

Instructions to Parents/Students

- For optimal outcome complete one lesson three times a week for ten weeks.
- An answer key is located at the back of the book.
- The following icons indicate that a particular aspect of language arts is being presented:



Reading



Writing



Grammar



Punctuation



General Language Tools



Additional Enrichment



“For Your Information”

Snippets of information that do not require student input.

- A personal journal is located at the back of the book. Cut out the blue journal cover and pages on the dotted lines, then tie them together with string or ribbon. Instructions for use are located on the inside of the journal cover.
- A glossary of terms has been included on yellow paper at the back of the book.
- A supplemental reading list has been included on green paper at the back of the book.
- Parents, please read the information on the next page.

LESSON 1**SQ3R**

Possible answers:

Teenage Journalist

How did B. Franklin become a journalist? What did he write? What was his job?

Successful Business and Family Man

What business did Ben open? When? What was his wife's name? Did they have children?

Citizen Franklin

What did B. Franklin do for the community? How?

Step 3

Answers will vary.

CONTEXT CLUES

Possible answers:

1. voraciously - consuming a lot, avidly
2. fictitious - not real, not true, made up
3. versatile - able to do many different things, talented
4. flourish - to succeed, do well, thrive
5. civic - relating to a city, community, public

**LESSON 2****SQ3R**

Possible answers:

Scientist and Inventor

What were his interests in science? What were his inventions? Are any of his inventions still used today?

Franklin Works to Separate the Colonies from England

What did Franklin do to help the colonies? Why did he want to separate from England? What happened in his family life during that time?

Franklin Works at Home and Abroad

What did he do to form a new nation? What was his mission abroad? Who helped him?

Independence for All; Freedom for Some

How did he help secure independence? Why was there only freedom for some? Who were they?

End of Life for an American Hero

When and where did B. Franklin die? Why is he considered a hero?

CONTEXT CLUES

Possible answers:

1. diverts - moves away in a different direction
2. meld - join together
3. militia - military
4. transpired - happened, occurred, took place
5. vehemently - very strongly, intensely, with great feeling
6. reconciled - made up with, made amends

THE EPITAPH

Possible answers:

1. a book; because his body was just a cover for the important content
2. God, the Creator
3. The first one: that B. Franklin wrote himself that shows his true personality and wit
The second one: it shows that Franklin was a simple man

SEVENTH GRADE LANGUAGE ARTS CURRICULUM OVERVIEW

These concepts are reviewed in the Summer Language Arts Review workbook for Seventh Grade:

- Variety of reading
 - Fiction, nonfiction, poetry, journalism, biography, fable, folk tales, legends, history, and mythology
- Comprehension
 - Main idea and supporting details
 - Fact versus opinion
 - Author's purpose
 - Context clues
 - Inference
 - Interpreting poetry
 - Sequence of events
 - Cause and effect
 - Summarizing and generalizing
 - Fiction and non-fiction
 - Story elements: characters, setting, plot, conflict and resolution
 - Evaluating
- Vocabulary and spelling development
 - Dictionary skills
 - Using a thesaurus
 - Spelling rules
 - Cliché, idiom and slang
 - Homographs and homophones
 - Greek and Latin roots, prefixes and suffixes
 - History of the English language
 - Prefixes and suffixes
 - Words that are easily confused
- Writing
 - Writing process: prewriting, drafting, revising, editing
 - Types of writing
 - Simple and expanded paragraphs
 - Writing samples and practice: descriptive, narrative, persuasive, expressive
 - Variety of purpose in writing
 - Journalism/newspaper writing
 - Sentence combining and expansion
 - Comparison and contrast
 - Topic sentence
 - Types of paragraphs
 - Paragraph logic, structure, development and transition
 - Words of transition
 - Correction symbols
 - Journaling

Curriculum (continued)

