7th Grade
Math
ELA
Science
Social Studies
ELA and Writing Resources
THEME
The message or lesson that the author wants you to take away from the story.

ASK:
What did the characters learn?
How did the characters grow?

COMMON THEMES:

Courage
Honesty
Love
Friendship
Forgiveness
Loyalty
Hope
Equality
Hard Work
Teamwork
Central Idea = Main Idea

Good readers can identify...

**MAIN IDEA**

The main idea is what the text is mostly about.

*CLUES!!!*

1. What is the text mostly about?
2. Look at titles and headings.
3. Look at pictures.
4. Sometimes the main idea is stated in the first or last sentence.
5. Look for clue words that are used repeatedly.
Comma Rules

Commas can be used in a variety of ways. Good writers know the rules for commas and remember to use them in their writing.

| 1 | Commas can be used between words in a series.  
I like to eat cookies, cake, brownies, and ice cream. |
|---|---|
| 2 | Commas can be used before the conjunction in a compound sentence.  
I like to eat cookies, and I like to eat cake. |
| 3 | Commas can be used to set off a dependent clause at the beginning of a sentence.  
After thinking about it, I decided to eat the last cookie. |
| 4 | Commas can be used before and after quotation marks.  
“I like to eat cookies,” I said. I said, “I like to eat cookies.” |
| 5 | Commas can be used in the opening and closing of a letter.  
Dear Mom,  
I love cookies  
Love, Sally |
# Conjunctions

Conjunctions join phrases or sentences together.

<table>
<thead>
<tr>
<th>Coordinating</th>
<th>Subordinating</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td>After</td>
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<tr>
<td>But</td>
<td>Although</td>
</tr>
<tr>
<td>And</td>
<td>As soon as</td>
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<tr>
<td>Or</td>
<td>Because</td>
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<tr>
<td>Nor</td>
<td>Before</td>
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<tr>
<td>Yet</td>
<td>Even though</td>
</tr>
<tr>
<td>So</td>
<td>and more!</td>
</tr>
</tbody>
</table>

When joining simple, complete sentences, place a comma before the conjunction.

I want to buy those shoes, but I don't have enough money.

Subordinate clause to main clause:

Since Mary didn't help make the bread, she doesn't get to eat it.

Main clause & subordinating clause:

Mary doesn't get any bread since she didn't help make it.
Complex Sentences

Subordinating Conjunctions in Complex Sentences

subordinating conjunction

When the cake is brown, take it out the oven.

dependent clause independent clause

subordinating conjunction

You will definitely lose if you don’t try.

independent clause dependent clause

Compound-Complex Sentences

Types of Sentences (by structure)

Compound-Complex Sentence

(two main ideas + one or more dependent ideas)

2 independent clause (dependent clause)

(main idea) (main idea)

(It is dark) (but we shall travel) (though it is difficult)
Week 1 Assignments

Reading- “Twice I Walked with Dinosaurs” poem

Writing- Conventions Commas and Grammar Commas
This week in class, we're reading "Twice I Walked With Dinosaurs" by Camryn Diagonale.

In Camryn Diagonale's poem "Twice I Walked with Dinosaurs," a speaker describes encounters with a baby shark and an alligator.

As we read, we will be discussing the themes of Education & Knowledge and Man vs. Nature as they relate to the text. We are trying to answer these big questions:

"Who's in control: man or nature?" and "How do we understand the world around us?"

Ways to support your child:

- Ask your child about this poem at home:
  - What was "Twice I Walked With Dinosaurs" About
  - What did you learn about? About Man vs. Nature?
- Watch the following clips with your child at home:
  - 'What Did Sharks Look Like 450 Million Years Ago?'
  - 'Filming Alligators Up Close | North America'
Twice I Walked With Dinosaurs
By Camryn Diagonale
2017

Camryn Diagonale is originally from North Carolina and currently attends school in D.C. She began writing poetry in high school, and her work tends to focus on experiences from her childhood and the wonderful cruxes of youth. In this poem, a speaker describes encounters with a shark and an alligator. As you read, take notes on how the speaker reacts to the animals she encounters in the poem.

[1] One summer we found a dead baby shark washed up on the beach, cut it open with a dinner knife from the house, and performed an outdoor autopsy.¹ As we marveled² at its miniature anatomy, reveled³ in the smallness of each little organ, seagulls circled overhead. The ocean was quiet, barely making waves.

