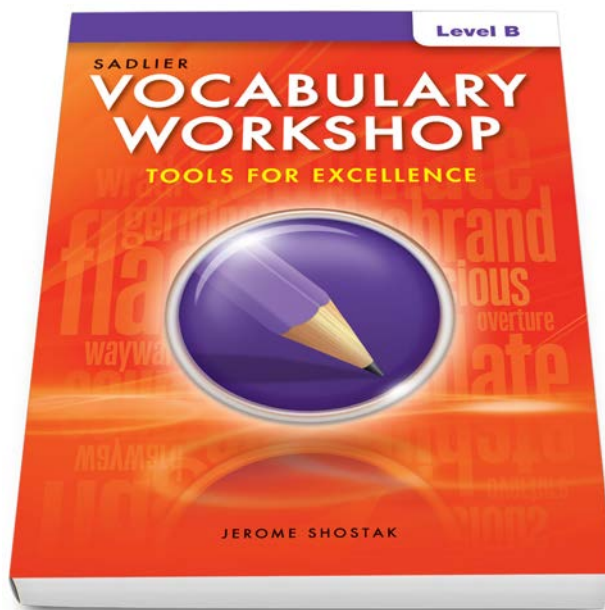


# Vocabulary Workshop

Tools for Excellence

Correlation to the Virginia 2024 English Standards of Learning

**Grade 7**



### Key Aligned Content

Reading and Vocabulary ..... 2

### Additional Aligned Standards / Unaligned Standards

Developing Skilled Readers and Building Reading Stamina ..... 15  
Reading Literary Text ..... 21  
Reading Informational Text ..... 23  
Writing ..... 25  
Language Usage ..... 30  
Communication and Multimodal Literacies ..... 32  
Research ..... 34

