**PSSA ENGLISH LANGUAGE ARTS GUIDE – GRADE 7**

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| **Word Relationships: Synonyms, Antonyms, and Analogies** | | |
| **Synonym** – a word with the same meaning as another word.  EX: buy and purchase  large and huge  quickly and speedily | **Antonym** – a word with the opposite meaning as another word.  EX: buy and sell  large and tiny  quickly and slowly | **Analogy** – a comparison between two pairs of words  EX: Dallas: Texas::Chicago: Illinois  gasoline: car:: sunlight: plant  sandy: beach:: furry: cat |

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| **Point of View** | **When used** | **Words used to determine** |
| **First Person** | When someone is stating an opinion or sharing a feeling. A character from the story is talking. | I, me, my, mine, we, us |
| **Second Person** | When giving directions, or when someone is being directly spoken to. | you, your, you’re |
| **Third Person**  \* **Limited** – thoughts of one character  \* **Omniscient** – thoughts of all of the characters | When a narrator is talking about a character or characters. | he, she, it, they, them |

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| **Figurative Language** – using words or expressions with a meaning that is different from the literal interpretation | |
| **Alliteration** – the repetition of initial consonant sounds in words.  ***EX: Logan likes long literature.*** | **Metaphor** – a comparison between two unlike things  ***EX: Your eyes are sparkling diamonds.*** |
| **Allusion** – making a reference to another story or character/event in a story.  ***EX: Time to wake up, Sleeping Beauty.*** | **Onomatopoeia** – creates a sound effect that mimics the thing described  ***EX: crunch, crackle, boom*** |
| **Hyperbole** – an extreme exaggeration  ***EX: He is taller than a skyscraper.*** | **Personification** – giving an inanimate object human characteristics.  ***EX: The trees were dancing in the wind.*** |
| **Idiom** – a phrase that is interpreted in a figurative sense  ***EX: It’s raining cats and dogs.*** | **Simile** – a comparison of two unlike things using like or as  ***EX: She was as skinny as a string bean.*** |

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| **Fiction** – literature that describes imaginary events and people | |
| **Characters** – the people or animals in the story | **Rising Action** – the events after the conflict leading to the climax |
| **Setting** – the time and place of the story | **Climax** – the turning point in a narrative, the most intense moment of the conflict |
| **Plot** – the sequence in which the author arranges events in a story | **Resolution** – the conflict is resolved in this part of the story |
| **Conflict** – a struggle or clash between opposing characters, forces, or emotions | **Theme** – the life lesson learned from reading |

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| **Central Idea** – what the paragraph/passage is mostly about (main idea) | |
| **Textual Evidence** - using a quotation from an already published author that helps to prove a statement or to lend credibility to an idea (supporting details) | |
| **Objective Summary** – restate important ideas and details in your own words | |
| **Paraphrase** – restate the text or passage in other words to simplify or make clearer | |
| **Inference** – using prior knowledge and textual evidence to make a logical conclusion about something | |
| **Generalization** – a statement that seems to be true in most situations or for most people, but that may not be completely true | |
| **Phrases and Clauses: What’s the Difference?** | | |
| **Phrase**: | **Clause**: | |
| A group of words that forms a single thought but **cannot** stand alone as a sentence. | A group of words that contains its own subject and predicate. | |
| Might contain a subject, verb, or object, but it will **never** contain **both** a subject and a verb. | **Independent clauses** can stand alone as sentences.  Ex: I went to the store before I went to the gym. | |
| Contains a single thought that **modifies** (changes) the sentence, **so the location of the phrase in a sentence will affect the sentence’s meaning**. | **Dependent** **clauses** **CANNOT** stand alone as sentences.  Ex: My dress that is black needs dry-cleaned. | |

