

*Important Concepts . . .*

# Preview Review



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

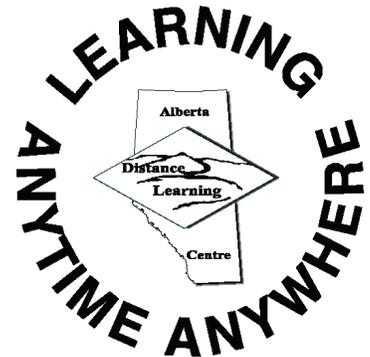
***W1 - Lesson 4: Writing Paragraphs***

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 ..... Communication Skills	Textbooks <i>ResourceLines 7/8</i> <i>SightLines 7</i>
W1 - Lesson 2 ..... Sentence Structure	
W1 - Lesson 3 ..... Punctuation Skills	
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 - Lesson 4 Teacher Key

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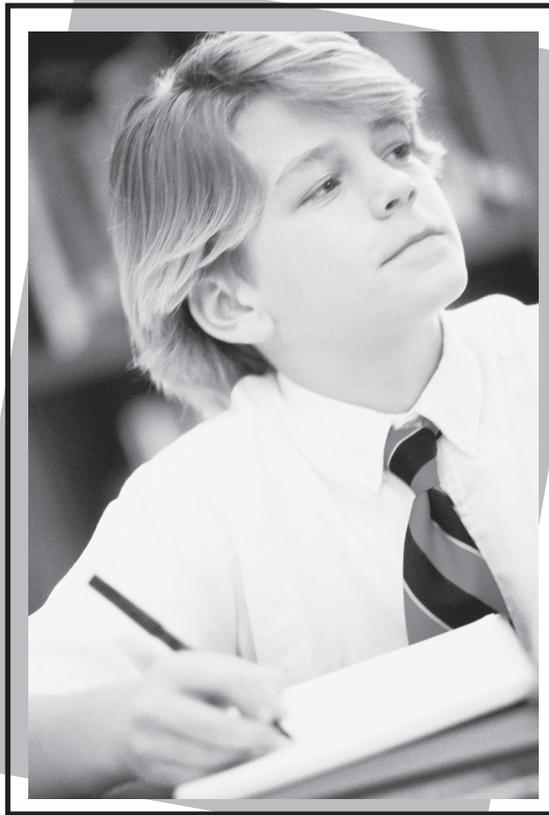
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# Preview/Review Concepts for Grade Seven Language Arts

## *TEACHER KEY*



*W1 - Lesson 4:  
Writing Paragraphs*

# OBJECTIVES

By the end of this lesson, you should

- recognize and write a topic sentence
- understand the structure of a paragraph
- recognize a narrative, descriptive or expository paragraph
- write supporting sentences
- write concluding sentences
- use metaphors and similes to enhance writing

## GLOSSARY

Refer to *ResourceLines* 7/8

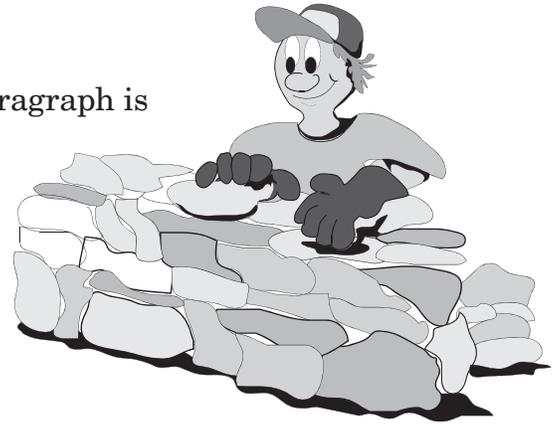
**metaphor** – a comparison of two things saying one is another (page 62)

**simile** – a comparison of two things that says one is *as* or *like* another (page 62)

**supporting sentences** – sentences that help to explain the main idea of a paragraph by supplying important and logical details (page 83)

## W1 - Lesson 4: Writing Paragraphs

**Paragraphs** are the building blocks of writing. A paragraph is a group of sentences that develops a main idea. The beginning of a paragraph signals that a new idea will be introduced, a new voice will speak, or the main idea of the previous paragraph will be expanded.