## Key Aligned Content

### Reading and Vocabulary

#### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.</p> <p style="text-align: right;"><i>continued</i></p>	<p>Throughout the <i>Vocabulary Workshop</i> program, students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning <u>extended and short reading selections</u> for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. <u>Students practice regularly selecting and using the right words in their speaking and writing.</u></p> <p>Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for <u>independent development of general academic and content-specific words and phrases.</u></p> <p><b>TEACHER'S EDITION</b></p> <p><b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Daily Discussion and Review</b> Teachers may model vocabulary usage by including vocabulary words in their instructions or conversations with students. The more frequently the teacher uses a word, the easier it becomes for students to understand its meaning and usage. <u>During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</u> <ul style="list-style-type: none"> <li>○ TE p. T21</li> </ul> </li> <li>• <b>Differentiating Daily Instruction for Striving and ELL Students</b> Provide opportunities for oral practice: <u>Engaging students in actively using the new vocabulary in classroom discussions and conversations</u> allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.           <ul style="list-style-type: none"> <li>○ TE p. T23</li> </ul> </li> <li>• <b>Differentiating Exercises and Assignments for Above Grade-Level Students</b> <u>Use words in conversations: During discussions of current events or literature,</u> teachers can require students to use vocabulary words when making claims and expressing ideas.           <ul style="list-style-type: none"> <li>○ TE p. T24</li> </ul> </li> <li>• <b>Reading Passages in Level B: Questions for Critical Thinking</b> <b>Questions for Critical Thinking</b>, two comprehension questions for each Reading Passage, are available on page T29 of this Teacher's Edition. Teachers may choose to <u>use these questions to spur discussion</u>, or assign the questions as homework prior to class if students are reading the passage independently.           <ul style="list-style-type: none"> <li>○ TE p. T29</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-seven texts and topics.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Units 1-15</b></p> <ul style="list-style-type: none"> <li><b>Student Resources</b> <ul style="list-style-type: none"> <li>iWords Audio Program The online <b>iWords Audio Program</b> provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words. Teachers should <u>engage students in discussions</u> about each word and its <u>definition</u> as well as its use in various contexts.</li> </ul> </li> </ul>
<p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION</b></p> <p><b>Vocabulary In Context</b> Students learn to <u>recognize and use context clues</u> in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include <u>restatement clue, contrast clue, and inference clue</u>.</p> <ul style="list-style-type: none"> <li>Three Types of Context Clues, SE p. 7</li> </ul> <p><b>Unit Passage (Reading Passage)</b> At least 15 of the 20 <u>Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage</u>. (A shorter version of the Unit Passage with a lower Lexile® level, Unit Passage: Abridged is available online, see Digital Resources below.) Students <u>read the words in context</u> to activate prior knowledge, <u>draw on context clues</u> to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 12-13; Unit 2, SE pp. 22-23; Unit 3, SE pp. 32-33; Unit 4, SE pp. 50-51; Unit 5, SE pp. 60-61; Unit 6, SE pp. 70-71; Unit 7, SE pp. 88-89; Unit 8, SE pp. 98-99; Unit 9, SE pp. 108-109; Unit 10, SE pp. 126-127; Unit 11, SE pp. 136-137; Unit 12, SE pp. 146-147; Unit 13, SE pp. 164-165; Unit 14, SE pp. 174-175; Unit 15, SE pp. 184-185</li> </ul> <p><b>Definitions</b> Definitions are clear, useful, and informal explanations, giving students each word’s meaning without extensive detail or secondary connotations. Definitions often include synonyms to better situate the taught word in a semantic family of words closely related in meaning. A simple abbreviation provides the part of speech with each definition. When a word functions as multiple parts of speech, the appropriate abbreviation appears before the corresponding definition. Located directly following each Unit Passage, <u>students see the importance of context</u> as they write each Unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional Unit exercises that <u>require the use of context clues to determine the meaning of unfamiliar words</u>.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 14-16; Unit 2, SE pp. 24-26; Unit 3, SE pp. 34-36; Unit 4, SE pp. 52-54; Unit 5, SE pp. 62-64; Unit 6, SE pp. 72-74; Unit 7, pp. 90-92; Unit 8, SE pp. 100-102; Unit 9, SE pp. 110-112; Unit 10, pp. 128-130; Unit 11, SE pp. 138-140; Unit 12, SE pp. 148-150; Unit 13, SE pp. 166-168; Unit 14, SE pp. 176-178; Unit 15, SE pp. 186-188</li> </ul> <p style="text-align: center;"><i>continued</i></p>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Choosing the Right Word</b> In place of a missing word in each exercise, students find a pair of bold-face words in parentheses. They consider figurative, extended, or abstract meanings before <u>selecting the word that best fits the context of the given sentence.