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|  | **Types of Sentences** | **Examples Sentences** |
| **Simple Sentence** | Have one complete subject and one complete predicate | The lost dog belonged to my neighbor.  *The lost dog* is the subject.  *Belonged to my neighbor* is the predicate. |
| **Compound Sentence** | Contains more than one independent clause, which means it contains more than one subject and more than one predicate. The two independent clauses are usually joined by a comma and a coordinating conjunction (and, but, so, for, or, not, yet). | The music blared through the speakers *and* the students danced all night.  **Independent clause 1**: The music blared through the speakers  **Independent clause 2**: The students danced all night.  **Coordinating Conjunction**: *and* |
| **Complex Sentence** | Contains one independent clause, with a complete subject and a complete predicate. It also contains at least one dependent clause. | Even though I worked all day, I was ready to clean when I got home.  **Dependent clause**: Even though I worked all day  **Independent clause**: I was ready to clean when I got home. |
| **Compound-Complex Sentence** | Contains two or more independent clauses and at least one dependent clause.. | After raking the leaves, we put them in bags and we packed up our rakes.  **Dependent clause**: After raking the leaves  **Independent Clauses**: 1. we put them in bags, 2. We packed up our rakes |

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| **Modifiers** | |
| **Modifier**—To modify means to change | **Def**i**nition** a word, phrase, or clause that changes, or modifies, the meaning of some part of a sentence.   * Modifiers typically clarify, provide detail, and paint a vivid picture in the readers’ minds. * Typically the modifier can be removed without changing the core meaning of the sentence. * When using modifiers, be clear as to what part of the sentence the modifier is meant to change by placing the modifier directly before or directly after the part of the sentence it’s meant to modify. * Modifiers that are placed in the wrong parts of the sentences can make a sentence confusing.. |
| **Examples:** | He gave me the **yellow** folders.  **Screaming and cheering loudly**, the fans greeted the home team. |
| **Types of Modifiers** | |
| **Misplaced Modifiers** | A **modifier is misplaced** when its position in the sentence makes readers think it modifies a noun or pronoun that the writer did not intend to modify—or when the reader can’t figure out what the modifier is supposed to modify.  **Misplaced Example**: We gave the presents to the kids **in red wrapping paper**. Are the presents or are the kids in red wrapping paper?  **Clearer Modifier Use**: We gave the presents **in red wrapping paper** to the kids. |
| **Limiting Modifiers**   |  |  | | --- | --- | | **Examples** | | | **almost** | **merely** | | **always** | **nearly** | | **even** | **not** | | **hardly** | **only** | | **just** | **simply** | | These limit a word or phrase by indicating its importance, size, frequency, or another feature. If a limiting modifier isn’t placed next to the word or phrase, the entire meaning of the sentence can be changed.  **Example**: **Only** Dylan wants to run. (Nobody other than Dyaln wants to run.)  Dylan **only** wants to run. (The only thing he is doing is wanting to run.)  Dylan wants to **only** run. (Dylan doesn’t want to do anything else.) |
| **Dangling Modifiers** | * A modifier is dangling when it modifies the wrong word or phrase in a sentence and acts as an adjective or an adjective phrase * Dangling modifiers almost always appear at the beginning of a sentence. * To fix a dangling modifier, put the noun or pronoun being modified immediately after the modifier. |
| **Examples & How to fix them:** | **Example 1.: Flying over the African landscape**, the elephant herd looked like a collection of toys. (The elephant herd was flying over the landscape?)   * **To Fix It**: Just add the pronoun that the modifier is referring to immediately after the modifying word or phrase. * Flying over the African landscape**, we thought** the elephant heard looked like a collection of toys.   **Example 2**: **Covered in hot melted cheese**, we ate the pizza. (Was the pizza covered in hot melted cheese, or were the people eating it covered in hot melted cheese?)   * Covered in hot melted cheese, the pizza we ate was delicious. (This shows that the pizza was covered in the cheese.) |

