

# Writer's Workshop:

## HANDBOOK

for Reading/Language Arts Teachers

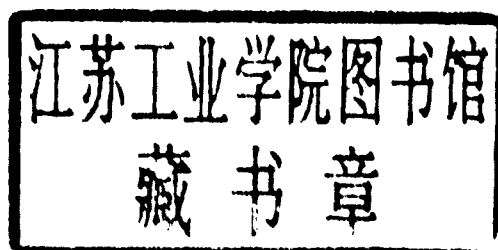
GRADE 7

MACMILLAN/McGRAW-HILL

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# *Writer's Workshop*

• Grade 7 •



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• MACMILLAN/McGRAW-HILL •

# *Writer's Workshop*

• Grade 7 •

• HANDBOOK FOR READING/LANGUAGE ARTS TEACHERS •



**The Writer's Workshop: Handbook for Reading/Language Arts Teachers** presents exercises and activities in a concrete, easy-to-use format. It is designed to strengthen student reading and writing skills on a continual basis.

In the **Daily Language Activities** section, students can review punctuation, capitalization, and usage skills in a proofreading context. There are activities, three sentences a day, for thirty-six weeks of work; at the end of each week, there is a review paragraph containing all the spelling errors from the selection-related spelling lists in the unit.

**The Grammar, Mechanics, and Usage Handbook and Glossary** includes comprehensive and accessible information on punctuation and capitalization, as well as usage of nouns, verbs, and adjectives. The Glossary contains definitions for writing, language, and literary terms. You may wish to duplicate this Handbook and Glossary for your students and ask them to keep it in their writing folder for easy reference.

**The Models for Self-Evaluation** are provided so that students can compare written examples generated in the writing process in each unit to a well-developed, annotated model to see how their finished writing compares. The models cover a wide variety of genres. Writing Prompts and Picture Prompts are presented to motivate student writing in response to a variety of verbal and visual cues.

**The Spelling Resources** section provides more than five hundred semantically patterned sentences to enhance students' comprehension of selected words. Through the use of pretests and posttests, students can self-correct their work and analyze their errors. They may also participate in generalized spelling activities provided for practicing spelling; these include general spelling rules and a list of words most often misspelled on each grade level.

**The Spelling Resources** section also includes individual and class record forms, a Personal Spelling List which may be duplicated, and an indispensable Spelling Strategies and Tips unit.

**The Handwriting Resources** present handwriting reminders and a student self-check guide along with handwriting guidelines. This list of handwriting reminders is intended as an aid for students as they check their work for legibility.

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The background of the page is a dark gray with a repeating pattern of stylized, light gray question marks and exclamation marks. These symbols are of various sizes and orientations, creating a dynamic and thematic backdrop for the title.

# DAILY LANGUAGE ACTIVITIES



# DAILY LANGUAGE ACTIVITIES AND WEEKLY REVIEW PARAGRAPHS

## Overview of the Section

The purpose of the daily language activities and weekly review paragraphs in this section of the **Writer's Workshop** is to review punctuation, capitalization, and usage skills in a proofreading context.

There are activities, three sentences per day, for thirty-six weeks of work. At the end of each week, there is a review paragraph containing all the skills covered during the week. In addition, this paragraph contains five spelling errors from the selection-related spelling lists in the unit. The week's sentences and review paragraphs are both related to the theme of the unit.

## Format of the Activities and Paragraphs

The daily sentences are set up in two columns. In the left column are the sentences to be corrected. In the right column are the corrected sentences. The first review paragraph on the page is the paragraph to be corrected. The second paragraph is the corrected paragraph.

## Using the Activities and Paragraphs

You may elect to write the incorrect sentences on the chalkboard each day and ask students to correct them orally. Or you may wish to make transparencies from these materials, which would be particularly effective for the review paragraphs.

How you choose to present the activities and paragraphs is, of course, your choice. However, they have been designed as quick, five- to ten-minute daily proofreading activities, which are most effective when students work orally with them, explaining to each other why they are making the corrections they are as they go along.

The **Grammar, Mechanics, and Usage Handbook** on page 79 provides rules and examples for the skills contained in the daily activities. Students can refer to this Handbook as needed.

## Skills Included in the Activities and Paragraphs

For your information, the skills covered in these activities are presented in a matrix on the following pages.



**Unit Theme: Say It with Music**

Unit/Week	Language Skill	Spelling Words Tested in Review Paragraphs	
<b>Unit 1, Week 1</b>	Capitalization and punctuation of declarative and imperative sentences	foreign request succeed	attempt emotion
<b>Unit 1, Week 2</b>	Capitalization and punctuation of interrogative and exclamatory sentences	musician magician amaze	concert astonish
<b>Unit 1, Week 3</b>	Capitalization and punctuation in compound sentences	merchandise commercial declare	expensive exclaim
<b>Unit 1, Week 4</b>	Capitalization and punctuation of compound sentences; use of semicolon and use of comma with conjunctive adverb	complex fashion harmony	profound noble
<b>Unit 1, Week 5</b>	Review of punctuation for four sentence types	Mexico City San Juan San Salvador	Santo Domingo Buenos Aires
<b>Unit 1, Week 6</b>	Review of capitalization and punctuation in compound sentences	emotion astonish harmony	amaze commercial