- Graphic organizing
 - Mapping
 - Charts and graphs
 - Outlining
 - Timelines
- Grammar
 - Parts of speech
 - Sentence fragments and run-on sentences
 - Complete subject and predicate
 - Contractions and possessives
 - Regular and irregular verbs
 - Active and passive voice
 - Verb and noun agreement
 - Forming plural nouns
 - Adjectives and adjective clauses
 - Adverbs and adverb clauses
 - Direct and indirect objects
 - Prepositions and prepositional phrases
 - Pronoun case
 - Participles, gerunds and infinitives
 - Sentence structure
- Punctuation
 - Colons
 - Semi-colons
 - Direct and indirect quotations
 - Apostrophes
- Capitalization
- Research and Study Skills
 - Time management and scheduling
 - SQ3R
 - Study skills and test preparation
 - Using a thesaurus
 - Dictionary use
 - Note taking, summarizing and organizing
 - Library research
 - Dewey Decimal System
- Literary elements
 - Story elements: characters, setting, plot, conflict, resolution, theme
 - Point of view
 - Foreshadowing
 - Character analysis
 - Literary analysis
 - Figurative language



Lesson #7 (continued)

Interpreting Poetry

Read the following poems and excerpts of poems written by American poets. (Be sure to check your dictionary for the meaning of any words that you do not know). Fill in the exercises that follow.

1 *Four Ducks on a Pond* William Allingham

Four ducks on a pond,
A grass-bank beyond,
A blue sky of spring,
White clouds on the wing;
What a little thing
To remember for years—
To remember with tears!

2 *The Train (excerpt)* Emily Dickinson

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then prodigious, step
Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads.

3 *There Is No Frigate Like A Book* Emily Dickinson

There is no frigate like a book
To take us lands away,
Nor any coursers like a page
of prancing poetry.
This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul!

4 *Success (excerpt)* Emily Dickinson

Success is counted sweetest
By those who ne'er succeed.
To comprehend a nectar
Requires sorest need.

5 *Telling the Bees (excerpt)* John Greenleaf Whittier

Here is the place; right over the hill
Runs the path I took;
You can see the gap in the old wall still,
And the stepping-stones in the shallow brook.
There is the house, with the gate red-barred,
And the poplars tall;
And the barn's brown length, and the cattle-yard,
And the white horns tossing above the wall.
There are the beehives ranged in the sun;
And down by the brink
Of the brook are her poor flowers, weed-o'errun,
Pansy and daffodil, rose and pink.

6 *The Road Not Taken* Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how weary leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.



Lesson #9 (continued)

Types of Writing

There are four forms of traditional writing: *expository*, *descriptive*, *narrative* and *persuasive*. These forms commonly overlap one another. For example, description is always part of any story. Read the definitions below.

- **Expository** writing gives information about a specific topic. The information is given through definition, examples, comparing and contrasting, reasoning, etc.
- **Descriptive** writing gives a verbal picture of a person, place or object.
- **Narrative** writing tells a story.
- **Persuasive** (or argumentative) writing attempts to prove or support a point of view.

See if you can identify the types of writing used in the following examples just by reading the introductory sentences. (There are two of each type.) Use the letter *E* to identify expository writing, *D* to identify descriptive, *N* for narrative and *P* for persuasive.

1. _____ The storm left the trees encrusted in crystal clear ice that glistened in the sun.
2. _____ For successful, long-lasting annuals, you will need to begin with good soil.
3. _____ As I approached my new school, I knew my life was about to change.
4. _____ Alex Little is by far the most capable and intelligent candidate for class president.
5. _____ Headphones are one of the many reasons that young people are losing their hearing.
6. _____ Vegetarian food should be seriously considered by everyone who has an interest in good health.
7. _____ The scariest night of my life began with my mom's call from her office.
8. _____ Her brand new scarlet red hat bobbed up and down as each wave took it farther and farther from shore.

Lesson 23 (continued)

Journalistic Writing

In *journalistic writing* the author states only fact and does not provide his or her personal opinion. Journalistic writings usually appear in newspapers and magazines. The headline takes the reader to the first sentence. The first sentence can be a *lead sentence* that captures the reader's attention or a *topic sentence* that clearly states the purpose of the article.