</u></p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 17–18; Unit 2, SE pp. 27–28; Unit 3, SE pp. 37–38; Unit 4, SE pp. 55–56; Unit 5, SE pp. 65–66; Unit 6, SE pp. 75–76; Unit 7, SE pp. 93–94; Unit 8, SE pp. 103–104; Unit 9, SE pp. 113–114; Unit 10, SE pp. 131–132; Unit 11, SE pp. 141–142; Unit 12, SE pp. 151–152; Unit 13, SE pp. 169–170; Unit 14, SE pp. 179–180; Unit 15, SE pp. 189–190</li> </ul> <p><b>Synonyms</b> The <b>Synonyms</b> activity requires students to <u>rely on context clues</u> to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190</li> </ul> <p><b>Antonyms</b> This activity requires students to <u>use context clues</u> to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191</li> </ul> <p><b>Completing the Sentence</b> Students <u>rely on embedded context clues</u> to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 19–20; Unit 2, SE pp. 29–30; Unit 3, SE pp. 39–40; Unit 4, SE pp. 57–58; Unit 5, SE pp. 67–68; Unit 6, SE pp. 77–78; Unit 7, SE pp. 95–96; Unit 8, SE pp. 105–106; Unit 9, SE pp. 115–116; Unit 10, SE pp. 133–134; Unit 11, SE pp. 143–144; Unit 12, SE pp. 153–154; Unit 13, SE pp. 171–172; Unit 14, SE pp. 181–182; Unit 15, SE pp. 191–192</li> </ul> <p><b>Vocabulary in Context: Literary Text</b> These exercises feature excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the <u>vocabulary in the context of authentic literature.</u></p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 21; Unit 2, SE p. 31; Unit 3, SE p. 41; Unit 4, SE p. 59; Unit 5, SE p. 69; Unit 6, SE p. 79; Unit 7, SE p. 97; Unit 8, SE p. 107; Unit 9, SE p. 117; Unit 10, SE p. 135; Unit 11, SE p. 145; Unit 12, SE p. 155; Unit 13, SE p. 173; Unit 14, SE p. 183; Unit 15, SE p. 193</li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then <u>answer vocabulary-in-context questions.</u></p> <ul style="list-style-type: none"> <li>Review Units 1–3, SE pp. 42–45; Review Units 4–6, SE pp. 80–83; Review Units 7–9, SE pp. 118–121; Review Units 10–12, SE pp. 156–159; Review Units 13–15, SE pp. 194–197</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Denotation and Connotation</b> For the <b>Expressing the Connotation</b> exercises, students read each sentence then <u>consider context clues</u> before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). In <b>Challenge: Using Connotation</b>, students <u>use context clues</u> to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p> <ul style="list-style-type: none"> <li>• <b>Expressing the Connotation/Challenge: Using Connotation</b> <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199</li> </ul> </li> </ul> <p><b>Word Study: Idioms/Proverbs/Adages</b> The <b>Choosing the Right Idiom/Proverb/Adage</b> activities help students <u>practice using context clues</u> to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>• <b>Idioms</b> <ul style="list-style-type: none"> <li>○ Review Units 1–3 Choosing the Right Idiom, SE p. 48; Review Units 10–12 Choosing the Right Idiom, SE p. 162; Review Units 13–15 Choosing the Right Idiom, SE p. 200</li> </ul> </li> <li>• <b>Proverbs</b> <ul style="list-style-type: none"> <li>○ Review Units 4–6 Choosing the Right Proverb, SE p. 86</li> </ul> </li> <li>• <b>Adages</b> <ul style="list-style-type: none"> <li>○ Review Units 7–9 Choosing the Right Adage, SE p. 124</li> </ul> </li> </ul> <p><b>Word Study: Classical Roots</b> Students <u>rely on context clues</u> to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.</p> <ul style="list-style-type: none"> <li>• <b>pend, pens</b> <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 49</li> </ul> </li> <li>• <b>scrib, scribe, script</b> <ul style="list-style-type: none"> <li>○ Review Units 4–6, SE p. 87</li> </ul> </li> <li>• <b>graph, graphy</b> <ul style="list-style-type: none"> <li>○ Review Units 7–9, SE p. 125</li> </ul> </li> <li>• <b>note, not</b> <ul style="list-style-type: none"> <li>○ Review Units 10–12, SE p. 163</li> </ul> </li> <li>• <b>rupt</b> <ul style="list-style-type: none"> <li>○ Review Units 13–15, SE p. 201</li> </ul> </li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>• <b>Two-Word Completions</b> For these word-omission exercises, students <u>use embedded context clues</u> to identify the correct choices. <ul style="list-style-type: none"> <li>○ SE p. 203</li> </ul> </li> <li>• <b>Supplying Words in Context</b> Students <u>use context clues</u> to select the word that bests completes each sentence. <ul style="list-style-type: none"> <li>○ SE p. 204</li> </ul> </li> <li>• <b>Choosing the Right Meaning</b> Students read each sentence, <u>consider context clues</u>, then select from four choices a synonym for the featured word in bold type. <ul style="list-style-type: none"> <li>○ SE p. 206</li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Assessment: Test Prep for SAT® &amp; ACT®</b> Students read a passage of informational or literary text then answer comprehension and <u>vocabulary-in-context</u> questions.