**Unit Theme: Dare to Dream**

<b>Unit 2, Week 7</b>	Capitalization and punctuation of names and titles	recognize senior cafeteria	registration embarrass
<b>Unit 2, Week 8</b>	Capitalization and punctuation of dates and place names	technical unique excellent	spectacular achievement
<b>Unit 2, Week 9</b>	Capitalization and punctuation of places, addresses, and historical events	require inquire immigrate	design migrant
<b>Unit 2, Week 10</b>	Punctuation of nouns of direct address and appositives	occupation sacrifice discrimination	generation feminist
<b>Unit 2, Week 11</b>	Review of capitalization and punctuation in names, titles, and dates	Tokyo Beijing Seoul	Singapore Manila
<b>Unit 2, Week 12</b>	Review of capitalization and punctuation in places, nouns of direct address, and appositives	senior memorial feminist	technical design

**Unit Theme: Just Us!**

Unit/Week	Language Skill	Spelling Words Tested in Review Paragraphs
Unit 3, Week 13	Subject-verb agreement	despite                      oppose economy                      nasty colonial
Unit 3, Week 14	Verb usage	admire                      labor occasion                      ambitious thoroughly
Unit 3, Week 15	Punctuation of contractions	contribute                      military finally                      gradual gymnasium
Unit 3, Week 16	Verb usage	remarkably                      definitely refrigerator                      impoverish studio
Unit 3, Week 17	Review of subject-verb agreement and verb usage	fir                      cedar maple                      willow sycamore
Unit 3, Week 18	Review of punctuation of contractions and verb usage	remarkably                      gradual thoroughly                      economy finally

**Unit Theme: Getting the Message**

Unit 4, Week 19	Pronoun usage	emphasize                      complicated cooperate                      organize confident
Unit 4, Week 20	Pronoun/verb agreement; pronoun/antecedent agreement	nuisance                      pursuit mischievous                      circumference interfere
Unit 4, Week 21	Punctuation of possessive nouns	expense                      lecture journey                      dialect vitality
Unit 4, Week 22	Punctuation of verb contractions and contractions with pronouns	photography                      cultivate remote                      cultural civilization
Unit 4, Week 23	Review of pronoun usage	inspector                      lawyer disaster                      deliver barometer
Unit 4, Week 24	Review of punctuation in contractions and possessive nouns	confident                      interfere complicated                      journey photography

**Unit Theme: Reach Out**

Unit/Week	Language Skill	Spelling Words Tested in Review Paragraphs
Unit 5, Week 25	Adjective/adverb usage	provide                      considerate nourishment              fantastic originate
Unit 5, Week 26	Adjective/adverb usage; capitalization of proper adjectives	fundamental              violence foundation                  combination variety
Unit 5, Week 27	Adjective/adverb usage	suspense                      transportation vocal                              portable assistance
Unit 5, Week 28	Punctuation of words in a series, parenthetical expressions, and interrupters; miscellaneous comma rules	intention                      guarantee eliminated                      privilege necessary
Unit 5, Week 29	Review of adjective/adverb usage; serial comma and comma with clauses	agent                              abundant amusement                      applicant accountant
Unit 5, Week 30	Review of adjective/adverb usage	fantastic                      combination originate                          assistance privilege

**Unit Theme: Finding Your Way**

Unit 6, Week 31	Capitalization and punctuation of quotations	pitiful                              serenity solemn                              vanity tragic
Unit 6, Week 32	Capitalization and punctuation of quotations	defend                              nonexistent transcribed                          satisfy reception
Unit 6, Week 33	Capitalization and punctuation of titles of works	preferred                          sincere preference                          curiosity relief
Unit 6, Week 34	Words often confused—homophones; hyphens and colons	equality                              gracious majestic                              accommodate accomplished
Unit 6, Week 35	Review of capitalization and punctuation of quotations	dishonest                          interest modest                              pianist artist
Unit 6, Week 36	Review of capitalization and punctuation of titles, and words often confused	solemn                              preferred serene                                  preference dishonest

Unit 1 Week 1 Day 1

1. My teacher played a piano sonata
2. the tempo seemed too slow
3. This should be a livelier piece of music.

1. My teacher played a piano sonata.
2. The tempo seemed too slow.
3. This should be a livelier piece of music.

Unit 1 Week 1 Day 2

1. Cousin Bernard sings in the choir
2. he won a scholarship to a music school in Boston.
3. maybe he will train for the opera.

1. Cousin Bernard sings in the choir.
2. He won a scholarship to a music school in Boston.
3. Maybe he will train for the opera.

