

Important Concepts . . .

Preview Review



Language Arts

Grade 7

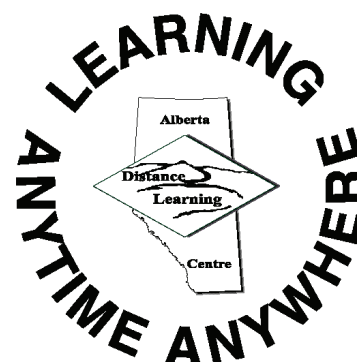
W2 - Quiz

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 W2 - Quiz

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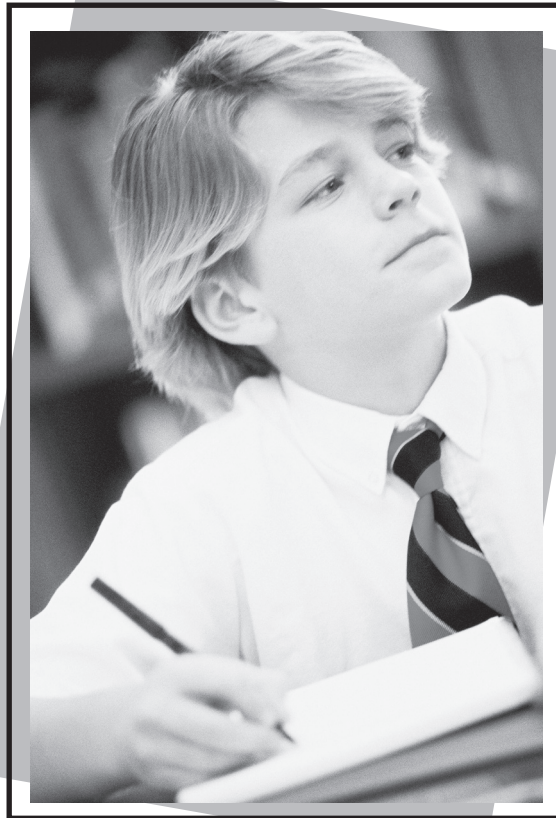
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Preview/Review Concepts for Grade Seven Language Arts



W2 - Quiz

W2: Quiz

Part I: Short Answer

Answer the following questions.

1. What does chronological order mean?

2. What is a stereotype?

3. What is the theme of a story?

4. What two things should the setting of the story include?

5. What is internal conflict?

Part II: Reading

Read the story “The Dinner Party” by Mona Gardner on page 35 of *SightLines* 7. Then, answer the following questions.

1. What stereotype does the colonel believe?

3. Foreshadowing is a technique where something in the story gives a hint of what will happen later in the story. What foreshadowing is used in this story to show that the colonel’s stereotyping might be proven wrong?

2. How does the American naturalist know there is danger in the room?

4. How does the American keep everyone calm after seeing the snake? Why did he use that particular way to get the people at the table to stay still?

5. Why does this story show that the colonel’s stereotyping of women is not true?

Part III: Multiple Choice

Complete the following multiple choice questions by placing the letter of the BEST response in the blank.

- _____ 1. The main idea of a paragraph is expressed in
- A. the supporting sentences
 - B. the topic sentence
 - C. the concluding sentence
 - D. the closing sentence
- _____ 2. Which of the following uses personification?
- A. The sun smiled down upon us.
 - B. The sun shone brightly.
 - C. The sun was a golden ball hanging in the sky.
 - D. The sun was shining in my eyes.
- _____ 3. An essay
- A. is a short nonfiction discussion of a topic
 - B. is an extended piece of writing that explores a subject in detail
 - C. may vary from a few hundred words to several thousand
 - D. all of the above
- _____ 4. A term that means all the paragraphs are focused on the main idea is
- A. coherence
 - B. organization
 - C. unity
 - D. none of the above
- _____ 5. A narrative paragraph
- A. describes a person, place, or thing
 - B. explains something
 - C. tells a story
 - D. gives instructions
- _____ 6. A closing sentence
- A. signals completion of the thought
 - B. concludes the paragraph
 - C. reinforces the main idea
 - D. all of the above

- _____ 7. A descriptive paragraph
- A. describes a person, place, or thing
 - B. explains something
 - C. tells a story
 - D. gives instructions
- _____ 8. In planning an essay, one may use
- A. an outline
 - B. a thought web
 - C. brainstorming
 - D. all of the above
- _____ 9. An expository paragraph
- A. describes a person, place, or thing
 - B. explains something
 - C. tells a story
 - D. relates an event
- _____ 10. Coherence means
- A. ideas are connected
 - B. paragraphs are smoothly connected
 - C. the essay is easy to understand
 - D. all of the above

Part IV: Story Writing

Write about what happens after the end of “The Dinner Party”. What conversation might take place between the colonel and Mrs. Wynnes? What change in attitude might the colonel show? If you use dialogue (and you should), remember the rules of writing dialogue that you have studied.

[illegible]

Expectations For Composition

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: _____
