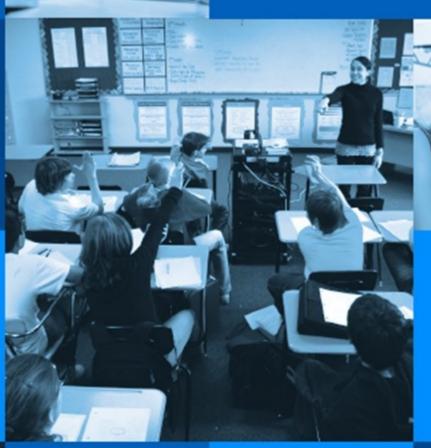# WRITING OPENERS

LANGUAGE APPLICATION

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GRADE 7
CCSS
LANGUAGE
3.0

SENTENCE
REVISIONS &
WRITING
FLUENCY

Writing Openers Language Application Grade 7

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Writing Openers Language Application Lessons and Worksheets

The Language Application lessons are whole-class, twice-per-week "openers," designed to help students practice and apply the Knowledge and Use of Language Standards found in the Common Core State Standards Language Strand (L. 3). The fifty-six Language Application lessons focus on applying knowledge of the Conventions of Standard English (L. 1, 2) and the Language Progressive Skills. Each lesson includes a description of the Lesson Focus, practice Example(s), and a My Own Sentence task with answers. The My Own Sentence serves as the formative assessment to determine whether students have mastered the Lesson Focus.

The lesson is formatted for classroom display and interactive instruction. The accompanying language worksheets provides the text of each lesson, a section for key idea summaries, and the My Own Sentence task.

How to Teach and Grade the Language Application Lessons

1. Display the language application lesson and ask students to reference the corresponding Language Worksheet.
2. Tell students that they will summarize the Key Idea(s) of the language application task on the lines provided in the second column. Give hints about the key idea(s) before you read the Lesson Focus. The hints help students establish a purpose for their reading and build comprehension. For example, "As we read the Lesson Focus, look for the kinds of common nouns we should avoid and the kinds of common nouns we should use instead."
3. Ask students to read the Lesson Focus quietly as you read it out loud. Re-read the Lesson Focus and highlight or underline the key points of the text on the board or computer. Direct students to do the same in their worksheets as you write on the board or computer.
4. Read the Example(s) and ask students to explain how each example relates to the Lesson Focus.
5. Tell students to summarize the Key Idea(s) of the language application task on the lines provided in the second column. [Allow time.]
6. Read the "Change this sentence…" task and clarify directions as needed.
7. Direct students to write the My Own Sentence on their worksheets. Make sure that the My Own Sentence answer is not displayed while students complete their sentences. [Allow time.]
8. When students have finished, display and read the My Own Sentence answer. Explain why or how the revision applies the Lesson Focus. If awarding points or a letter grade, tell students who have the same My Own Sentence as that on the display how and where to record the grade.
9. Call on students to share their My Own Sentence if it differs from that of the display. Tell students how and where to record the grade for their answers. (Note: Students certainly may have revisions which are just as good as that on the display.) Continue calling on students until all possible revisions have been shared, but remind students not to repeat answers.
10. Periodically (say after every four lessons) collect the worksheets and grade for completion.

Language Application #28

Lesson Focus

Our language application task is to start a sentence with an **adjectival clause**. An **adjectival clause** is a dependent clause with a noun and verb that does not express a complete thought. Adjectival clauses are also referred to as relative clauses because they begin with these relative pronouns: *which*, *who*, *whoever*, *whom*, *that*, *whose*, and *whosever*.

The pronoun *who* refers to a person or character; the pronoun *that* can refer to people or things; the pronoun *which* can only refer to things. Use the pronoun *that* when the clause is needed to understand the rest of the sentence. Use the pronoun *which* in clauses that provide additional, but not necessary information.

Examples

Who left the purse on the counter, no one really knows. Whosoever enters this haunted house, that person does so at his own risk.

Revise this sentence by using an adjectival clause sentence opener:

No one really knows whose cell phone it was.

Language Application Revision

Whose cell phone it was, no one really knows.

Language Application #31

Lesson Focus

Our language application task is to avoid putting too many words and phrases between the helping verb (*is, am, are, was, were, be, being, been* and *has*, *had*, *have*) and the **past participle**.

A helping verb + the base form of a verb + an "__ed," "__d," "__t," or "__en" ending forms the **past participle**. The past participle indicates a completed action when used as a verb form and a condition when used as an adjective (with or without a linking or helping verb). The helping verb determines past, present, or future tense.

Example

John <u>had</u>, during his lunch time, <u>started</u> to window shop.
This sentence can be better revised as…
John <u>had started</u> window shopping during his lunch time.

Revise this sentence by reducing or eliminating words or phrases between the linking or helping verb and the past participle verb form:

Cindy and Cher had after quite a while decided that we could join them at the movies.

Language Application Revision

After quite a while, Cindy and Cher had decided that we could join them at the movies.