[15] It kept vigil⁴ for its tiny causality.

The spring prior, an alligator wandered onto the beach during my uncle's second wedding.

[20] It was far enough away to merit an absence of fear, but nobody took photos or said a word—we just stared as it settled itself in the surf, hoping to be cleansed.

¹ to examine something to find the cause of death
² Marvel (verb): to be filled with wonder or astonishment
³ Revel (verb): to enjoy oneself in a lively and noisy way
⁴ a period of time when a person or group of people stay in a place and quietly wait, usually while praying
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the main theme of the poem?
   A. Examining ancient creatures can help us better understand the past.
   B. It's important to never let your curiosity about the world fade.
   C. Studying Earth's creatures can inspire a sense of wonder.
   D. Humans often hurt creatures in their quest to better understand them.

2. PART B: Which TWO details from the text best support the answer to Part A?
   A. “One summer we found / a dead baby shark” (Lines 1-2)
   B. “and performed an / outdoor autopsy.” (Lines 6-7)
   C. “As we marveled at its / miniature anatomy,” (Lines 8-9)
   D. “barely making waves. / It kept vigil for its tiny causality.” (Lines 14-15)
   E. “an alligator wandered / onto the beach during my / uncle's second wedding.”
      (Lines 17-19)
   F. “nobody took photos or said / a word— we just stared” (Lines 22-23)

3. How does observing the shark and the alligator affect the speaker?
   A. It causes her to develop a sense of admiration for the creatures.
   B. It prompts the speaker to fear these creatures and what they're capable of.
   C. It makes the speaker want to protect these species from humans.
   D. It inspires the speaker to learn more about animals and their anatomies.

4. What does the speaker's description of the ocean reveal about her point of view toward the natural world?
   A. The speaker views the ocean as being mysterious and full of interesting creatures.
   B. The speaker is surprised that the ocean was the home of these animals.
   C. The speaker views the ocean as being a difficult place for animals to survive.
   D. The speaker views the ocean as caring about the living things that come from it.

5. How do the words used to describe the speaker's examination and reaction to the shark contribute to the tone of the passage?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. This poem presents two animal encounters from the speaker's childhood. How does the poem depict the relationship between humans and animals? Have you ever encountered an animal that inspired a sense of wonder in you? If so, what kind of animal was it and why did you find it interesting?

2. In the context of the poem, how do humans learn about the natural world around them? What do you think could be the benefit of learning more about animals? Describe a time when you watched an animal in its natural habitat. What do you learn about it?

3. This poem is titled "Twice I Walked with Dinosaurs". Why do you think the poet used that title when describing encounters with a baby shark and an alligator? How does the title add to the tone of the poem? How does it help show the speaker's attitude toward her encounters with these animals?
**CONVENTIONS ➤ COMMAS**

A **comma** is used to indicate a brief pause between parts of a sentence. Commas have a wide variety of functions. Here are some of the most common uses:

Use a comma before a coordinating conjunction that joins two independent clauses.

They will go to the museum, **and** then they will have dinner at the new restaurant.

Use a comma after an introductory word, phrase, or clause.

- **Well,** I think it is too early for lunch. [introductory word]
- **In the middle of the night,** the snow began to fall. [introductory phrase]
- **When you leave the building,** turn out the lights. [introductory clause]

Use commas to separate three or more words, phrases, or clauses in a series.

- African grey parrots can **sing,** **whistle,** and **talk.** [words in a series]
- Denny **sat down,** **grabbed the book,** and **opened it.** [phrases in a series]
- **Tom rowed,** Sara **steered,** and Gina **sang.** [independent clauses in a series]
- We did not know **where we were,** **where the camp was,** or **what time it was.** [dependent clauses in a series]

**A. DIRECTIONS:** Add commas where they are needed in the following sentences.

1. Although he had trained hard for the bike race, Kyle came in third.
2. I searched for the keys on the floor under the table and behind the chair.
3. The backpack is large and bulky but it is not very heavy.
4. Yes, the forecast is calling for wind, rain, and hail.

**B. DIRECTIONS:** The following paragraph contains mistakes in the use of commas. Edit the paragraph by adding commas where they are needed and crossing out unnecessary commas.

