entire process several times to complete five 4-5 page writing projects. We have explained the steps below so that you will understand exactly what your guidebook is referring to when you come to each step.

The Writing Process

STEP ONE: Selecting a Topic

Choosing a topic isn't always as easy as it sounds. Students just like you often make the mistake of trying to include too much material in a report. Take this step seriously. How? Think through your chosen topic carefully; take enough time looking at your topic to have some idea of how many outline points you will need to cover. Then, write down these outline guesses and take a guess at how many pages it will take to cover those points. If your guesses indicate you have too much to cover, you probably do! Limit your topic a little, trying to find a topic that you can cover well in your piece's assigned length.

STEP TWO: Pre-Writing & Outlining

The guesses you made last week when you limited your topic can now be fully developed into a working outline. An outline is the "skeleton" on which your paper will be "fleshed out." Your outline must help you accomplish your writing goals. This means a process piece outline will list out the major steps required to complete a task, but a personal narrative piece outline will list the major events in the order they happened. Keep your goals in mind as you outline. Remember to use the outline form below.

- I.
 - A.
 - B.
 - 1.
 - 2.
 - a.
 - b.
 - c.
 - (1)
 - (2)

STEP THREE: Research and Note-Taking

Gather information for your report by reading sources and taking notes. Most students find that taking notes into a spiral notebook by sections divided as their outline is divided is helpful. Other students prefer note cards that can be moved around. Either way, be sure to take notes on what your sources are so you can assemble a bibliography if needed.

STEP FOUR: Your First Draft

Gather information for your report by reading sources and taking notes. Then, using the outline you have created, write a straightforward report or essay. Save development of a "hook" until next week.

STEP FIVE: Revision

Make improvements in your writing by analyzing your content or style. You should check any final additions that need to be made for correctness and work on any revisions or detail that are undeveloped. Now is a good point at which to develop a "hook" for getting your readers interested, since you will have read a lot of material about your subject, and may have come across facts that would really grab your reader's attention.

STEP SIX: Editing

Make revisions in your first draft by correcting mistakes in grammar, punctuation, spelling, sentence and paragraph construction. If you use a colored pen for this step, it will make final changes very simple to read.

STEP SEVEN: Publishing Your Final Draft

Put together everything you have written, with all corrections, and submit a nicely written or word-processed report.



Exploring Great Genre Writing Worksheet 2

Getting to Know “Process Writing” (Not to be confused with the “Writing Process”!)

This week you will need to choose your topic for your first writing project this year. During weeks 2 through 8, you will be studying “process writing” in depth, and writing a piece in this literature genre.

So, what is process writing? Process writing is how an author explains how something is done. It explains the **“process”** of how something is accomplished. Usually an author makes use of key words like first, next, then and finally to help explain the process by which something is accomplished. You may have read a paragraph or essay that is process writing and not have realized it. Have you ever read a recipe that instructs you on how to bake a great treat? How about the rules for a game you have played? These are examples of process writing.

Can you think of some more examples of “how-to’s”? Write them in the space below.



Exploring Great Genre Writing Worksheet 3

Selecting a Topic That Interests You

REVIEWING STEP ONE: Selecting a Topic

Choosing a topic isn't always as easy as it sounds. Students just like you often make the mistake of trying to include too much material in a report. Take this step seriously. How? Think through your chosen topic carefully; take enough time looking at your topic to have some idea of how many outline points you will need to cover. Then, write down these outline guesses and take a guess at how many pages it will take to cover those points. If your guesses indicate you have too much to cover, you probably do! Limit your topic a little, trying to find a topic that you can cover well in your piece's assigned length.


Now that you have an idea of what "process writing" involves, it is time to choose a topic to write on. In this program, you are asked to write on a topic that coordinates with what you are learning in your main study. Below, we have given you some ideas that you may need to narrow down to use.

Process Writing Ideas

Ancient World Ideas	Middle Ages Ideas	Early American Ideas
You could explain . . . The chronology of Creation How Noah was instructed to build the Ark How the Tower of Babel was constructed Possible construction techniques for Stonehenge How Joshua and the Israelites were told to conquer Jericho How the Egyptian pyramids or other landmarks were constructed	You could explain . . . The chronology of the day of Pentecost How Paul was converted to Christianity Paul's missionary journey itinerary Events surrounding the Great Fire of Rome How Jews at Masada survived the long siege How the Dead Sea Scrolls were found	You could explain . . . The chronology of the discovery of America How the Spanish conquered South America
		Later American Ideas
		You could explain . . . The chronology of a Civil War battle How John Wilkes Booth was able to assassinate President Lincoln

Use the space below to list additional ideas you have from the things you will be studying in Weeks 2-8.

What have you chosen to write on from the choices listed, or that you've come up with above?



