



**KAPLAN ADVANTAGE**  
**New York English Language Arts**  
**Grade 7**

**Sample**

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# UNIT 5 Strategies for Writing

## UNIT 5 Strategies for Editing



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### Unit Objectives

- **Lesson 1:** Students will understand and plan responses to extended-response questions.
- **Lesson 2:** Students will plan and write responses to extended-response questions about paired passages.
- **Lesson 3:** Students will use their understanding of proper comma usage to find and correct mistakes in writing.
- **Lesson 4:** Students will use their understanding of proper pronoun usage to find and correct mistakes in writing.
- **Lesson 5:** Students will revise and review their extended responses.

# 1 Lesson 1 PREWRITING

## Focus Question

What strategies can you use to understand and plan responses to extended-response questions?

## Thinking KAP

In the picture below, you can see what two students are thinking.

Insert Art: 07\_ADV\_ELA\_unit5les1

Which of the students is more likely to come prepared for the performance? Give two reasons why.

*(sample answer) The student on the left is more likely to come prepared because he is using his teacher's reminder to start planning what he should take to the performance. Because he is also focusing on only what he needs to have, he is more likely to remember or write down his list.*

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UNIT 5: STRATEGIES FOR WRITING  
LESSON 1: PREWRITING

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## Thinking KAP

### Delivery

**Have students complete the Thinking KAP activity independently.**

Alternatively, you may choose to have students complete this activity in pairs. Tell students that there is no one correct answer.


Lead a discussion about why one student is more likely to be better prepared. Have students share their responses to the activity. The discussion should be guided by student responses, but you may wish to address the following points:

- Students should notice that the student forming a list in his mind is focused on planning what he must remember to have for the performance.
- Students should notice how the disorganized student is not concentrating on the teacher's reminder; she is making plans about other things she must do.
- The differences between the students' thoughts show students how important it is to learn how to understand and focus on the task at hand and to develop strong planning skills.

### Teacher's Note

Some students may point out that while the disorganized student may not be thinking about what she should have for the performance, she is planning in her own way. Remind students that just as the organized student is focused only on planning what to have for the performance, they must focus only on planning a response to the extended-response question. Model by reading the disorganized student's thoughts. Emphasize that each thought is not focused on one main idea. Suggest that even if this student is planning in her own way, she is trying to plan too much at once to be able to remember everything she needs.

## Instruction

 approx. 4 min.

### Delivery

#### Read the text with students.

Help students make the connection between the Thinking KAP activity and the instruction.

#### Introduce the strategy: Prewriting.

Explain to students that knowing how to understand and plan a response to an extended-response question will help them on the listening and paired-passages sections of the test.

Read through the steps of Prewriting with students. You may wish to emphasize the following points:

- Students should carefully read the entire question to understand what they should write.
- Students should plan their responses using the graphic organizers suggested in this lesson; however, students may use any graphic organizer they feel will help them.

#### Point out the questions and responses below the strategy.

Explain that extended responses are scored on several requirements. When Prewriting, students are focusing on the following two requirements: the response accurately and completely answers the question, and it supports ideas with details and example.

Explain that *accurately* means *based on what the question asks and on the information in the passage*, and *completely* means *all parts of the question*. Emphasize that students must support their conclusions with details and examples from the passage.

#### Read through the sample extended-response question and call-out boxes.

Point out that everything students need to write about is clearly stated in the question; when two questions are asked, students must answer both in their extended responses.

#### Teacher's Note

Inform students that, unless a question states otherwise, students should not express personal viewpoints in extended responses. Students should not express opinions about topics, but simply draw conclusions about the presented subjects.



## Instruction

### Learning About Prewriting

In the Thinking KAP activity, a student used his teacher's reminder to plan what he should have for the performance. On the ELA Test, you must use what you know about an extended-response question to plan your essay.

#### Prewriting

- Understand the question.
- Plan your response.

#### What is an extended-response question?

Extended-response questions ask you to write an essay about what you have read. You will be asked to draw conclusions about a reading passages and to support them with details from the passages. You may be asked to *explain, describe, compare, contrast*, or do a combination of these tasks.

Your extended-response score is based on different factors. In this unit, you will understand these factors and learn strategies to help you earn a high score.

