

7 Grade 7 Writing for STAAR™

DynaNotes™ Review Guide



Categories 1 & 2 – Composition and Revision

THE WRITING PROCESS CR

1. Planning:

- understand the **prompt** (writing assignment); determine **purpose** (to entertain, explain, inform, or persuade), audience, and genre
- select a **controlling idea** (what the text will mostly be about) that addresses the prompt based on your interests or experiences
- gather **supporting ideas** (facts, details, examples, and explanations that support the controlling idea)
- organize your ideas in a way that makes sense, such as sequence of events, cause-effect, or compare-contrast; use a **graphic organizer** (such as a web or a chart) to help you

Example 1: Mel is using sequence of events to organize her personal narrative about a difficult choice she made and its consequences.



Example 2: Juan is using compare-contrast to organize his expository text about why perfecting one skill is better than improving many skills.



2. Drafting:

- create a **topic sentence** about your clear, controlling idea
- write **supporting sentences** and organize them into **paragraphs** (groups of sentences about one idea)
- write an effective **introduction** and **conclusion**
- do not worry about sentence structure, transitions, grammar, capitalization, punctuation, or spelling

3. Revising:

- make sure your text addresses your purpose, audience, and genre. **Example:** Expository: "Bullies win when others do nothing." (I decided I had to report on bullying.)
- adjust sentences to maintain a consistent point of view (use *I, we, us*) or third person (use *she, he, they*)
- write, move, combine, or remove sentences so that you are **coherent** (each sentence should make sense and the sentences and paragraphs should be clearly connected in a logical order)
- add **effective transitions** to move from one supporting idea to another: **ordered:** first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth; **temporal:** meanwhile, then, next, finally, last; **contrast:** yet, but, however, on the other hand; **conclusion:** thus, therefore, so, consequently, in conclusion
- vary **sentence structure** to express different thoughts
simple: one independent clause (subject, verb, complete thought)
compound: two independent clauses
complex: one independent clause and one subordinate clause

Revise word choice to add vivid images. Survey meaning

Revise the third paragraph of Mel's draft.
 (1) The girl had a long drive home. One thing stood out: "Bullies win when others do nothing." (I decided I had to report on bullying.)
 (2) I said I should write down who was there. I would write down who was there.
 (3) I said I should write down who was there. I would write down who was there. I would write down who was there. I would write down who was there.
 (4) I said I should write down who was there. I would write down who was there. I would write down who was there. I would write down who was there.

4. Editing:

- correct any errors in grammar, capitalization, punctuation, and spelling (use a dictionary or thesaurus as needed)

5. Publishing:

- rewrite or print the final copy in a neat and careful way

WRITING AND REVISING A PERSONAL NARRATIVE CR

personal narrative: text about your own experiences; a reader should be able to "hear" you and believe your story; use the **writing process** at left to create a narrative with your focus on a single central idea

Example: Mel must relate a difficult event, her reasons for her actions, and key consequences (results) of her events and her actions

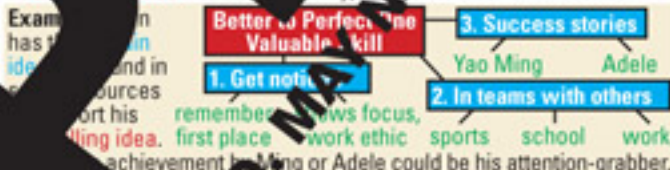
Ideas Mel Should Use **Identities** **Should Include**

Sheila called Ann name of Ann at home, I went to work.
 Tears came to my eyes.
 After I gave it to Mr. Li, I felt better.
 weight had been lifted off me.

WRITING AND REVISING AN EXPOSITORY TEXT CR

expository text: informational text that explains or describes something to a specific audience for a specific purpose; the reader should be able to understand the **writing process** at left to create your essay

- introduction:** **hook:** attention-grabber (such as a startling fact) + elaboration on purpose + **controlling idea, purpose**
- body paragraphs:** each paragraph should be supported by **supporting facts and details**
- conclusion:** restates the **controlling idea** and **controlling idea** in a different way; bring closure to the reader



WRITING AND REVISING PERSUASIVE TEXT CR

persuasive text: informational text that attempts to influence how a specific audience thinks about or acts on a specific issue; text's thesis or position (controlling idea) should be easy for a reader to determine

- evidence:** facts (can be proven true) and opinions (cannot be proven true) that support the author's position; should be logically organized

Category 3 – Editing

EDITING DRAFTS CR

Quality writing combines the skill of expression with good mechanics. Refine drafts and correct **grammar** (rules regarding the classes of words, their functions, forms, and the ways in which phrases and sentences can properly be formed), capitalization, punctuation, and spelling errors.

Example: Also people is usually working and playing in teams. **correct to:** Also, people are usually working and playing in teams. **reasoning:** Add comma after introductory word. *People* was misspelled. Plural subject (*people*), so present progressive verbs use *are* (not *is*).

PARTS OF SPEECH AND GRAMMAR CR

verb: describes an action or state of being; verbs have different forms; choose the correct **verb tense** (timing of verb's action or being) using the following tense and usage guidelines to help you; verb's form must agree with the **subject** (first, second, or third person; singular or plural)

future progressive: action will begin and continue in the future

We *will be calling* all next year.
 Maria *will be calling* all next year.

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Symbol indicates section aligns to Texas College and Career Readiness Standards.



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