

7th grade Essay Format (Summary)

Paragraph#1 Introduction = 4-6 sentences

- **First sentence or Hook** write the title of the essay or article, the authors full name if given, and the topic.
- **Next 2-3 sentences** should give some **background** about the essay or article (usually taken from the first paragraph).
- **Last sentence** is the **thesis** or the author's position (opinion) about the topic that he/she is writing about; what is the central message he/she is trying to get across to the reader?

Paragraph#2 First Body Paragraph = 6-8 sentences

- **First sentence = Topic Sentence:** Your topic sentence is the main idea of your paragraph; you are writing the author's first main idea or combining the first couple main ideas from the article or essay.
- **Second sentence = Concrete Detail #1:** Your first example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Third sentence = Concrete Detail #2:** Your second example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Fourth sentence = Concrete Detail #3:** Your third example of fact or a quote supporting your topic sentence. (Starts with Moreover, In Addition, Additionally, etc.)
- **Fifth sentence = Concrete Detail #4:** Your four example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Sixth sentence = Transition:** a sentence that switches from the topic of this paragraph to the topic of the next paragraph (Starts with Although, Even though, Likewise etc.)

Paragraph#3 Second Body Paragraph = 6-8 sentences

- **First sentence = Topic Sentence** Your topic sentence is the main idea of your paragraph; you are writing the author's third main idea or combining the third and fourth main ideas from the article or essay.
- **Second sentence = Concrete Detail #1:** Your first example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Third sentence = Concrete Detail #2:** Your second example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Fourth sentence = Concrete Detail #3:** Your third example of fact or a quote supporting your topic sentence. (Starts with Moreover, In Addition, Additionally, etc.)
- **Fifth sentence = Concrete Detail #4:** Your fourth example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Sixth sentence = Transition:** a sentence that switches from the topic of this paragraph to the topic of the next paragraph (Starts with Although, Even though, Likewise etc.)

Paragraph#4 Third Body Paragraph = 6-8 sentences

- **First sentence = Topic Sentence:** Your topic sentence is the main idea of your paragraph; you are writing the author's last main idea or combining the last couple main ideas from the article or essay.
- **Second sentence = Concrete Detail #1:** Your first example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Third sentence = Concrete Detail #2:** Your second example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Fourth sentence = Concrete Detail #3:** Your third example of fact or a quote supporting your topic sentence. (Starts with Moreover, In Addition, Additionally, etc.)
- **Fifth sentence = Concrete Detail #4:** Your fourth example of fact or a quote supporting your topic sentence. (Starts with For example, For instance, To illustrate, etc.)
- **Sixth sentence = Closing:** a sentence that sums up the paragraph by mentioning the main idea from topic sentence but it should be shorter and in different words (Starts with In sum, In brief, therefore, etc.)

Paragraph #5 Conclusion = 4-6 sentences

Starts with Finally, Lastly, Ultimately, etc. The first sentence should restate your thesis from the introduction, but use different words. Next you should mention your three main ideas from each of your topic sentences and one general detail about each one.

Sample 7th Grade Essays

G Orfield



Sample 7th Grade Essays:

Writing Assessment and Instruction for Students with Learning Disabilities Nancy Mather, Barbara J. Wendling, Rhia Roberts, 2009-10-12 A hands on guide for anyone who teaches writing to students with learning disabilities This valuable resource helps teachers who want to sharpen their skills in analyzing and teaching writing to students with learning disabilities The classroom tested research proven strategies offered in this book work with all struggling students who have difficulties with writing even those who have not been classified as learning disabled The book offers a review of basic skills spelling punctuation and capitalization and includes instructional strategies to help children who struggle with these basics The authors provide numerous approaches for enhancing student performance in written expression They explore the most common reasons students are reluctant to write and offer helpful suggestions for motivating them Includes a much needed guide for teaching and assessing writing skills with children with learning disabilities Contains strategies for working with all students that struggle with writing Offers classroom tested strategies helpful information 100 writing samples with guidelines for analysis and handy progress monitoring charts Includes ideas for motivating reluctant writers Mather is an expert in the field of learning disabilities and is the best selling author of *Essentials of Woodcock Johnson III Tests of Achievement Assessment*

SWYK on STAAR Reading/Writing Gr. 7, Student Workbook Show What You Know Publishing, 2013-03-01 Assess student knowledge of the Texas Essential Knowledge and Skills TEKS for Reading and Writing with two full length Assessments for each subject Questions provide students with the necessary practice needed to achieve academic success on STAAR Chapters on test taking strategies and test anxiety build students confidence and test taking skills Glossaries familiarize students with vocabulary terms and concepts found on state proficiency tests Answers are provided in the Parent Teacher Edition only

Writing Paragraphs Grade 4 Kelly, 2002-03 Both teachers and parents appreciate how effectively this series helps students master skills in mathematics penmanship reading writing and grammar Each book provides activities that are great for independent work in class homework assignments or extra practice to get ahead Text practice pages are included

