

*Important Concepts . . .*

# **Preview Review**



***Language Arts Grade 7 TEACHER KEY***

***W1 - 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	
<b>W1 - Quiz</b>	
W2 - Lesson 1 ..... What's a Short Story?	
W2 - Lesson 2 ..... Short Story Analysis	
W2 - Lesson 3 ..... Literary Techniques	
W2 - Lesson 4 ..... Essays	
<b>W2 - Quiz</b>	
W3 - Lesson 1 ..... Poetic Structure	
W3 - Lesson 2 ..... Forms of Poetry	
W3 - Lesson 3 ..... Letters	
W3 - Lesson 4 ..... Writing Poetry About Letters	
<b>W3 - Quiz</b>	

Language Arts Grade 7

Version 5

Preview/Review W1 - Quiz Teacher Key

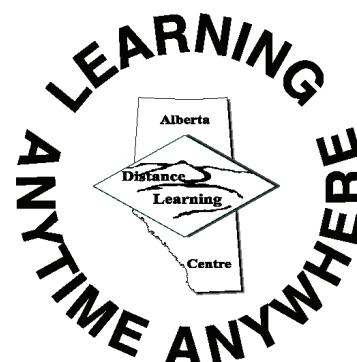
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# Preview/Review Concepts for Grade Seven Language Arts

## ***TEACHER KEY***



***W1 - Quiz***



## W1: Quiz

### Part I: Matching

Match the following words with their definitions by placing the letter of the word in the blank before its definition.

- |                          |           |  |
|--------------------------|-----------|--|
| 1. adjectives            | <u>6</u>  | to whom the message is delivered                                   |
| 2. article               | <u>7</u>  | how we speak every day to our friends and family                   |
| 3. pronoun               | <u>9</u>  | used to divide a sentence into separate sections                   |
| 4. verbal communication  | <u>8</u>  | speaking in slang  |
| 5. purpose               | <u>10</u> | the way a message is sent  |
| 6. audience              | <u>3</u>  | a replacement word for a person, place, or thing                   |
| 7. informal language     | <u>4</u>  | using text, words (written or spoken), or sounds to send a message |
| 8. non-standard language | <u>5</u>  | the reason a message is being sent                                 |
| 9. comma                 | <u>1</u>  | describes a noun   |
| 10. medium               | <u>2</u>  | shows that a noun is about to come                                 |

## Part II: Writing Skills

Write the following statements as correct sentences. You may need to complete fragments, repair run-ons, or correct spelling and punctuation.

1. When the bridge fell down.

***When the bridge fell down, everyone ran.***

---

2. Where in the world are you going, said Steve.

***“Where in the world are you going?” said Steve.***

---

3. It’s over there, Mary said.

***“It’s over there,” Mary said.***

---

4. I went to the store the other day It was too far to walk so my mom drove me.

***I went to the store the other day. It was too far to walk, so my mom drove me.***

---

5. Running around the basis.

***Running around the bases, I tripped and fell.***

---

### Part III: Paragraph

Look at the picture on page 166 of *SightLines* 7. It is an image of homes on a hill before a storm, or early in a morning. Write a five-sentence descriptive paragraph of this image, remembering to use as many of the five senses (sight, sound, taste, touch, smell) as you can to help the reader “see” your picture in his or her mind.

Brainstorm similes and metaphors and plan your paragraph here.

*Answers will vary.*

[illegible]

Your paragraph:

[illegible]



Composing	
Okay	Needs Improvement
<input type="checkbox"/> You wrote on the assigned topic. <input type="checkbox"/> You presented a clear main idea. <input type="checkbox"/> You gave enough details to support the main idea. <input type="checkbox"/> You organized your ideas in a logical order.	<input type="checkbox"/> You did not write on the assigned topic. <input type="checkbox"/> Your central idea is not clear. <input type="checkbox"/> Your details are vague or minimal. <input type="checkbox"/> Your ideas are repeated or show gaps.
Style/Audience Awareness	
Okay	Needs Improvement
<input type="checkbox"/> You wrote with your audience in mind. <input type="checkbox"/> You used vocabulary (words) that expressed your meaning well. <input type="checkbox"/> You used sentences that made your main idea interesting to your audience. <input type="checkbox"/> Your voice (or personality that shows in your writing) was clear and interesting.	<input type="checkbox"/> You wrote without an audience in mind. <input type="checkbox"/> Your vocabulary is weak and does not express your meaning well. <input type="checkbox"/> Your sentences are mostly simple. <input type="checkbox"/> Your voice (or personality that shows in your writing) is not strong enough to make your writing as interesting as it could be.
Sentence Formation	
Okay	Needs Improvement
<input type="checkbox"/> For the most part, you wrote complete and correct sentences.	<input type="checkbox"/> Your composition contains run-ons and/or sentence fragments.
Usage	
Okay	Needs Improvement
<input type="checkbox"/> For the most part, you wrote using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.	<input type="checkbox"/> Your composition contains a pattern of errors in subject-verb agreement, verb tenses, word meaning, and/or word endings.
Mechanics	
Okay	Needs Improvement
<input type="checkbox"/> For the most part, you wrote using correct punctuation and capitalization.	<input type="checkbox"/> Your composition contains many errors in punctuation and/or capitalization.
Spelling	
Okay	Needs Improvement
<input type="checkbox"/> For the most part, you wrote using correct spelling.	<input type="checkbox"/> Your composition contains many spelling errors.

Teacher's Comments: \_\_\_\_\_

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