Language Application Worksheet #28

Adjectival Clause Sentence Openers

Lesson Focus

Our language application task is to start a sentence with an **adjectival clause**. An **adjectival clause** is dependent clause with a noun and verb that does not express a complete thought. Adjectival clauses are also referred to as relative clauses because they begin with these relative pronouns: *which*, *who*, *whoever*, *whom*, *that*, *whose*, and *whosever*.

The pronoun *who* refers to a person or character; the pronoun *that* can refer to people or things; the pronoun *which* can only refer to things. Use the pronoun *that* when the clause is needed to understand the rest of the sentence. Use the pronoun *which* in clauses that provide additional, but not necessary information.

Key Idea(s)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Example

No one really knows who left the purse on the counter.
This sentence can be revised as…
Who left the purse on the counter, no one really knows.

Revise this sentence by using an adjectival clause sentence opener:

No one really knows whose cell phone it was.

Language Application Revision

_____

_____

Language Application Worksheet #31

Words between Helping Verbs and Past Participle Verb Forms

Lesson Focus	**Key Idea(s)**
Our language application task is to avoid putting too many words and phrases between the helping verb (*is, am, are, was, were, be, being, been* and *has*, *had*, *have*) and the **past participle**. A helping verb + the base form of a verb + an "__ed," "__d," "__t," or "__en" ending forms the **past participle**. The past participle indicates a completed action when used as a verb form and a condition when used as an adjective (with or without a linking or helping verb). The helping verb determines past, present, or future tense.	_____ _____ _____ _____ _____ _____ _____

Example

John <u>had</u>, during his lunch time, <u>started</u> to window shop.
This sentence can be better revised as…
John <u>had started</u> window shopping during his lunch time.

Revise this sentence by eliminating words between the helping verb and the past participle verb form:

Cindy and Cher had after quite a while decided that we could join them at the movies.

Language Application Revision

_____

_____

Language Worksheet #6

FOCUS   **Compound Sentences**

A compound sentence has two or more independent clauses but no dependent clauses. An independent clause has a noun and a verb that tells a complete thought. A compound sentence joins independent clauses with either a semicolon or a comma, followed by a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*) if one or more of the independent clauses is long or the independent clauses stand in contrast to each other.

Examples: She likes me, and she will do her best to support me in whatever I do.
Tom has many skills, but he does not always apply them.

CONNECT TO WRITING

Having a variety of sentence lengths within a paragraph makes writing more readable.

PRACTICE

Use the coordinating conjunctions (FANBOYS) to join these independent clauses.

I enjoy watching old television shows   the new ones are better

_____

Do you want vanilla   do you want strawberry

_____

Use a semicolon to join these independent clauses.

No one really wants to go   they just feel like they must attend

_____

This route takes too long   there must be another way

_____

WRITE

Write your own compound sentence.

_____

_____

Language Worksheet #7

FOCUS   **Complex Sentences**

A complex sentence has an independent clause and at least one dependent clause. An independent clause has a noun and a verb that tells a complete thought. A dependent clause has a noun and a verb that does not tell a complete thought. A dependent clause is also called a *subordinate clause* and always begins with a subordinating conjunction such as *before*.

Example: Ty completed all his chores (independent clause) + before he ate his lunch (dependent clause) = Ty completed all his chores before he ate his lunch.

CONNECT TO WRITING

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define or explain the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot! AAA WWW

before, *unless*, *despite (in spite of)*, *in order that*, *so*, *while*, *if*, *since*, *even though (if)*, *because*, *until*, *that*, *how*, *once*, *than*, *after*, *although (though)*, *as (as if, as long as, as though)*, *whether*, *when (whenever)*, *where (wherever)*

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below. Choose a subordinating conjunction from the list above to begin a dependent clause in each sentence.

Kenny will be able to go outside to play   he practices his trombone

_____

the Kings won the first round of the play-offs   the team advances to the second round

_____

WRITE

Write your own complex sentence.

_____

_____

Language Worksheet #13

FOCUS   **Identifying Parallelism**

Parallelism is the repeated usage of words and grammatical structures in a well-designed pattern.

CONNECT TO WRITING

Using parallel structures makes your writing more readable.

PRACTICE

Identify the words and phrases that are part of parallel structures in Abraham Lincoln's "Gettysburg Address" in the spaces provided. Hints are provided in **bold**.

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war. . . testing whether that nation, or any nation so conceived and so dedicated. . . can long endure. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate. . . we cannot consecrate. . . we cannot hallow this ground.

The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. . . that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion. . . that we here highly resolve that these dead shall not have died in vain. . . that this nation, under God, shall have a new birth of freedom. . . and that government of the people. . . by the people. . . for the people. . . shall not perish from the earth.

a new **nation**   _____, _____, _____

we cannot dedicate   _____, _____

who struggled **here**   _____, _____

                          _____, _____

shall not have died in vain   _____

                          _____

of **the people**   _____, _____

WRITE

Write your own sentence with parallel words or phrases.

_____

_____