When prewriting make sure you

- accurately and completely answer the question
- support ideas with details

#### How will you understand the question?

To complete an extended response accurately and completely, you must understand all parts of the question.

Underline all important parts of the question.

1

The bulleted text reminds you what you need to do to earn full credit. Use the bulleted text as a checklist.

The author of the passage writes that satellite technology has improved our lives. What are the new advances in satellite technology? How have satellites impacted the world today? In your response, be sure to

- describe new advances in satellite technology
- explain how new satellite technology is having an impact on the world
- include details from the passage that support your answer

#### How will you plan your response?

To make sure that you support ideas with details, you should plan your response with a graphic organizer. Graphic organizers should show how details and examples from the text support your ideas.

# Instruction

## Delivery

### Point out the question and response.

Emphasize that Concept Maps help students plan responses to questions that ask about one main topic.

Tell students that writing specific details in the bubbles surrounding the center circle will help them see how each detail supports the main topic.

### Guide students through the Try It Out exercise.

Read the extended-response question and emphasize that while it asks them about their personal lives, they will *never* encounter a question like this on the test.

Explain that the topic (i.e., get more sleep) should go in the center bubble.

Point out that supporting ideas (e.g., finish homework before dinner) are conclusions about the topic and should be written in bubbles surrounding the topic.

Point out that examples and details from the passage—or in this question, from students’ lives, (e.g., use study hall time wisely)—should be written in bubbles surrounding the supporting ideas.

Explain that a supporting-idea cluster includes a supporting idea and the details and examples from the passage that explain or show evidence of these ideas.

### ELL

Some ELL students may have difficulty with the language used in the essay question box. Explain that “realistically achieving a personal goal in a short amount of time” simply means thinking of a goal that is fairly simple and can be achieved quickly.

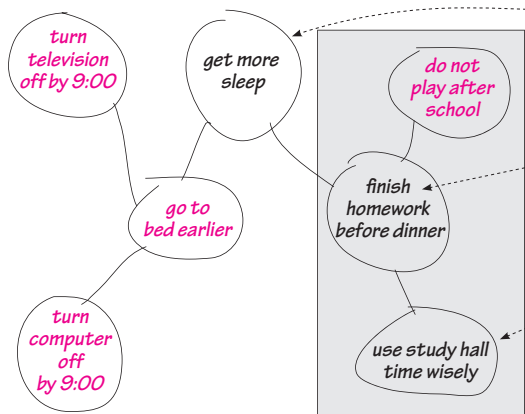
### How do you plan your response using a Concept Map?

If an extended-response question asks you to *explain* or to *describe*, you can plan your response using a **Concept Map**. The Concept Map should show how you will use details and examples from the passage to support your ideas.

**TRY IT OUT** Read the entire question to understand what you should write about. Use the Concept Map to finish planning the response. Read the call-out boxes to identify what goes in each part of a Concept Map. (*sample answers*)

2 With a specific plan in mind, you can take steps to achieve a personal goal. Describe a goal that you can realistically achieve in a short amount of time. What two steps can you take to successfully achieve your goal? Use details from your life to support your answer.

- In your answer, be sure to
- describe your goal
  - explain two steps you can take to reach your goal
  - include details about yourself to support your answer



In a **Concept Map**, write the main topic in the center bubble.

Write **supporting ideas** or conclusions about the passage around the main topic.

Write **examples and details** from the passage around the supporting ideas.

A **supporting-idea cluster** includes a supporting idea bubble that is connected to bubbles containing examples and details.

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# Instruction

approx. 4 min.

## Delivery

### Point out the question and response.

Emphasize that Compare/Contrast Charts help students plan responses to questions that ask about more than one subject.

Tell students that writing specific details and examples in the columns will help them see the ways in which the subjects are similar and different.

Explain that depending on what the question asks, students may choose to fill in part or all of the Compare/Contrast Chart.

### Read through the model and the call-out boxes with students.

Point out that the main topics or subjects are written at the top of each column.

Explain that the supporting ideas are written next to bullet points.

Details and examples from the passage are written next to dashes under the supporting idea that these details/examples explain.

