

# 7th Grade Summer ELA Packet

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## Grammar, Vocabulary & Sentence Construction

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## Welcome, 7th Grader!

This packet is designed to strengthen your English Language Arts skills over the summer. In 7th grade, you'll be expected to write with greater precision, read more complex texts, and use language with intention and style. This packet will help you arrive in the fall ready to do exactly that.

### How to use this packet:

Complete two to three sections per week.

Challenge yourself to use new vocabulary words in your own writing.

Pay close attention to how sentences are built — strong writers are deliberate about their choices.

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## SECTION 1: PHRASES & CLAUSES

### Lesson: Understanding Phrases and Clauses

A **phrase** is a group of words that works together but does NOT contain both a subject and a verb.

A **clause** is a group of words that DOES contain both a subject and a verb.

An **independent clause** can stand alone as a sentence.

A **dependent clause** cannot stand alone — it depends on the rest of the sentence for meaning.

| Type | Example |

|-----|-----|

| Phrase | *running through the park* |

| Independent Clause | *She ran through the park every morning.* |

| Dependent Clause | *although she was tired* |

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### Exercise 1A: Phrase or Clause?

**Directions:** Identify each group of words as a *phrase* (P), *independent clause* (IC), or *dependent clause* (DC).

1. during the hottest part of the summer \_\_\_\_\_
2. The students completed their projects on time \_\_\_\_\_
3. because she studied every night for a week \_\_\_\_\_
4. the tall woman in the blue coat \_\_\_\_\_
5. although the rain had finally stopped \_\_\_\_\_
6. He laughed at the joke \_\_\_\_\_
7. between the two old oak trees \_\_\_\_\_
8. when the community center opened its doors \_\_\_\_\_

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### Exercise 1B: Complete the Sentence

**Directions:** Add an independent clause to each dependent clause to form a complete complex sentence. Write the full sentence on the line.

1. Although it was raining, \_\_\_\_\_

\_\_\_\_\_

2. Because she worked hard all year, \_\_\_\_\_

\_\_\_\_\_

3. When the music started, \_\_\_\_\_

\_\_\_\_\_

4. Even though he was nervous, \_\_\_\_\_

\_\_\_\_\_

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## SECTION 2: VERB TENSE CONSISTENCY

### Lesson: Keeping Verb Tense Consistent

When writing, you must keep verb tense consistent throughout a paragraph. Switching tenses mid-paragraph confuses the reader.

**Inconsistent:** *She walked into the room and sits down at the table.*

**Consistent:** *She walked into the room and sat down at the table.*

#### The three primary tenses:

**Past:** The action already happened. (*She studied for the test.*)

**Present:** The action is happening now. (*She studies every day.*)

**Future:** The action will happen. (*She will study tonight.*)

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## Exercise 2A: Identify and Correct Tense Errors

**Directions:** Each sentence contains a verb tense error. Underline the incorrect verb and write the corrected version on the line.

1. He opened the door and walks quickly down the hallway.

Correction: \_\_\_\_\_

2. She finishes her homework and then went outside to play.

Correction: \_\_\_\_\_

3. They practiced for weeks and finally perform at the school concert.

Correction: \_\_\_\_\_

4. I will go to the store and bought everything on the list.

Correction: \_\_\_\_\_

5. The team was excited and cheers loudly when they scored.

Correction: \_\_\_\_\_

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## Exercise 2B: Rewrite the Paragraph

**Directions:** The following paragraph has multiple verb tense errors. Rewrite it correctly on the lines below, keeping all verbs in the past tense.

*Last summer, Jaylen discovers a shortcut through the park. He walks faster than usual and reaches the community center in record time. He was proud of himself and tells his friends about it the next day. They decide to try it together.*

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## SECTION 3: VOCABULARY — WORD RELATIONSHIPS

### Lesson: Synonyms, Antonyms & Connotation

**Synonyms** are words with similar meanings. (*happy / joyful*)

**Antonyms** are words with opposite meanings. (*happy / miserable*)

**Connotation** refers to the emotional tone or feeling a word carries beyond its literal definition.

*Slender, thin, and scrawny* all mean "not heavy" — but they feel different.

*Slender* = positive, graceful

*Thin* = neutral

*Scrawny* = negative, too thin

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### Exercise 3A: Synonyms and Antonyms

**Directions:** For each vocabulary word, write one synonym and one antonym.

| Word | Synonym | Antonym |

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| courageous | | |

| ancient | | |

| exhausted | | |

| transparent | | |

| generous | | |

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### Exercise 3B: Connotation in Context

**Directions:** Each pair of sentences uses a word with a similar meaning but different connotation. Choose the word that best fits the positive context and explain why.

