

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

W3 - Quiz

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	<i>SightLines 7</i>
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7

Version 5

Preview/Review W3 - Quiz Teacher Key

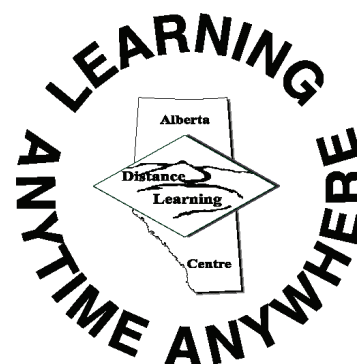
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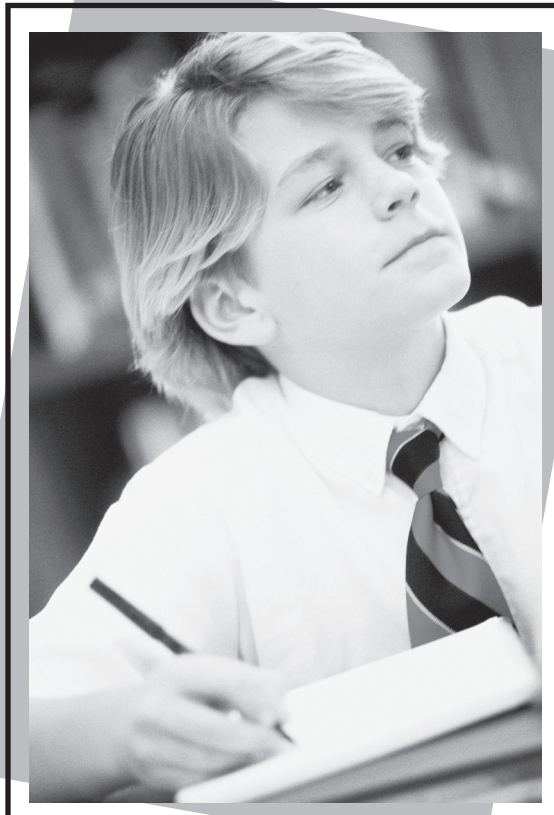
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



W3 - Quiz

W3: Quiz

Part I: Letter Writing

Read the poem, “Freedom”, on page 146 of *SightLines* 7. This poem is about the desire to be free, even if nothing is done with that freedom.

Your job is to write a letter to your friend Jeff telling about the events in this poem as if the dogs were yours. Tell Jeff about why they were tied up. (You’ll have to make this up. Tell him about the racket they made, and what happened when you let them loose. Explain why you think your dogs did not even move although they were so upset to be tied to the exact same place.

Remember to use the letter format that you learned in your lessons. Because this is a personal letter, those rules apply.

Spend 5 to 10 minutes talking about this poem with someone else before you start writing. If you are in a classroom, your teacher will tell you when you can speak to each other and when you can start writing. Your teacher may participate in the discussion.

Your address is Box 5000, Someplace, Alberta, T5T 5T5

Answers will vary.

[illegible]

Part II: Rhyme Scheme

Show the rhyme scheme of the following poem.

Keeping Busy

 u / u / u / u /
Went down/the road/and over/the hill

 u / u / u / u /
To find a/friend/with time/to kill

 u / u / u / u /
And when/I found/that friend,/I said:

 u / u / u / /
“Now ain’t/I glad/I found you,/Red!”

This poem’s rhyme scheme is : **aabb**

Part III: Acrostic Poem

Write an acrostic poem describing your experience this past week.

Answers will vary.

[illegible]

Teacher's Comments: _____