For our vacation this summer we went to Rockport Beach. My sister and I, enjoyed the first day by swimming in the bay, flying kites and digging for clams. After we learned about some nearby fishing spots, Mom took us out, in the afternoon, to teach us the basics of baiting, casting and reeling. Well, the next morning we caught five fish! We also did some bird watching and one night we all walked two miles to the pier. The lights were beautiful, the night was clear and the sand felt cool and soft.
CONVENTIONS  COMMAS

A. DIRECTIONS: On the line provided, identify the reason for the comma(s) in each sentence. Select one of the reasons given below.

   two independent clauses
   introductory phrase
   words in a series
   introductory word
   introductory clause
   phrases in a series

1. ______________________ When I clean, I like to listen to classical music.
2. ______________________ The basket was overflowing with oranges, mangoes, bananas, and cherries.
3. ______________________ No, Nelson has not played cricket before.
4. ______________________ It was foggy, yet we could still see the boat.

B. DIRECTIONS: For each pair, select the sentence that is punctuated correctly.

1. a. ___ Hey is your dog a Siberian husky, or an Alaskan malamute?
   b. ___ Hey, is your dog a Siberian husky or an Alaskan malamute?
2. a. ___ Employees punch their time cards when they arrive, when they stop for lunch, and when they leave work.
   b. ___ Employees punch their time cards, when they arrive when they stop for lunch and when they leave work.
3. a. ___ While Chris chopped the vegetables, Uma prepared the broth.
   b. ___ While Chris chopped, the vegetables, Uma prepared the broth.
4. a. ___ The plane landed, right on time and Aunt Eva was there to greet us.
   b. ___ The plane landed right on time, and Aunt Eva was there to greet us.

C. DIRECTIONS: Add commas where they are needed in the following sentences.

1. As we walked down the hill we spotted a clearing to the left.
2. Wildflowers grasses and sage filled the meadow with their lovely colors.
3. During a long walk that morning Naomi and Jessica talked quietly watched squirrels and enjoyed nature.
4. Hassan will run first in the relay and Wyatt will run the anchor leg.
Grammar: Commas

Practice

A **comma** signals a brief pause. Commas can be used between items in a series, after an introductory phrase or clause, or before a conjunction joining independent clauses.

**A**

Add commas where they are needed between the items in the series.

1. Jan Dot Steve and Corey are coming to the party.
2. I have called the guests bought the food and warned the neighbors.
3. I think this will be a loud enjoyable and exciting party.
4. Can you bring plates napkins and cups?
5. Sarah walked ran and even rode a bike to get here.

**B**

Add commas where they are needed after each introductory phrase or clause.

1. After we eat we will do the dishes.
2. With very little money she left home to spend a day in the city.
3. After he finished school he went to visit his father at work.
4. To win the state championship the team practiced day and night.
5. Whenever you are ready we can leave.

**C**

Add commas where they are needed between the independent clauses.

1. You were away having a good time and I was here bored and lonely.
2. Mars is closer but Jupiter appears brighter.
3. The hours ticked away but the phone never rang.
4. I enjoy watching football but I like baseball better.
5. It was a superbly written book and I could not put it down.
Grammar: Commas

Assess

A
Add commas where they are needed. Not every sentence needs a comma. Write correct for any sentence that does not need a comma.

1. ___________ Jerry tried out for the lead but Tom got the part.
2. ___________ Sandy ran up the block across the park and around the school.
3. ___________ The storm caused great damage and washed away several bridges.
4. ___________ Last Saturday was windy cold and rainy.
5. ___________ I stopped by to pick you up but you had already left.
6. ___________ We arrived early and stayed late.
7. ___________ My shoes are not under my bed in the closet or under the couch.
8. ___________ If it does not rain tomorrow the roads will be jammed.
9. ___________ Jackie and Katie will be roommates next year.
10. ___________ Firs spruces and pines are evergreen trees.

B
Write each pair of sentences as a compound sentence, using the conjunction in parentheses. Place a comma where it is needed.

1. Spring came. The birds flew north. (and)

2. I can hand in a written report on spiders. I can give an oral report. (or)

3. They had been working very hard. They did not seem especially tired. (but)

4. Usually we study in the morning. We go swimming in the afternoon. (and)