</p> <ul style="list-style-type: none"> <li>• SAT® Test Prep 1–5, Cumulative Test Prep</li> <li>• ACT® Test Prep 1–5, Cumulative Test Prep</li> </ul> <p><b>Reviews (Units 1–3, 4–6, 7–9, 10–12, 13–15)</b></p> <ul style="list-style-type: none"> <li>• Student Practice             <ul style="list-style-type: none"> <li>○ Two-Word Completions Students <u>use embedded context clues</u> to identify the pair of words that best completes the meaning of each sentence.</li> </ul> </li> </ul> <p><b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• Unit Passage: Abridged A shorter version of each <b>Unit Passage</b>, the printable <b>Unit Passage: Abridged</b> with a lower Lexile® level are designed for striving readers and ELL students. As with the <b>Unit Passage</b>, students read Unit words in context to activate prior knowledge and <u>draw on context clues</u> to determine the meaning of unfamiliar word.</li> </ul> <p><b>Additional Practice</b></p> <ul style="list-style-type: none"> <li>• <b>Passage-Based Reading</b> (Units 1-10) Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and <u>vocabulary-in-context</u> questions. <i>Example (Unit 4 Passage-Based Reading)</i> 4. In paragraph 5, the word <u>void</u> means a. an empty space</li> <li>• <b>Practice Quiz</b> (Units 1-15) Students read a short passage then <u>use clues to answer questions</u> about the italicized study words that appear in context in the text. <i>Example (Unit 4 Practice Quiz)</i> 7. If something can <i>inflict</i> (sentence 1) damage it is able to c. cause it</li> <li>• <b>Practice Worksheet</b> (Units 1-15) Students read a short passage then <u>use clues to answer questions</u> about the italicized study words that appear in context in the text. <i>Example (Unit 4 Practice Worksheet)</i> 10. Which of the following words could be used to replace <i>spirited</i> (line 7) d. lively</li> </ul>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</p>	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Classical Roots</b></p> <p>Instruction in classical roots will help students unlock the meanings of thousands of English words derived from Latin and Greek roots. Students will develop a useful and transferable strategy with which to make sense of a multitude of unfamiliar academic words.</p> <p>Combined with an understanding of common affixes, familiarity with Latin and Greek roots can furnish students with a valuable tool in analyzing and decoding new vocabulary.</p> <p>Students examine one or more roots then complete sentences using other words based on the same root, referencing an online or print dictionary when necessary.</p> <ul style="list-style-type: none"> <li>• <b>pend, pens</b> <ul style="list-style-type: none"> <li>○ Review Units 1-3, SE p. 49</li> </ul> </li> <li>• <b>scrib, scribe, script</b> <ul style="list-style-type: none"> <li>○ Review Units 4-6, SE p. 87</li> </ul> </li> <li>• <b>graph, graphy</b> <ul style="list-style-type: none"> <li>○ Review Units 7-9, SE p. 125</li> </ul> </li> <li>• <b>note, not</b> <ul style="list-style-type: none"> <li>○ Review Units 10-12, SE p. 163</li> </ul> </li> <li>• <b>rupt</b> <ul style="list-style-type: none"> <li>○ Review Units 13-15, SE p. 201</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• <b>Student Program Overview and Resources</b> <ul style="list-style-type: none"> <li>○ <b>Greek and Latin Roots Reference Guide</b></li> </ul> <p><i>Word Structure: Greek and Latin Roots</i></p> <p>Students see how to build vocabulary by learning the meaning of word parts that make up many English words. These word parts include prefixes, suffixes, and roots, or bases. A useful strategy for determining the meaning of an unknown word is to “take apart the word and think about the parts.”</p> <p>Students examine the meaning of several common prefixes and see how those prefixes appear in sample words.</p> <p>Next, students learn how many common suffixes signal a word’s grammatical function as a noun, verb, or adjective. Adjacent to each suffix form and meaning are several sample words with suffixes.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p> </li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• <b>Word Study (Units 1-3, Units 4-6, Units 7-9, Units 10-12, Units 13-15)</b> <ul style="list-style-type: none"> <li>○ <b>Interactive Activities</b></li> </ul> <p><i>Word Part Gallery</i></p> <p>In order to expose students to a deeper knowledge of word parts, <i>Vocabulary Workshop</i> includes a Word Part Gallery, available at <a href="http://SadlierConnect.com">SadlierConnect.com</a>. The Word Part Gallery provides instruction and practice with <u>Latin roots</u>, <u>Greek roots</u>, <u>prefixes</u>, and <u>suffixes</u> through interactive lessons.</p> <p><i>Word Part Gallery: Teaching Suggestions</i></p> <ul style="list-style-type: none"> <li>• How to Use the Word Part Gallery</li> <li>• The Word Part Gallery can be used to support these instructional approaches:                             <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Learning</li> <li>○ More Instruction and Practice (Classical Roots/Solve It!)</li> </ul> </li> </ul> </li> </ul>



## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION</b></p> <p><b>Definitions</b> Definitions feature <b>synonyms</b> and <b>antonyms</b> to better situate the taught word in a semantic family of words closely related or nearly opposite in meaning.</p> <p><i>Example</i></p> <p><b>17. reputable</b> (Unit 13, SE p. 168) SYNONYMS: reliable, respectable, trustworthy ANTONYMS: shady, unsavory, questionable</p> <ul style="list-style-type: none"> <li>○ Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188</li> </ul> <p><b>Synonyms</b> The <b>Synonyms</b> section further allows students to demonstrate their understanding of the new vocabulary words. This exercise reinforces meanings and provides students with examples of usage and context.</p> <p><i>Example</i></p> <p><b>10.</b> picked up where the <b>anecdote</b> left off (Unit 11, SE p. 142) _____ narrative _____</p> <ul style="list-style-type: none"> <li>○ Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190</li> </ul> <p><b>Antonyms</b> Not all words have antonyms. For those that do, however, practice with antonyms reinforces meanings and provides students with further examples of usage and context. The <b>Antonyms</b> section asks students to draw from the Unit’s 20 words the five most nearly opposite in meaning to highlighted antonyms presented in phrases.</p> <p><i>Example</i></p> <p><b>5.</b> a wonderfully <b>merciful</b> person (Unit 11, SE p. 143) _____ vindictive _____</p> <ul style="list-style-type: none"> <li>○ Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191</li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>• <b>Synonyms</b> Students select the two words or expressions that are most nearly the same in meaning.             <ul style="list-style-type: none"> <li>○ SE p. 202</li> </ul> </li> <li>• <b>Antonyms</b> Students select the two words that are most nearly opposite in meaning.             <ul style="list-style-type: none"> <li>○ SE p. 202</li> </ul> </li> <li>• <b>Analogies</b> Students select the item that best completes the comparison.             <ul style="list-style-type: none"> <li>○ SE p. 203</li> </ul> </li> <li>• <b>Word Associations</b> Students select the word or expression that best completes the meaning of the sentence or answers the question, with particular reference to the meaning of the word in boldface type.             <ul style="list-style-type: none"> <li>○ SE p. 205</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark Assessments</b> <ul style="list-style-type: none"> <li>○ <b>Beginning-of-Year Diagnostic Test</b> <i>Synonyms</i> <i>Antonyms</i></li> <li>○ <b>Beginning-of-Year Pre-Test</b> Definition <i>Synonym</i> Completing the Sentence</li> <li>○ <b>Post-Test</b> Definition <i>Synonym</i> Completing the Sentence</li> <li>○ <b>Final Mastery Test</b> <i>Synonyms</i> <i>Antonyms</i> <i>Analogies</i> Two-Word Completions Supplying Words in Context Word Associations Choosing the Right Meaning</li> <li>○ <b>Cumulative Test (1–5)</b> <ul style="list-style-type: none"> <li>I. Vocabulary in Context</li> <li>II. Definitions</li> <li><i>III Synonyms</i></li> <li><i>IV. Antonyms</i></li> <li>V. Completing the Sentence</li> <li>VI. Framing Sentences (Optional)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• <b>Interactive Activities</b> <ul style="list-style-type: none"> <li>○ <b>Word Search</b> Students read a clue in the form of a <b>synonym or antonym</b>. They enter the correct Unit word to fill each of the 10 empty cells. Next, they search for the words hidden in the grid. Each time they find a Unit word, they click on the first letter and drag to highlight the full word. Words can be found across, down, or diagonally.</li> </ul> </li> <li>• <b>Interactive Graphic Organizers</b> <ul style="list-style-type: none"> <li>○ <b>Word Web</b> Students type a Unit word in the center oval then enter related words, including <b>synonyms, antonyms</b>, or definitions, in the surrounding ovals, adding or deleting ovals as needed.</li> <li>○ <b>Word Web Teaching Suggestions</b></li> <li>○ <b>Word Chart</b> Students may select or enter a Unit word for the upper-left corner of the Word Chart. Direct students to use the drop-down menu to choose the part of speech for the Unit word. Prompt students to enter their own or the Unit’s definition of the word. Explain that any <b>synonyms or antonyms</b> may be entered to complete the chart.</li> <li>○ <b>Word Chart Teaching Suggestions</b> Teachers can use the Word Chart to help students explore and understand the complete definition of each Unit word. Words with multiple parts of speech will have multiple word charts.</li> </ul> </li> </ul>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification</p>	<p><b>STUDENT EDITION</b> <b>Word Study: Idioms/Proverbs/Adages</b> Each of the following <b>Word Study</b> activities present 10 sentences with figurative language. Using context clues to help determine the meaning of a figure of speech (in boldface print), they write the letter of the definition for the idiom, proverb, or adage in each sentence.</p> <ul style="list-style-type: none"> <li>• <b>Idioms</b> An idiom is a figure of speech or an informal expression that is not meant literally. When you say that someone is “gilding the lily,” you are saying that the person is adding additional and probably unnecessary decoration to something that does not need it. <ul style="list-style-type: none"> <li>○ Review Units 1–3 Choosing the Right Idiom, SE p. 48; Review Units 10–12 Choosing the Right Idiom, SE p. 162; Review Units 13–15 Choosing the Right Idiom, SE p. 200</li> </ul> </li> <li>• <b>Proverbs</b> A proverb is a short saying that conveys a simple truth about life. Proverbs offer wise, everyday advice, and they can be used in many contexts. <ul style="list-style-type: none"> <li>○ Review Units 4–6 Choosing the Right Proverb, SE p. 86</li> </ul> </li> <li>• <b>Adages</b> “It takes one to know one” is an adage that means, “We recognize others who are like ourselves.” An adage is a short, wise saying that reveals a commonly understood truth about life. The meanings of adages often go beyond the literal meanings of the words. As a result, adages must be learned as if they were unfamiliar words. <ul style="list-style-type: none"> <li>○ Review Units 7–9 Choosing the Right Adage, SE p. 124</li> </ul> </li> </ul>
<p>F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.</p>	<p><b>STUDENT EDITION</b> <b>Word Study: Denotation and Connotation</b> In this part of the <b>Word Study</b> section, students investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word. Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <ul style="list-style-type: none"> <li>• <b>Shades of Meaning</b> In <b>Shades of Meaning</b>, students identify words that have a positive, negative, or neutral connotation. <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198</li> </ul> </li> <li>• <b>Expressing the Connotation</b> For the <b>Expressing the Connotation</b> exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199</li> </ul> </li> <li>• <b>Challenge: Using Connotation</b> In <b>Challenge: Using Connotation</b>, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. Next, they explain how the connotation of the replacement word changes the tone of the sentence. <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199</li> </ul> </li> </ul>