**Word choices:** *assertive / aggressive*

1. She was \_\_\_\_\_ when she calmly explained her position to the principal.

Why? \_\_\_\_\_

\_\_\_\_\_

**Word choices:** *thrifty / cheap*

2. My grandfather was known for being \_\_\_\_\_, never wasting a single dollar.

Why? \_\_\_\_\_

\_\_\_\_\_

**Word choices:** *curious / nosy*

3. The young journalist was \_\_\_\_\_, always eager to learn more about her community.

Why? \_\_\_\_\_

\_\_\_\_\_

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### Exercise 3C: Academic Vocabulary

**Directions:** Match each word to its definition. Then use three of the words in original sentences below.

| Word | Definition |

|-----|-----|

| 1. analyze | A. to prove something wrong |

| 2. refute | B. a conclusion based on evidence |

| 3. perspective | C. to examine in detail |

| 4. inference | D. a particular point of view |

| 5. credible | E. trustworthy; believable |

Answers: 1-\_\_\_ 2-\_\_\_ 3-\_\_\_ 4-\_\_\_ 5-\_\_\_

**Write three original sentences using three of the words above:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

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## SECTION 4: SENTENCE VARIETY & STYLE

### Lesson: Writing with Sentence Variety

Strong writers vary their sentence length and structure to create rhythm and keep readers engaged. A paragraph made up entirely of short, choppy sentences feels flat. A paragraph with sentences of different lengths feels dynamic and engaging.

**Flat:** *It was hot. We were thirsty. We found shade. We sat down. We rested.*

**Varied:** *The summer heat pressed down on us like a heavy blanket. Exhausted and thirsty, we finally spotted a cluster of trees ahead. We collapsed into the shade and sat there, too tired to speak, letting the cool air settle over us.*

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### Exercise 4A: Combine and Vary

**Directions:** Combine each group of choppy sentences into one or two sentences with better flow. Use the techniques shown: subordinating conjunctions, descriptive phrases, or compound structures.

1. The gym was crowded. It was loud. Everyone was excited. The game was about to begin.

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2. She studied hard. She wanted to pass. The test was important. She made flashcards.

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3. It started to rain. We ran inside. We were soaking wet. We laughed about it anyway.

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### Exercise 4B: Sentence Expansion

**Directions:** Expand each basic sentence by adding a descriptive phrase, a dependent clause, or both. Write the expanded sentence on the line.

**Example:**

Basic: *The boy sat down.*

Expanded: *Exhausted from a long day of practice, the boy sat down heavily on the bench, letting his backpack slide to the floor.*

1. Basic: *She opened the door.*

Expanded: \_\_\_\_\_  
\_\_\_\_\_

2. Basic: *The crowd cheered.*

Expanded: \_\_\_\_\_  
\_\_\_\_\_

3. Basic: *He read the letter.*

Expanded: \_\_\_\_\_  
\_\_\_\_\_

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## SECTION 5: MISPLACED & DANGLING MODIFIERS

### Lesson: Modifier Errors

A **modifier** is a word, phrase, or clause that describes something in a sentence.

A **misplaced modifier** is placed too far from the word it describes, creating a confusing or silly sentence.

A **dangling modifier** has no clear word to describe.

**Misplaced:** *She almost walked five miles.* (She walked almost five miles.)

**Dangling:** *Running to catch the bus, the rain soaked my sneakers.* (Rain doesn't run for buses — the writer does!)

**Corrected:** *Running to catch the bus, I got my sneakers soaked in the rain.*

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### Exercise 5A: Identify the Error

**Directions:** Write MM (misplaced modifier) or DM (dangling modifier) on the line.

1. Covered in mud, my mother told me to take off my shoes. \_\_\_\_\_
2. She nearly read the entire novel in one sitting. \_\_\_\_\_
3. Riding his bike through the park, the flowers were beautiful. \_\_\_\_\_
4. He only ate one slice of pizza at the party. \_\_\_\_\_
5. Having finished the assignment, the television was turned on. \_\_\_\_\_

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### Exercise 5B: Correct the Modifier

**Directions:** Rewrite each sentence to correct the modifier error.

1. Walking through the neighborhood, the old buildings were fascinating.

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2. She nearly spent all of her birthday money.

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3. Barking loudly, the mail carrier walked past the fence.

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## SECTION 6: VOCABULARY IN LITERATURE

### Passage: Excerpt from "Finding Ground"

**Directions:** Read the following passage, then answer the questions.

> Marcus had always considered himself **resilient** — someone who could take a hit, dust himself off, and keep moving. But standing outside the community center on that gray November morning, he felt something **unprecedented**: doubt. Real, quiet, sitting-in-your-chest doubt.

>

> His mother had been **adamant** that he apply for the youth leadership program. She had spoken about it with such **conviction** that her certainty almost felt like his own. But now, facing the door alone, Marcus understood the difference between borrowed confidence and the kind that belongs to you.