Explain that a supporting-idea cluster includes a supporting idea and the details and examples from the passage that explain or show evidence of these ideas.

## An Inside Look

Emphasize that students will not be given a blank graphic organizer to complete. Explain that their test includes a blank Planning Page where they will draw their graphic organizers. Tell students that since what they write on their Planning Page is not scored, they should not worry about making spelling mistakes or writing in complete sentences in these graphic organizers. Remind students to keep their planning brief; tell them to spend most of their time writing their response. You may wish to encourage them to cross out unwanted words or ideas rather than erasing to save time.

### How do you plan your response using a Compare/Contrast Chart?

If an extended-response question asks you to compare, contrast, or compare *and* contrast, you can plan your response using a **Compare/Contrast Chart**.

When asked to compare:

- the words *similar*, *same*, *alike*, and *both* are used in the question
- fill in the compare row of the chart
- supporting ideas will be the same, but details/examples may be different

When asked to contrast:

- the word *different* is used in the question
- fill in the contrast row of the chart
- supporting ideas and details/examples may be different

When asked to compare and contrast or describe *and* compare/contrast:

- fill in the entire Compare/Contrast Chart

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Small children are often fun to be around. Describe two small children you have known and explain how they are similar.

- In your response, be sure to
- describe each of the children
  - explain how the children are similar
  - include details about the children to support your answer

In a Compare/Contrast Chart, write the main topics at the top of each column.

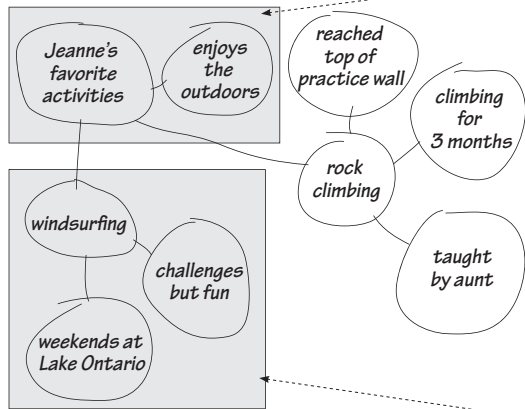
Write the supporting ideas next to the bullet points.

Write the details/examples next to dashes under the supporting ideas.

A supporting-idea cluster includes bullet points and dashes.

	Marcus	Annie
compare (similar)	<ul style="list-style-type: none"> <li>• friendly</li> <li>- smiles at me</li> <li>- gives me hugs</li> <li>• funny</li> <li>- makes silly faces</li> <li>- makes animal sounds</li> </ul>	<ul style="list-style-type: none"> <li>• friendly</li> <li>- likes to play with others</li> <li>- shares her toys</li> <li>- blows kisses</li> <li>• funny</li> <li>- tells knock knock jokes</li> <li>- acts like a chicken</li> </ul>
contrast (different)	<ul style="list-style-type: none"> <li>• likes to spend time alone</li> <li>- plays quietly on the floor</li> <li>- enjoys staring at the mobile over his crib</li> </ul>	<ul style="list-style-type: none"> <li>• enjoys being surrounded by people</li> <li>- likes to play games with friends</li> <li>- puts on little dance shows for her family</li> </ul>

**TRY IT OUT** → Examine the Concept Map the student used to plan an extended response.



Use the topic(s) and brief descriptions about it/them to sum up your answer in the first paragraph.

Use each supporting-idea cluster to write each paragraph that follows your summed-up answer.

Now use the Concept Map on the previous page to structure the paragraphs of this student's essay. Use information in the call-out boxes to help you briefly explain what the student should write about in each paragraph.

**First Paragraph:** Hint: How can the student briefly introduce the topics and sum up the answer in one or two sentences?

*(sample answer) Introduce Jeanne's favorite activities and state that she likes them because she enjoys competition.*

**Next Paragraph:** Hint: Which supporting-idea cluster can the student write about?

*(sample answer) Explain why she likes windsurfing and give details about when and where she windsurfs.*

## Instruction

### Delivery

**Guide students through the beginning of the Try It Out exercise.**

Point out the Concept Map the student has already created to plan an extended response. If students have learned the term *body paragraph*, explain that paragraphs about supporting-idea clusters are body paragraphs.