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## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION</b></p> <p><b>Pronunciation Key</b></p> <p>Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s <i>Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.</p> <p>Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech.</p> <p>Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> <li>SE SE p. 11</li> </ul> <p><b>Definitions</b></p> <p>The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188</li> </ul> <p><b>Synonyms</b></p> <p>For the Synonyms activity in each Unit, students are directed to <u>use a dictionary</u> if necessary.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190</li> </ul> <p><b>Antonyms</b></p> <p>For the Antonyms activity in each Unit, students are directed to <u>use a dictionary</u> if necessary.</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191</li> </ul> <p><b>Word Study: Classical Roots</b></p> <p>Students are directed to <u>use a print or online dictionary</u> as needed to clarify definitions.</p> <ul style="list-style-type: none"> <li>Review Units 1–3, SE p. 49; Review Units 4–6, SE p. 87; Review Units 7–9, SE p. 125; Review Units 10–12, SE p. 163; Review Units 13–15, SE p. 201</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word List</b> An alphabetical list of all the words taught in the units of this level of the program is located on the last two pages of the book. The number after each entry indicates the page on which the word is defined.</p> <ul style="list-style-type: none"> <li>SE pp. 207–208</li> </ul> <hr/> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li><b>Student Program Overview and Resources</b> <ul style="list-style-type: none"> <li><b>Pronunciation Key</b> The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.</li> <li><b>Program Word List</b> Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.</li> </ul> </li> </ul> <p><b>Units 1–15</b></p> <ul style="list-style-type: none"> <li><b>Instruction</b> <ul style="list-style-type: none"> <li><b>Instructional Videos*</b> Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers. Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <i>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</i></li> </ul> </li> <li><b>Student Resources</b> <ul style="list-style-type: none"> <li><b>iWords Audio Program</b> The online <b>iWords Audio Program</b> provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words. Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</li> <li><b>Pronunciation Key</b> The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.</li> <li><b>Words Have a History, Too</b> Students learn that language is constantly changing. They examine word origins to better understand how words have taken on new definitions or parts of speech.</li> </ul> </li> </ul>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b></p> <p><b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li> <p><b>Daily Discussion and Review</b></p> <p>Teachers may model vocabulary usage by including vocabulary words in their instructions or conversations with students. The more frequently the teacher uses a word, the easier it becomes for students to understand its meaning and usage.</p> <p><u>During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</u></p> <ul style="list-style-type: none"> <li>TE p. T21</li> </ul> </li> <li> <p><b>Differentiating Daily Instruction for Striving and ELL Students</b></p> <p>Provide opportunities for oral practice: <u>Engaging students in actively using the new vocabulary in classroom discussions and conversations</u> allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</p> <ul style="list-style-type: none"> <li>TE p. T23</li> </ul> </li> <li> <p><b>Differentiating Exercises and Assignments for Above Grade-Level Students</b></p> <p><u>Use words in conversations: During discussions of current events or literature,</u> teachers can require students to use vocabulary words when making claims and expressing ideas.</p> <ul style="list-style-type: none"> <li>TE p. T24</li> </ul> </li> </ul> <hr/> <p><b>STUDENT EDITION</b></p> <p><b>Definitions</b></p> <p>Students write each Unit word in the blank in order to complete an illustrative sentence.</p> <p><i>Example</i></p> <p><b>6. drone</b> (n.) a loafer, idler; a buzzing or humming sound; a remote-control device; a male bee; (v.) to make a buzzing sound; to speak in a dull tone of voice</p> <p>The stead <u>drone</u> of the engine put us all to sleep.</p> <p>The speaker <u>droned</u> on and on, ignoring the fact that much of the audience had left. (Unit 3, SE p. 34)</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188</li> </ul> <p><b>Synonyms</b></p> <p>Students choose the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in the phrase. They write that word on the line.</p> <p><i>Example</i></p> <p><b>4. an utter disaster</b> <u>downright</u> (Unit 3, SE p. 38)</p> <ul style="list-style-type: none"> <li>Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Reading and Vocabulary

### RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Antonyms</b> Students choose the Unit word that is most nearly opposite in meaning as the boldface word or expression in the phrase. They write that word on the line.</p> <p><i>Example</i></p> <ol style="list-style-type: none"> <li>was completely <b>unschooled</b> in physics and calculus  <span style="margin-left: 20px;">_____ <b>literate</b> _____ (Unit 3, SE p. 39)</span> <ul style="list-style-type: none"> <li>Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191</li> </ul> </li> </ol> <p><b>Completing the Sentence</b> Students choose the Unit word that best completes each of the 10 sentences. They write the correct word form in the space provided.</p> <p><i>Example</i></p> <ol style="list-style-type: none"> <li>Those books that do not fit logically under any of the subjects indicated will be placed in a group labeled “_____ <b>miscellaneous</b> _____.” (Unit 3, SE p. 39) <ul style="list-style-type: none"> <li>Unit 1, SE pp. 19–20; Unit 2, SE pp. 29–30; Unit 3, SE pp. 39–40; Unit 4, SE pp. 57–58; Unit 5, SE pp. 67–68; Unit 6, SE pp. 77–78; Unit 7, SE pp. 95–96; Unit 8, SE pp. 105–106; Unit 9, SE pp. 115–116; Unit 10, SE pp. 133–134; Unit 11, SE pp. 143–144; Unit 12, SE pp. 153–154; Unit 13, SE pp. 171–172; Unit 14, SE pp. 181–182; Unit 15, SE pp. 191–192</li> </ul> </li> </ol> <p><b>Writing: Words in Action</b> Students are directed to use at least three Unit words in their written responses to the Unit Passage.</p> <ul style="list-style-type: none"> <li><b>Writing Prompts</b> <ul style="list-style-type: none"> <li>Unit 1 Writing Prompts #1 and #2, SE p. 20; Unit 2 Writing Prompts #1 and #2, SE p. 30; Unit 3 Writing Prompts #1 and #2, SE p. 40; Unit 4 Writing Prompts #1 and #2, SE p. 58; Unit 5 Writing Prompts #1 and #2, SE p. 68; Unit 6 Writing Prompts #1 and #2, SE p. 78; Unit 7 Writing Prompts #1 and #2, SE p. 96; Unit 8 Writing Prompts #1 and #2, SE p. 106; Unit 9 Writing Prompts #1 and #2, SE p. 116; Unit 10 Writing Prompts #1 and #2, SE p. 134; Unit 11 Writing Prompts #1 and #2, SE p. 144; Unit 12 Writing Prompts #1 and #2, SE p. 154; Unit 13 Writing Prompts #1 and #2, SE p. 172; Unit 14 Writing Prompts #1 and #2, SE p. 182; Unit 15 Writing Prompts #1 and #2, SE p. 192</li> </ul> </li> </ul>