Language Arts 7 Student Worksheets



WinterPromise

Digital License Information: Your license allows you to print a copy of this resource for your immediate family's use only, unless your license is for a co-op or school. Your license does not allow you to lend or resell any copy of this resource as it is a derivative of your licensed, electronic files.

Ebook Version Printing Instructions:

Print single-sided in color or black and white and hole-punch or bind on the left side.

Printed Version: You may copy this resource only for your family's use.

Copyright 2010-2020. WinterPromise Publishing. All Rights Reserved.



7th Grade Grammar Sheet I

NAME _____

DAY & DATE _____

every day in this spot you will be **regaled** with news from
the dramatic story of general animal hospital

Don't get caught! Rewrite it without errors.

Vocabulary Word of the Day

Look up the boldfaced word in the dictionary. Below, write the word, its part of speech, and its most common definition.

Grammar Concepts You Need to Know:

PROUNOUN TYPES - There are several different types of pronouns: personal, reflexive, intensive, interrogative, indefinite, relative, and demonstrative. Today let's look at demonstrative pronouns. Demonstrative pronouns point out the person or thing being referred to in a sentence, such as the words *this, that, these, those*.

PREPOSITIONAL PHRASES - A prepositional phrase begins with a preposition; you will find a list of 40 of the most common prepositions listed in the back of this resource. A prepositional phrase ends with a noun, which we call the object of the preposition. In between these two words sometimes appears an article (*a, an, the*) or adjectives that describe the object of the preposition. All these words together combine to form the prepositional phrase. Prepositional phrases do not usually function as important parts of the sentence such as the subject, verb, direct object, and so on. It is helpful to cross through prepositional phrases to eliminate them from consideration when you try to determine parts of speech in a sentence. Prepositional phrase examples: *in town, across the room, above a small shelf, through a dark, dreary alley*.

PROPER NOUNS - Sometimes nouns are classified by whether they are common or proper. Common nouns name people, places, things or ideas, but not any particular one. Proper nouns do name specific people, places, things or ideas, and they always begin with a capital letter. Proper noun examples: *Statue of Liberty, Kimberly, Oak Street*.

Additional Grammar Challenges

Complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

1. Find the demonstrative pronoun that is acting as an adjective: _____
2. Locate all of the prepositional phrases, and write them here: _____
3. What is the proper noun in this sentence? _____

Proofreading Symbols to Use for Corrections

Consider the following:

- ☐ Have you written out your full name?
- ☐ Have you written out the date and day name without abbreviations?
- ☐ Is this the beginning of a new paragraph in the story? Mark appropriately.
- ☐ Are your margins fairly even?

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



7th Grade Grammar Sheet 2

NAME _____

DAY & DATE _____

hairy beast an **inoffensive** beastie with green fur was a grossly ugly but gentle animal

Don't get caught! Rewrite it without errors.

Vocabulary Word of the Day

Look up the boldfaced word in the dictionary. Below, write the word, its part of speech, and its most common definition.

Grammar Concepts You Need to Know:

APPOSITIVE - An appositive is a noun or noun phrase that follows another noun to rename, identify, or explain the first noun. An example of this might be the following sentence. My mother, a former bowling **champ**, beat everyone last night.

Champ is the appositive, while the words **a former bowling champ** are all a part of the appositive phrase. When you are asked for the appositive, you will want to write the simple appositive, not the appositive phrase. You may be asked to write the appositive phrase in future assignments.

ADJECTIVES - Adjectives describe nouns and tell which one, what kind, or how many.

VERBS - Verbs can be of four types: action, being, helping, and linking. Action verbs have action that is done, or being done to, the subject of the sentence. Being verbs show simple existence; common being verbs are forms of the word be: is, am, are, were, was, be, being, been. Helping verbs are verbs that help an action verb show tense, voice, or mood. Common helping verbs include the being verbs plus forms of have, do, and shall, will, should, would, may, might, must, can, and could. Linking verbs are being verbs that link the subject to a word or phrase in the predicate. We will come back to many of these concepts later in the year. When you are asked to name the verb in a sentence, find the simple verb unless directed otherwise.

Additional Grammar Challenges

Complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

1. Find the appositive: _____

2. Locate all of the adjectives, and write them here: _____

3. What is the verb in this sentence? _____

Proofreading Symbols to Use for Corrections

Consider the following:

- ☐ Have you written out your full name?
- ☐ Have you written out the date and day name without abbreviations?
- ☐ Is this the beginning of a new paragraph in the story? Mark appropriately.
- ☐ Are your margins fairly even?

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



7th Grade Grammar Sheet 3

NAME _____

DAY & DATE _____

once he was madly in love with hilda hippo a **comely**
hippopotamus with a hard heart

Don't get caught! Rewrite it without errors.