15 Easy Lessons That Build Basic Writing Skills in Grades K-2 Mary Rose, 2002 Put your students on the road to success with these easy lessons that build basic writing skills and get kids ready for the standardized tests These hands on activities teach punctuation capitalization sequencing and much more Students learn about periods by mini stop signs at the end of sentences in the morning message identify main idea by brainstorming titles to stories and use graphic organizers to plan their own stories

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Resources in Education ,1998 **Urban and Suburban/rural**

Special Strategies for Educating Disadvantaged Children ,1997 *Narrative, Literacy and Other Skills* Edy

Veneziano,Ageliki Nicolopoulou,2019-05-15 In recent years narrative skills have been receiving increasing attention from researchers for their relevance in the development of language literacy and socio cognitive abilities This volume brings together studies focusing on two key issues in the development of children s narrative skills The first part of the Volume addresses the issue of the interrelatedness between narrative skills and literacy language and socio cognitive development as well as of the impact of narrative practices on the promotion of these different skills The second part of the Volume addresses the issue of how early interactional experiences particular contextual settings and specific intervention procedures can help children promote their narrative skills The studies span a wide age range from toddlers to late elementary school children concern different languages Dutch English French German Hebrew and Italian and consider narrative skills and practices from a rich variety of theoretical and methodological approaches *Cracking the AP English Language and*

Composition Exam, 2013 Edition Princeton Review,Richard Atley Hartzell,2012-09-04 Provides test taking strategies a subject review coverage of the essays vocabulary words and two full length practice tests with explanations *Simplify Your Writing Instruction* April Smith,2023-10-25 Set up your writing block quickly and easily with a simple research based framework Schools need their writing instruction simplified Most classrooms share writing time with another subject making it difficult for students to receive the direct writing instruction they need Between the lack of time increased gaps in writing skills and inconsistent writing curriculum teachers are struggling to bring their students up to grade level Simplify Your Writing Instruction provides you with a classroom tested framework that helps you set up your writing block within the limited time and resources you have Step by step this practical guide shows you how to amplify your students writing skills employ simple feedback opportunities and interventions streamline your lessons use simple differentiation techniques to help reach students of all ability levels and more Author April Smith is a former teacher who has trained more than 50 000 K 12 educators on best practices for writing instruction While in the classroom she learned that having simple and consistent systems in place is critical Accordingly none of the tasks and strategies will require you to create or prep anything complicated or time consuming In Simplify Your Writing Instruction you will find easy to use checklists implementation tasks customizable templates student writing samples helpful tables and charts and a simple spreadsheet that you can use to plan your lessons and modify your teaching to meet the needs of each writer Be confident and supported in your writing instruction Simplify Your Writing Instruction will teach you how to Implement the Simple Pre Assessment Process in your classroom Encourage authentic writing practice at home Differentiate your lessons to reach your Special Education ELL and Gifted students Integrate grammar naturally and optimize student output after each lesson Split the writing process into efficient and effective 10 to 15 minute mini lessons Make writing a priority by incorporating writing application into other subjects Use a simple pre assessment to get a better overall picture of what your students can do Utilize more complex

strategies such as small group work and conferring Packed with expert advice and easy to follow strategies Simplify Your Writing Instruction A Framework for a Better Writing Block is a must have resource for all K 12 educators and teachers in training **First Day to Final Grade, Third Edition** Anne Curzan,Lisa Damour,2011-02-04 The third edition of First Day to Final Grade A Graduate Student s Guide to Teaching is designed to help new graduate student teaching assistants navigate the challenges of teaching undergraduates Both a quick reference tool and a fluid read the book focuses on the how tos of teaching such as setting up a lesson plan running a discussion and grading as well as issues specific to the teaching assistant s unique role as both student and teacher This new edition incorporates newer teaching and learning pedagogy The book has been updated to reflect the role of technology both inside and outside the classroom In addition a new chapter has been added that discusses successfully transitioning from being a teaching assistant to being hired as a full time instructor

CliffsTestPrep California High School Exit Exam-English Language Arts Jerry Bobrow,2007-05-04 The CliffsTestPrep series offers full length practice exams that simulate the real tests proven test taking strategies to increase your chances at doing well and thorough review exercises to help fill in any knowledge gaps CliffsTestPrep California High School Exit Exam English Language Arts can help you pass this critical competency exam necessary for high school graduation More and more high schools are requiring exit exams in order to ensure that all students graduate with a thorough knowledge of state standards in mathematics This easy to use CAHSEE English Language Arts Preparation Guide gives you that extra edge with Three full length practice tests Samples and strategies for all question types Review of the California English Language Arts standards Answers to common questions about the test Analysis charts to help you spot your weaknesses including Essay Checklists This book will help you understand the types of questions that will test your knowledge of state standards for grades 8 and 10 In addition you ll hone your knowledge in all of the key subject areas such as Word analysis discovering meaning Reading comprehension understanding the main idea purpose and tone Literary response and analysis understanding characters relationships fiction theme and poetry Writing strategies finding and correcting errors Writing conventions writing an essay With guidance from the CliffsTestPrep series you ll feel at home in any standardized test environment