Imagine that you are a reporter for a newspaper and that your boss assigns three articles she wants you to complete. First, identify in the margin whether the first sentence is a lead or topic sentence. Then finish the article using your own creativity.

A Ten Dollar Treasure

Who says that garage sales are a waste of time? Last Wednesday Carla Carroll found the childhood bracelet she had lost at the beach twenty-seven years earlier. The bracelet apparently . . . _____

Right Time . . . Right Place

Darrell Washington doesn't know why he decided to take another route to work. Because he did, Markie Jones was saved from certain death as Darrell pulled her to safety after seeing her flounder in the rushing current of the Potawameme River . . . _____

Two for the Price of One

Lena Simon gave birth to her third set of twins at Memorial Hospital on New Year's Day. Husband, Fred, said "Help! I'm running out of names . . . _____



Lesson 20 (continued)

Possessive Pronouns and Contractions

One of the most common mistakes in spelling is confusing contractions with possessive pronouns. Let's take a look at these *homophones* (words that sound the same but are spelled differently and have different meanings).

Below are the most commonly confused:

Contractions	Possessives
who's	whose
there's	theirs
they're	their
it's	its
you're	your



Read the following passages and circle the correct words.

Mom questioned, “(Who’s, Whose) puppy is this sitting on our couch?”

“Oh, Mom,” answered Abbie, “(it’s, its) a stray that has been hanging around the neighborhood all weekend. (There’s, Theirs) no one who has claimed him so far. We’ve been canvassing the streets and we’ve called the Humane Society. The poor little fella has no collar or tag. I even asked the Gomez’s if it was (they’re, their) niece’s dog and Mrs. Gomez said ‘No.’ Can we keep him please, please, please? (It’s, its) the only thing I want for my birthday. I love him so much already.”

“(You’re, your) kidding? Don’t even ask! (There’s, Theirs) absolutely, positively no way, no chance that we can take in another dog! Forget it! (It’s, its) a madhouse here every day with the three we already have. And (who’s, whose) going to get stuck taking care of him? ME! That’s who! Good ol’ Mom. Plus, (you’re, your) father will have a fit if (there’s, theirs) one more four-footed, furry creature crying to be let out at two in the morning. (You’re, Your) the one who talked me into the last two puppies, although I do admit (they’re, their) as cute as they can be. And furthermore . . . aw, look at (it’s, its) sweet little face staring up at me with those big brown eyes. I could never turn him out into the cold night. He’s so small. I guess he wouldn’t be *that* much trouble. And probably one more dog wouldn’t make *that* much difference. (You’re, your) going to love the great idea I just had! Let’s call him *Baby!*”

Lesson 24 (continued)

Choosing the right word

Remember, a thesaurus will provide you with words that are similar in meaning. Because the English language is so large and rich in vocabulary, very few words mean exactly the same thing. Words have *connotations* (implied meanings) that can make word choice very important. For instance, look at the following sentence:

Mary is excited about starting school.

The *connotation* in the sentence above is that Mary is excited in a positive way or is looking forward to the start of school.

When using a thesaurus to find synonyms for the word *excited*, here are the choices: *eager*, *thrilled*, *keyed up*, *energized*, *agitated*, *wound up*. Replacing the word “excited” with the word “agitated” gives the sentence a very different meaning, so be careful when choosing a synonym.

Mary is agitated about starting school.

In this sentence the *connotation* is that Mary is excited in a negative way or is nervous to be starting school. What a difference that one word makes!

Practice!

Use a thesaurus to find new words to replace all underlined words. Write the new words on the lines below.

- The girls walked through the park on the way to soccer practice. _____
- The snake moved slowly down the winding garden path. _____
- Shaun and Nick are very happy to hear that the Egyptian mummy exhibit has opened at the science museum. _____
- In the Old West, stagecoaches were often robbed for profit. The objective of the thieves was to take jewelry and supplies. _____
- In the last episode of my favorite reality TV show, the really bad character won the whole contest!

- Kaitlyn and Bethany began to laugh in class. _____