Vocabulary Word of the Day

Look up the boldfaced word in the dictionary. Below, write the word, its part of speech, and its most common definition.

Vocabulary Work

List several synonyms for today's vocabulary word.

Grammar Concepts You Need to Know:

APPOSITIVE - An appositive is a noun or noun phrase that follows another noun to rename, identify, or explain the first noun. An example of this might be the following sentence. My mother, a former bowling **champ**, beat everyone last night. **Champ** is the appositive, while the words **a former bowling champ** are all a part of the appositive phrase. When you are asked for the appositive, you will want to write the simple appositive, not the appositive phrase. You may be asked to write the appositive phrase in future assignments.

Additional Grammar Challenges


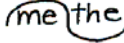







Complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

1. Find the appositive: _____
2. Put all of the words in this sentence in alphabetical order: _____
3. What is the proper noun in this sentence? _____
4. Write all of the prepositional phrases in this sentence: _____

Proofreading Symbols to Use for Corrections

Consider the following:

- ☐ Have you written out your full name?
- ☐ Have you written out the date and day name without abbreviations?
- ☐ Is this the beginning of a new paragraph in the story? Mark appropriately.
- ☐ Are your margins fairly even?

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



7th Grade Grammar Sheet 4

NAME _____

DAY & DATE _____

fickle hilda however decided that hairy beast was to
ugly for her

Don't get caught! Rewrite it without errors.

Vocabulary Word of the Day

Look up the boldfaced word in the dictionary. Below, write the word, its part of speech, and its most common definition.

Grammar Concepts You Need to Know:

PROUNOUN TYPES - You'll remember that there are several different types of pronouns: personal, reflexive, intensive, interrogative, indefinite, relative, and demonstrative. Pronouns also have different case: nominative, which act as subjects or predicate nominatives; possessive, which are adjectives that show possession (**its** hair, **their** window); and objective, which act as direct or indirect objects, or objects of the preposition. Look at the chart below for the different cases.

		Nominative Case	Objective Case	Possessive Case
SINGULAR	First person	I	me	my (mine)
	Second person	You	you	your (yours)
	Third person:			
	Masculine	he	him	his
	Feminine	she	her	her (hers)
PLURAL	Neuter	it	it	its
	First person	we	us	our (ours)
	Second person	you	you	your (yours)
	Third person - all genders	they	them	their (theirs)
	WHO			
	Simple	who	whom	whose
	Compound	whoever	whomever	whosever

Additional Grammar Challenges

Complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

- Find the objective case pronoun: _____
- Write down three synonyms for the word *ugly* as it is used in this sentence, and write them here: _____
- What is the tense of the verb in this sentence? _____

Proofreading Symbols to Use for Corrections

Consider the following:

- ☐ Have you written your full name?
- ☐ Have you written date and day name without abbreviations?
- ☐ Is this a new paragraph in the story?
- ☐ Are your margins fairly even?

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		



7th Grade Grammar Sheet 5

NAME _____

DAY & DATE _____

hilda the mean lady could no longer stand hairys repulsive
warty **visage**

Don't get caught! Rewrite it without errors.

Vocabulary Word of the Day

Look up the boldfaced word in the dictionary. Below, write the word, its part of speech, and its most common definition.

Grammar Concepts You Need to Know:

VERBS - Verbs can be of four types: action, being, helping, and linking. A verb phrase includes the main verb or simple verb, along with one or more helping verbs. Helping verbs are verbs that help an action verb show tense, voice, or mood. Common helping verbs include the being verbs plus forms of have, do, and shall, will, should, would, may, might, must, can, and could.

ANTONYMS - Antonyms are words that mean the opposite of a word.

SUBJECTS - The subject of the sentence is the person or thing that is doing the action or being described. A complete subject is the subject with all of its modifiers, such as adjectives, articles, or prepositional phrases. The simple subject is the subject without any additional modifiers. Look at the sentence that follows. The horrible man with the black hat ate his dinner. **The horrible man with the black hat** is the complete subject, but the simple subject is **man**.

Additional Grammar Challenges

Complete these challenges alone or together as a discussed problem-solving time with your parent or a sibling.

- Find the verb phrase: _____
- Write down three antonyms for the word *mean* as it is used in this sentence, and write them here: _____
- What is the simple subject of this sentence? _____

Proofreading Symbols to Use for Corrections

Consider the following:

- ☐ Have you written your full name?
- ☐ Have you written date and day name without abbreviations?
- ☐ Is this a new paragraph in the story?
- ☐ Are your margins fairly even?

	for take out		for reverse order
	for capitalize		for indent
	for make a small letter		for take out indent
	for move word		for add words here (missing words should be written above this mark)
	for add punctuation (what is missing should be included inside the circle)		