Have students identify the supporting ideas in the Concept Map that can be used to Say it! and the detail and example that can be used to Support it!

### Teacher's Note

On the ELA Test, concluding paragraphs are not required to earn high scores on extended responses.

# Instruction

approx. 5 min.

## Delivery

Read the second set of directions of the Try It Out exercise with students and review how to structure each paragraph using a Concept Map.

Remind students to explain what the student should write about in the first two paragraphs of her response, rather than writing these paragraphs.

Explain that, based on the information in the Concept Map, a third paragraph about the second supporting-idea cluster would be necessary to complete this extended response.

Guide students through the second Try It Out exercise.

Point out the Compare/Contrast Chart the student has created to plan an extended response. Have students identify the supporting ideas that are the same and the supporting ideas that are different in each column.

Explain that students can use individual or pairs of supporting-idea clusters in a Compare/Contrast Chart to compare or contrast two subjects.

Have students identify the supporting idea in each supporting-idea cluster that can be used to Say it! (in a topic sentence) and the detail and examples that can be used to Support it! (in supporting sentences).

Explain that students may also use multiple supporting-idea clusters in the same row or the same column of a Compare/Contrast Chart to write a paragraph (e.g., one paragraph describing a trumpet using all of the information in the *trumpet* column, or one paragraph comparing trumpets and trombones using all of the information in the *compare* row).

ELL

Some ELL students may have difficulty understanding some of the words used in the Compare/Contrast Chart. Explain the terms *brass*, *musician*, *valve*, *slide*, and *pitch*. You may wish to show pictures of a trumpet and trombone to point out the features described in the chart.

### TRY IT OUT

Examine the Compare/Contrast Chart the student used to plan an extended response.

	trumpet	trombone
compare (similar)	<ul style="list-style-type: none"> <li>• brass instrument</li> <li>- played by blowing into mouthpiece with pierced lips</li> <li>- played with one or two hands</li> <li>• popular among musicians</li> <li>- used in many types of music</li> <li>- played solo or part of a group</li> </ul>	<ul style="list-style-type: none"> <li>• brass instrument</li> <li>- played by blowing into mouthpiece with pierced lips</li> <li>- played with two hands</li> <li>• popular among musicians</li> <li>- played in orchestras and bands</li> </ul>
contrast (different)	<ul style="list-style-type: none"> <li>• small instrument</li> <li>- valves are pressed to change pitch</li> <li>- can produce high-pitched sounds</li> </ul>	<ul style="list-style-type: none"> <li>• large instrument</li> <li>- slide is moved to change pitch</li> <li>- slide allows gliding between pitches</li> </ul>

If asked to describe, you can write a paragraph about each column.

If asked to compare or contrast, you can write a paragraph about each supporting-idea cluster or about all of the information in the compare row (to compare) or contrast row (to contrast).

Now use the Compare/Contrast Chart to structure the paragraphs of this student's essay. Use information in the call-out boxes to help you briefly explain what the student should write about in each paragraph.

**First Paragraph:** Hint: How can the student briefly introduce the topics and sum up the answer in one or two sentences?

*(sample answer) Introduce trumpets and trombones as popular brass instruments with different features.*

**Next Paragraph:** Hint: Which supporting-idea cluster(s) can the student write about?

*(sample answer) Describe the mouthpiece on both trumpets and trombones, and explain how they produce sound.*

## Independent Practice

## Delivery

**Prepare students for the Independent Practice.**

Tell students that they will read a passage and answer the extended-response question that follows.



**Given the time limit for writing extended responses, students may be tempted to complete an extended response in one long paragraph. Remind students that organization contributes greatly to their scores on their extended responses. Students should be sure to sum up their answer in one short paragraph at the beginning of the essay and then develop each main idea in separate supporting paragraphs.**

## Independent Practice

**D**irections

Read this story about a boy whose grandmother helps him with his science fair project. Then answer question 1.

## Grandma Harris and the Science Fair

When Mrs. Hawthorn first announced that we needed to start preparations for this year's science fair, my mind went immediately to my grandmother. Grandma Harris is a research scientist at the local university and the smartest person I know. Her research is mostly related to microbiology, but she knows about all sorts of science—things like astronomy, marine life, and chemistry. She even taught me some cool stuff about mosquitoes. Did you know that mosquitoes have sensors that allow them to locate humans up to 100 feet away? She said they can sense the carbon dioxide we breathe out and some acids that are on our skin.