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| **Comma Tips** | |
| 1. **Items in a Series** | Rule: Three or more items written one after another makes up a series. These can be single items listed, or they can be phrases listed.  **Examples**::   * **Phrases**:: Today I forgot my bookbag, didn’t turn in my project, and lost my cell phone. * **List of Items**: The recipe calls for sugar, flour, eggs, and butter. |
| 1. **Separate Adjectives** | When using two or more adjectives directly before a noun, there must be a comma between the adjectives.  **Example:** The sun was glistening on the calm**,** clear **waters** in the lake. (Calm and clear describe the **waters**. Notice that they come directly before the thing that they are describing.) |
| 1. **Compound Sentences** | When using conjunctions (FANBOYS) separate two **independent clauses** with a comma **before** the conjunction.  **Example**: I had to decide if I wanted to eat the pizza**,** **or** if I wanted to eat the salad. |
| 1. **Nonessential (not important) Phrases** | Place commas before and after phrases any clauses that are not needed or not essential to the basic meaning of the sentence. In other words, if you can take it out and the main point in the message is still clear, then it is a nonessential phrase.  **Example:** The storm, looming in the distance, made the spectators at the baseball game nervous..  (The underlined phrase can be removed from the sentence and the main idea is still present.) |
| 1. **Introductory Elements** | When a phrase is at the beginning of a sentence, it is an introductory phrase. Use a comma after an introductory phrase, **two or more** introductory prepositional phrases, or an introductory adverb clause.  **Example Phrases:**   * **Introductory Phrase**: Stepping up to the plate, the batter was focused on nothing but the ball. * **Prepositional Phrases:** In the morning at the park, we are going to set up for the party. * **Adverb Clause**: After I eat my dinner, I will do my homework. |
| 1. **Interrupters** | Use comas before and after expressions that interrupt the sentence when they’re not needed to understand the basic meaning of the sentence. |
| 1. **Conventional Situations** | These include dates, addresses, and letters.  **Examples:**   * **Dates**: My son was born on February 28**,** 2005. * **Addresses:** We used to live at 3202 North Osche road, Butler, Pennsylvania. * **Salutations in letters:** Dear Wesley, * **Closings in letters:** Yours truly, |

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| **Types of Writing** | | | |
| **Narrative** | **Informative/Explanatory** | **Argumentative** | |
| **Purpose:** to entertain the reader. Uses dialogue  **Should consist of**: Exposition, Rising Action, Climax, Falling Action, and Resolution. | **Purpose:** to explain or tell about something.  **Should consist of:** Introduction, 3 body paragraphs, and Conclusion. | **Purpose:** to argue a point and convince the reader.  **Should consist of:** Introduction (hook the reader, restate prompt, state claim), 3 body paragraphs (counterclaim and rebuttal), and Conclusion | |
| **Example Prompts:** | | | |
| \* Tell a time when…  \* Write about your experience…  \* Tell a story… | \* What is your favorite day of the week and why?  \* If you could pick a favorite age in the past or the future, what age would you pick and why?  \* Describe an important law and explain why it is important. | \* Should students be given homework?  \* Should school be year round?  \* Should cell phones be permitted in school? | |
| **Text Dependent Analysis Essay** | | | |
| **Purpose:**  to respond to a passage in order to prove that you understood what was read. You MUST use textual evidence and you MUST analyze and explain the textual evidence.  **Should consist of the following:**  \* Introduction – restate the prompt  \* 1-3 body paragraphs (depending on the prompt) – you should include at  least 2 pieces of text evidence per paragraph  \* Conclusion – restate the prompt and summarize  ***R*** estate key words from the prompt.  ***A*** nswer the whole question.  ***C*** ite evidence directly from the text using direct quotes or paraphrase.  ***E*** xplain each piece of evidence.  ***S*** um it up, using more key words from the prompt.   |  |  |  | | --- | --- | --- | | Textual Evidence Sentence Starters | | | | According to the text… | The author stated… | Based on what I read… | | On the…paragraph I read… | When the author said…I inferred… | From the reading I know that… | | After I read…I concluded that… |  |  |  |  |  |  | | --- | --- | --- | | Analysis Signal Phrases | | | | This shows that… | This suggests that… | This means… | | This illustrates… | This reveals… |  | | | | |