Unit 1 Week 1 Day 3

1. Look at the time signature
2. read the music the way it is written.
3. follow this beat

1. Look at the time signature.
2. Read the music the way it is written.
3. Follow this beat.

Unit 1 Week 1 Day 4

1. Listen to my new compact disc
2. please look at the cover
3. would you please play it one more time

1. Listen to my new compact disc.
2. Please look at the cover.
3. Would you please play it one more time.

Unit 1 Week 1 Day 5

1. sing along with the recording.
2. The words are easy to understand
3. repeat the chorus twice

1. Sing along with the recording.
2. The words are easy to understand.
3. Repeat the chorus twice.

## REVIEW PARAGRAPHS FOR PROOFREADING

We enjoyed the concert at Addison Hall very much. The singer was from China, and some of the music sounded very foreign to our ears. nevertheless, her deep emoshun came through in every song, and that helped us understand the music.

Can you believe that someone would request "Misty" at a concert like that? Well, listen to this. Not only did people ask for American songs, but the singer actually made a valiant attempt to sing them. She did suceed with "Misty," but her rendition of "Respect" was a little strange. Please explain why people are so silly.

---

We enjoyed the concert at Addison Hall very much. The singer was from China, and some of the music sounded very foreign to our ears. Nevertheless, her deep emotion came through in every song, and that helped us understand the music.

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Unit 1 Week 2 Day 1

1. Did Bach write any operas
2. wasn't Handel writing operas at that time
3. can Bach's oratorios be considered operas?

1. Did Bach write any operas?
2. Wasn't Handel writing operas at that time?
3. Can Bach's oratorios be considered operas?

Unit 1 Week 2 Day 2

1. Have you ever heard a sitar
2. is that a stringed instrument?
3. does it come from India?

1. Have you ever heard a sitar?
2. Is that a stringed instrument?
3. Does it come from India?

Unit 1 Week 2 Day 3

1. What a gigantic parade this is
2. how noisy the trombones are!
3. what an enormous drum he is carrying

1. What a gigantic parade this is!
2. How noisy the trombones are!
2. What an enormous drum he is carrying!

Unit 1 Week 2 Day 4

1. Wow! What a great sax player Phillip is!
2. hey! Did he write that tune?
3. what a beautiful melody it has

1. Wow! What a great sax player Phillip is!
2. Hey! Did he write that tune?
3. What a beautiful melody it has!

Unit 1 Week 2 Day 5

1. Oh, boy Janet Jackson is coming to our town!
2. what a great show she puts on
3. That will be so amazing! wow

1. Oh, boy! Janet Jackson is coming to our town!
2. What a great show she puts on!
3. That will be so amazing! Wow!

## **REVIEW PARAGRAPHS FOR PROOFREADING**

Did you watch the conductor at that concert? How graceful he is with his baton! His movements astonish audiences every time he conducts.

Every musician on stage has one eye on the baton. Oh, my! Watch him maneuver the baton during the fast section of this piece. What a blur his hands are! Wow! He's like a magician. Did you see that? No matter how many times I see him conduct, he never fails to amaze me.

---

Did you watch the conductor at that concert? How graceful he is with his baton! His movements astonish audiences every time he conducts.

Every musician on stage has one eye on the baton. Oh, my! Watch him maneuver the baton during the fast section of this piece. What a blur his hands are! Wow! He's like a magician. Did you see that? No matter how many times I see him conduct, he never fails to amaze me.

Unit 1 Week 3 Day 1

1. Haydn wrote many symphonies and he wrote operas, too.
2. he was born in 1732, and he died in 1809.
3. he first sang in a chorus but later he became an accompanist.

1. Haydn wrote many symphonies, and he wrote operas, too.
2. He was born in 1732, and he died in 1809.
3. He first sang in a chorus, but later he became an accompanist.

Unit 1 Week 3 Day 2

1. Dulcimers are used in Greece and they are popular in Appalachia.
2. They may be called zithers or they may be called cimbaloms.
3. dulcimers have strings but they are struck rather than plucked.

1. Dulcimers are used in Greece, and they are popular in Appalachia.
2. They may be called zithers, or they may be called cimbaloms.
3. Dulcimers have strings, but they are struck rather than plucked.

Unit 1 Week 3 Day 3

1. Dave was a bell ringer and he worked in the clock tower.
2. he watched the clock carefully and he timed his ringing to match.
3. would he play a tune or would he simply play notes?

1. Dave was a bell ringer, and he worked in the clock tower.
2. He watched the clock carefully, and he timed his ringing to match.
3. Would he play a tune, or would he simply play notes?

Unit 1 Week 3 Day 4

1. The stage is set and the actors and singers are ready.
2. the audience is restless, but the show will soon begin.
3. we can raise the curtain on time or we can wait for the mayor.

1. The stage is set, and the actors and singers are ready.
2. The audience is restless, but the show will soon begin.
3. We can raise the curtain on time, or we can wait for the mayor.

Unit 1 Week 3 Day 5

1. Play mirror music normally, and then play it backwards
2. it sounds fine but it sounds just the same in reverse.
3. you can call it mirror music or you can call it a palindrome.

1. Play mirror music normally, and then play it backwards.
2. It sounds fine, but it sounds just the same in reverse.
3. You can call it mirror music, or you can call it a palindrome.