Thinking about my grandmother made me miss some of what Mrs. Hawthorne told the class about the science fair, but I think the handout she gave us has most of the information I need. The handout, my Grandma Harris as a resource, and a little bit of hard work is all it will take for Harrison Kimminau to reign supreme over the Jefferson Middle School Science Fair this year! I thought.

"A little bit of hard work" turned out to be the understatement of my lifetime. Let me tell you what happened.

After Mrs. Hawthorn's science fair announcement, I called my grandmother to see if she would be willing to help me. She was very excited to help and invited me over to get started. As I rode my bike to her house, I tried to think of a good project idea or study question. Volcanoes and bean plants popped into my head, of course. Those things always seem to be erupting or sprouting up at science fairs. But I didn't want the same old same old. I wanted my project to be unique.

Grandma and I sat and thought about a good study question for at least an hour and a half. Actually, I did most of the thinking. Grandma said she wanted my project to be something I had a real interest in learning about. She didn't want to influence my decision too much. That was a surprise. I thought grandma was going to give me all kinds of good ideas. The study question I picked did finally come thanks to my grandmother. But it wasn't a suggestion. It was a demonstration.

Grandma had poured me a glass of milk and put the kettle on the stove to make a cup of tea for herself. Nearing desperation for a topic to use, I watched everything she did as she moved around the kitchen. She reminded me that my science fair project didn't have to be some grand demonstration or amazing discovery; it just had to be interesting. "There are very interesting things to learn more about right under our noses," she said. Then she poured some boiling water into a cup with a tea bag in it. The water instantly turned a light shade of green. Then Grandma plopped a sugar cube into the cup. She gave it a quick stir and took a sip.

"Don't you have to wait for the sugar to melt?" I asked.

"It melted right away," she replied.

I grabbed a sugar cube and popped it into my mouth. I was surprised to find that it didn't melt right away in my mouth. Even after sucking on it for a few seconds, it still seemed as solid as it was when it was dry.

"Gross! They don't melt in your mouth that fast!" I commented, spitting the sugar cube into a napkin.

**Teacher’s Note**

Remind students that while reading fiction, they should identify details that may be important for them to remember when writing their extended responses. Encourage students to use underlining, circling, highlighting, or other methods that can help them keep track of these details as they read. Explain that this will assist them with finding information as they fill in their graphic organizers after they read.

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“Why do you think that is?” my grandmother asked.

“I don’t know,” I said. “Why?”

Then she dropped a sugar cube into my milk and gave it a quick stir.

“Did it dissolve?” she asked.

I took the spoon and fished around the bottom for the sugar cube. “No,” I said. I stirred the milk some more and then brought the sugar cube out of the glass. “It only melted a tiny bit,” I observed. “Why is that?”

“Well, maybe that’s something you need to learn more about,” Grandma said with a knowing smile.

I knew it wouldn’t lead to anything amazing, but I finally had a decent study question for my science fair project. And I was excited to find the answer.

[Insert art: 07\_ADV\_ELA\_sciencefair NOTE: It is important that the image appear at the very end of the story.]

### Planning Page

You may PLAN your writing for question 1 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages XX and XX.



### Delivery

#### Give students approximately 12 minutes to complete the Independent Practice.

As students work, circulate and ask them to explain their thinking. Redirect students as needed by asking them questions about their work. Effective questions include the following:

- Why have you chosen to use this graphic organizer to plan your response?
- How should you fill in your graphic organizer?
- How does your extended response fully answer the question?
- Which details and examples from the passage can you use to make your response more complete?

#### Reserve a few minutes to review the answer as a class.

You may wish to discuss what the extended-response question asked students to write about, or you may choose to have students identify specific parts of the extended-response question that were especially challenging for them.

**ELL**

You may wish to read the Planning Page directions and the extended-response question to ELL students. Have students identify what they should write about before they begin planning. Emphasize that students should keep their planning brief and spend most of their time writing their responses.