>

> He stood there for a full minute, watching other students walk past him, each one entering without hesitation. Then he thought of something his grandfather used to say: *You don't find your ground by standing still.*

>

> Marcus pushed open the door.

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## Exercise 6A: Vocabulary from the Passage

**Directions:** Use context clues from the passage to define each bolded word.

1. **resilient** (paragraph 1): \_\_\_\_\_

2. **unprecedented** (paragraph 1): \_\_\_\_\_

3. **adamant** (paragraph 2): \_\_\_\_\_

4. **conviction** (paragraph 2): \_\_\_\_\_

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## Exercise 6B: Comprehension & Inference

**Directions:** Answer each question in complete sentences, using evidence from the text.

1. What does Marcus mean when he describes "the difference between borrowed confidence and the kind that belongs to you"?

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2. What does Marcus's grandfather's saying suggest about how the author wants us to see Marcus's decision to open the door?

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3. How does the author use setting details (the gray morning, watching others enter) to reflect Marcus's internal state?

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## **SECTION 7: SENTENCE CONSTRUCTION — TRANSITIONS**

### **Lesson: Using Transitions Effectively**

**Transition words** help your writing flow smoothly from one idea to the next. They show relationships between ideas.

| Relationship | Transitions |

|-----|-----|

| Adding information | furthermore, in addition, moreover, also |

| Showing contrast | however, on the other hand, although, despite |

| Showing cause/effect | therefore, as a result, consequently, because |

| Showing sequence | first, next, then, finally, afterward |

| Emphasizing | in fact, indeed, above all, most importantly |

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## Exercise 7A: Add the Transition

**Directions:** Choose the best transition word or phrase from the lesson to complete each sentence.

1. She trained for months. \_\_\_\_\_, she finished in the top five at the regional competition.
2. He enjoyed playing video games; \_\_\_\_\_, he made sure to finish his homework first.
3. The weather was perfect in the morning. \_\_\_\_\_, a thunderstorm rolled in by the afternoon.
4. \_\_\_\_\_, she packed sunscreen, water, and her journal before heading to the park.
5. The film received strong reviews. \_\_\_\_\_, it earned several national awards.

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## Exercise 7B: Write a Paragraph with Transitions

**Directions:** Write a paragraph (5–7 sentences) about a challenge you have overcome or a goal you are working toward. Use at least **three different transition words** from the lesson. Underline each transition you use.

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## SECTION 8: CREATIVE WRITING — POINT OF VIEW

### Lesson: First, Second & Third Person

**First person:** The narrator is a character in the story. Uses *I, me, my, we, our*.

> *I watched the city from the rooftop and felt something I couldn't name.*

**Second person:** The narrator speaks directly to the reader. Uses *you, your*.

> *You step off the bus and immediately notice how different everything looks.*

**Third person:** The narrator is outside the story. Uses *he, she, they, it*.

> *She stood at the edge of the crowd and watched, deciding whether to step forward.*

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### Exercise 8A: Identify the Point of View

**Directions:** Write 1st, 2nd, or 3rd person on the line.



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## ANSWER KEY — 7th Grade Summer ELA Packet

*(For Parent/Guardian Use)*

**Exercise 1A:** 1. P 2. IC 3. DC 4. P 5. DC 6. IC 7. P 8. DC

**Exercise 2A:** 1. walks → walked 2. finishes → finished 3. perform → performed 4. bought → buy 5. cheers → cheered

**Exercise 2B (corrected):** *Last summer, Jaylen discovered a shortcut through the park. He walked faster than usual and reached the community center in record time. He was proud of himself and told his friends about it the next day. They decided to try it together.*

**Exercise 3A:** Answers will vary. Sample — courageous: Synonym: brave; Antonym: cowardly | ancient: Synonym: old; Antonym: modern | exhausted: Synonym: tired; Antonym: energized | transparent: Synonym: clear; Antonym: opaque | generous: Synonym: giving; Antonym: selfish

**Exercise 3C Matching:** 1-C 2-A 3-D 4-B 5-E

**Exercise 4A–4B:** Answers will vary. Accept responses that clearly improve sentence variety and flow.

**Exercise 5A:** 1. DM 2. MM 3. DM 4. MM 5. DM

**Exercise 6A:** 1. able to recover quickly from difficulty 2. never experienced or seen before 3. refusing to change one's mind; firmly set 4. a strong belief or feeling of certainty

**Exercise 6B:** Answers will vary. Accept well-supported, text-referenced responses.

**Exercise 7A:** 1. As a result / Consequently 2. however / nevertheless 3. However 4. First / Before leaving 5. Furthermore / In addition / Moreover

**Exercise 8A:** 1. 2nd 2. 3rd 3. 1st 4. 3rd 5. 2nd

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*Aligned with Pennsylvania Core Standards for ELA — Grade 7*

*Developed for Summer Academic Enrichment*