The Keystone ,1918 *The Teaching of Physical Science* John Francis Woodhull,1910 *Teaching the New Writing* Anne Herrington,Kevin Hodgson,Charles Moran,2009-05-14 How has the teaching of writing changed in the 21st century In this innovative guide real teachers share their stories successful practices and vivid examples of their students creative and expository writing from online and multimedia projects such as blogs wikis podcasts electronic poetry and more The book also addresses assessment How can teachers navigate the reductive definitions of writing in current national and statewide testing What are teachers goals for their students learning and how have they changed in the past 20 years What is the new writing How do digital writers revise and publish What are the implications for the future of writing instruction The contributing authors are teachers from public independent rural urban and suburban schools Whether

writing instructors embrace digital literacy now or see the inevitable future ahead this groundbreaking book appropriate for the elementary through college level will both instruct and inspire

Teaching and Learning in Two Languages Eugene E. Garcia, 2005 This is the most comprehensive up to date volume on the state of bilingual education in the United States and in particular on effective curriculum and instructional approaches Eugene Garcia a renowned authority on bilingual education depicts the vast scope and complexity of the problem of educating English language learners He sets forth a conceptual framework to guide educational policy and practice that reflects democratic ideals and values This authoritative reference Provides a comprehensive review of theory research practice and policy that accurately characterizes the education of bilingual students in U S schools Presents an analysis of teachers classrooms schools and communities that have successfully educated bilingual children by employing diverse instructional strategies Addresses language social and cognitive issues as they intersect with various instructional practices Identifies the characteristics of effective bilingual education programs presenting examples of school programs that exemplify these characteristics A valuable resource for teachers administrators and researcher an excellent text for a graduate class TC Record Teachers administrators school counselors and policymakers urgently need resources to guide the formulation of culturally and linguistically compatible classroom practices *Teaching and Learning in Two Languages* is just such a resource Carlos J Ovando Arizona State University A comprehensive examination by one of the top experts in the field This book provides guidance to American schools at a time when the need for bilingual bicultural citizens is most needed in the democratic sphere Lourdes Diaz Soto The Pennsylvania State University

Teaching and Learning in Two Languages Eugene E. García, 2005-01-01 This is the most comprehensive up to date volume on the state of bilingual education in the United States and in particular on effective curriculum and instructional approaches Eugene Garcia a renowned authority depicts the vast scope and complexity of the problem of educating English language learners He sets forth a conceptual framework to guide educational policy and practice that reflects democratic ideals and values This authoritative reference provides a comprehensive review of theory research practice and policy that accurately characterizes the education of bilingual students in U S schools presents an analysis of teachers classrooms schools and communities that have successfully educated bilingual children by employing diverse instructional strategies addresses language social and cognitive issues as they intersect with various instructional practices and identifies the characteristics of effective bilingual education programs presenting examples of school programs that exemplify these characteristics

Five Levers to Improve Learning Tony Frontier, James Rickabaugh, 2014-01-08 Why have decades of school reform had so little measurable effect on student achievement Why have billions of dollars spent on technology small school initiatives and school choice options failed to improve our schools Too often educators are simply pulling the wrong levers say Tony Frontier and James Rickabaugh They explain that the various components of schooling fall into five categories structure sample standards strategy and self Understanding how these five levers work and their relative

power can help unlock the potential for lasting improvements in teaching and learning The authors show readers that changes to structure and sample how schools are organized and how students are grouped will not be effective without changes to standards expectations for student learning strategy instructional strategies to engage students in meaningful learning and self the set of beliefs teachers and students have about their capacity to be effective At the heart of this book is a simple message for teachers administrators board members and education policymakers at all levels the key to success is not doing more work and making more changes but doing the right work and making the right changes Student and Teacher Writing Motivational Beliefs Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature **Learning to Read and Write in One Elementary School** Connie Juel, 2012-12-06 When a fourth grade student Jenny was asked about reading she stated I love to read you get real

neat ideas I really like books about animals and biographies I m writing my autobiography now Oh I also really like Judy Blume books Her enthusiasm for reading is evident as she tells you about the Judy Blume book she just read Are You There God It s Me Margaret 1970 Jenny reads almost every night at home Jenny s classmate through 4 years of elementary school Anna responds when asked about reading I hate to read it s boring Anna says she never reads at home She says she d rather watch television or play with friends Anna would even rather clean her room than read She explains I d rather clean my room because it makes the room look neat Reading makes my head hurt because it s so boring and no fun Jenny and Anna attended a large neighborhood elementary school in Austin Texas The school is located in a lower socioeconomic status SES area of small houses duplexes mld apartments About 45% of the children at the school are Hispanic 35% are African American and 20% are Anglo The school consistently ranks mnong the lowest schools in the district on standardized reading achievement tests Upon entering first grade neither Jenny nor Anna could read the words that were to appear in their first preprimer reader

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