A paragraph has three main parts:

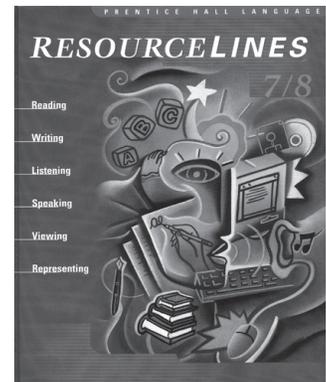
1. A main idea expressed in a topic sentence
2. One or more supporting sentences that develop the idea with details, facts, reasons, or examples
3. A closing sentence that signals completion of the thought and reinforces the main idea

An effective paragraph has organization, unity, and coherence.

**Organization** allows for orderly development of the main idea. (See pages 84 and 85 of *ResourceLines 7/8* for examples.)

**Unity** means all the sentences are focused on the main idea. (See pages 85 and 86 of *ResourceLines 7/8* for examples.)

**Coherence** provides smooth connections between the sentences. (See page 86 of *ResourceLines 7/8* for examples.)



### Types of Paragraphs

Paragraphs are of three basic types: narrative, descriptive, and expository.

**Narrative** – tells a story or relates an event  
(Refer to *ResourceLines 7/8* pages 87 and 88)

**Descriptive** – describes a person, place, or thing as vividly as possible  
(Refer to *ResourceLines 7/8* pages 87)

**Expository** – explains something; may also be called explanatory or instructive  
(Refer to *ResourceLines 7/8* pages 88 and 89)



Read the paragraph at the top of page 87 of *ResourceLines 7/8* for an example of a descriptive paragraph. The goal is to paint a word picture of something so the reader can see the image in his or her mind.

### Paragraph Assignment

Write a **descriptive paragraph** about either the photograph on page 271 or the painting on page 166 of *Sightlines 7*.

Use your viewing skills to gather details for the paragraph. A descriptive paragraph should help the reader see, hear, and sense things that bring the subject to life.



Work through the following steps in writing a descriptive paragraph.

#### Step 1:

Brainstorm words and phrases to describe

- how the visual looks
- how it makes you feel
- sounds or smells that may be associated with the scene

***Answers will vary. Look for adjectives, adverbs, and phrases that describe.***

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#### Step 2:

Choose the most descriptive words and phrases from your list and write similes and metaphors to describe them. Read about **similes** and **metaphors** on page 62 of *ResourceLines 7/8*.

***Answers will vary.***

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**Step 3:**

Choose the best simile or metaphor and use it to write a **topic sentence** for your paragraph.

*Answers will vary.*

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**Step 4:**

Choose the most descriptive details to include in **two or three supporting sentences**. Try to build on your original simile or metaphor. Recalling the way in which Margaret Bunel Edwards in the short story “Ride the Dark Horse” creates an extended metaphor to compare the rapids to a galloping, bucking horse may be helpful. If you have not read this story, you might want to skim it now or read the excerpt. Check *SightLines 7*, pages 102 to 108. The excerpt is on page 107, “And then I was . . .”

*Answers will vary.*

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<b>Composing</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Style/Audience Awareness</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Sentence Formation</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Usage</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Mechanics</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Spelling</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<input type="checkbox"/> For the most part, you wrote using correct spelling.	<input type="checkbox"/> Your composition contains many spelling errors.

## Extra Practice

Below is a very basic paragraph. Re-write and enhance it, using literary devices and descriptive language that enable the reader to create a picture in his or her mind. You might also want to use a variety of sentence starters.

It was a sunny day. A breeze was blowing. A stream flowed through the meadow. There were a lot of flowers in the meadow. A doe and her fawn walked across the meadow. A meadowlark sat on a fence post and sang.

*Answers will vary.*

*It was a gloriously warm, sunny day. A breeze was blowing, shaking the leaves on the big maple tree. A stream gurgled and bubbled through a wide, green meadow; daisies and poppies bent lazily in the breeze. A doe and her fawn stepped quietly across the meadow, turning their heads only once at the sweet sound of the meadowlark chirping on the edge of a broken-down fence post.*

*Look for use of metaphors, similes, adjectives, and adverbs to increase descriptiveness.*

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Evaluate your paragraph using the chart that follows. Then, read your paragraph to someone and ask your listener to visualize the scene as you read. Ask your listener to evaluate your descriptive paragraph using the chart.



<b>Composing</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
<b>Style/Audience Awareness</b>	
<b>Okay</b>	<b>Needs Improvement</b>
<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.
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<b>Okay</b>	<b>Needs Improvement</b>
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## LEARNING LOG

Reflect on and record your learning process for this lesson.

*(Note: Students' answers will match their experience with the lesson.)*

1. What do I understand about paragraph writing now?

*Answers will vary.*

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2. What aspects of writing paragraphs do I need to keep working on?

*Answers will vary.*

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**You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.**

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