UNIT 5

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## Answers

## 1 See student page at right.

Related Performance Indicator: Reading/Writing Cluster

1

Write an essay in which you describe the advice and help Harrison's grandmother gives him. How does Grandma Harris help Harrison become successful? Use details from the passage to support your answer.

In your answer, be sure to

- describe the advice and help given by Harrison's grandmother
- explain how Grandma Harris helps Harrison become successful
- include details from the story to support your answer



Check your writing for correct spelling, grammar, and punctuation.

*(sample answer) In the story "Grandma Harris and the Science Fair," Harrison's grandmother, a research scientist at a local university, helps him with his science fair project. Grandma Harris wants Harrison to study something he has a real interest in learning about. The advice and support his grandmother gives Harrison in the beginning stages of his project is very helpful. Her actions allow him to come up with a good idea for his project.*

*When Harrison's teacher first tells his class about the science fair, he thinks of his Grandmother Harris. He knows that she would be a good resource because she knows about many science-related topics. He asks her if she would help him, and she agrees.*

*When they get together, Harrison's grandmother does not give him a bunch of ideas for topics like he expected her to. Instead, she tells him that his science fair project does not have to be grand or amazing and that there are interesting things to learn about right under his nose. Her words encourage Harrison to think more carefully about a topic and to watch his grandmother as she is moving around her kitchen.*

*Harrison gets the idea for his study question as a result of his grandmother's advice as well as her actions. When Grandma Harris drops a sugar cube into her hot tea and then gives it a quick stir, the sugar cube dissolves right away. But*

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*when Harrison puts a sugar cube in his mouth and his grandmother puts another one in the milk, they do not dissolve right away. Harrison begins to wonder why. Instead of explaining why this happens to Harrison, his grandmother encourages him to learn more about it on his own.*

*In the end of the story, Harrison is eager to find the answers about the dissolving sugar cubes. His grandmother's encouragement helped him find something he wanted to know more about. That is the first step in a successful science fair project.*

### Teacher's Note

Tell students that they may not use additional paper for their extended response. Explain that only answers written in the test booklet will be scored. Also encourage students to clearly note and label the continuation of their extended responses so that the scorer will know where to read next.

## KAP Wrap

 approx. 5 min.

### Delivery

**Summarize what students have learned about understanding extended-response questions and planning their responses.**

- To close the lesson, have students answer the focus question “What strategies can you use to understand and plan responses to extended-response questions?”
- Let students know that they should practice Prewriting when longer writing opportunities arise (e.g., a language-arts essay or a science report).

**Preview the KAP Wrap activity with students.**

Make sure students understand the directions.

**Have students work on this written response at the end of class or for homework.**

You may have students share their work with classmates, or you may collect students’ writing to assess their developing understanding. Students’ responses to the KAP Wrap activity will vary.



## KAP Wrap

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Look back at the Planning Page from the Independent Practice. What type of graphic organizer did you use to plan your extended response? List and explain two ways Prewriting helped you.

*Answers will vary.*

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## Extension

### Reteaching

Have students use a Concept Map and Compare/Contrast Chart to determine how they should structure the paragraphs of an extended response. Draw a blank Concept Map and write a school-related question on the board (e.g., What kinds of activities do you think our school should add to our extracurricular program? Use details to support your answer.). As a class, complete the Concept Map. Then ask students how they would structure the paragraphs if they were answering this question. Lead a discussion about what their first paragraph should be about and why. Then discuss the details they wrote in their bubbles and how it would make sense for them to write about certain topics before other topics. Do the same activity for a Compare/Contrast Chart.

### Listening

Have students work in pairs to read extended responses or essays they have written. Tell students that while they are reading, their partners should be determining what types of graphic organizers the readers used to write their extended responses or essays. Once students have finished reading, their partners should draw graphic organizers with a few details they remember from the readings. Have students share and discuss the type of graphic organizers the listeners chose. Have students exchange roles and repeat the exercise.

### Reading

Have students read a news or magazine article and identify how the author used the strategy Say it! Support it! in the article. Instruct students to highlight or underline the one- to two-sentence idea (topic sentence) the author described at the start of each paragraph. Have students identify how many details and examples the author used to support the idea in each paragraph.