## Additional Key Aligned Content

### Developing Skilled Readers and Building Reading Stamina

#### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (Reading Fluency, K-12).</p>	<p><i>Teacher modeling and observation.</i></p>
<p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">LITERARY TEXTS: PASSAGES</p> <p><b>STUDENT EDITION</b> <b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of literary text then answer comprehension and vocabulary-in-context questions. <i>Example (Review Units 7–9, SE p. 119)</i></p> <ol style="list-style-type: none"> <li>Which inference about the family is supported by details in lines 1–10? C) They find themselves hampered by lack of money.</li> </ol> <ul style="list-style-type: none"> <li><b>Review Units 7–9</b> <ul style="list-style-type: none"> <li>Part 1 Anne Brontë (from <i>Agnes Grey</i>)           <ul style="list-style-type: none"> <li>SE pp. 118–119</li> </ul> </li> <li>Part 2 Charles Dickens (from <i>Great Expectations</i>)           <ul style="list-style-type: none"> <li>SE pp. 120–121</li> </ul> </li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Assessment</b></p> <ul style="list-style-type: none"> <li><b>Test Prep</b> <ul style="list-style-type: none"> <li><b>Test Prep for Standardized Exams</b> Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence. <i>Example (Test Prep 8)</i> <ol style="list-style-type: none"> <li>Which of these inferences is best supported by paragraph 1? A) Silas Marner does not have any trusted companions.               <ul style="list-style-type: none"> <li>Test Prep for Standardized Exams 1 Clorinda Matto de Turner [“The Yupanqui Family,” from <i>Birds Without a Nest</i>]</li> <li>Test Prep for Standardized Exams 2 Charles Eastman (Ohiyesa) [“The Love of Antelope,” from <i>Old Indian Days</i>]</li> <li>Test Prep for Standardized Exams 7 George Eliot [from <i>Silas Marner</i>]</li> <li>Test Prep for Standardized Exams Test Prep 8 Zitkala-Sa [“The Beadwork,” from <i>American Indian Stories</i>]</li> </ul> </li> </ol> </li> </ul> </li> <li><b>Unit 11</b> <ul style="list-style-type: none"> <li><b>Additional Practice</b> <ul style="list-style-type: none"> <li><b>Model Reading Test</b> <ul style="list-style-type: none"> <li>Unit 11 Prose Fiction (Uncle Henry’s Email App for Senior Citizens)</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>



## Developing Skilled Readers and Building Reading Stamina

### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">LITERARY TEXTS: EXCERPTS</p> <p><u>STUDENT EDITION</u> <b>Vocabulary in Context: Literary Text</b></p> <p>These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</p> <ul style="list-style-type: none"> <li>• Unit 1 Edgar Allan Poe [from “The Balloon-Hoax,” “The Mystery of Marie Roget,” “Ms. Found in a Bottle,” and “The Gold-Bug”], SE p. 21</li> <li>• Unit 2 O. Henry [from “The Cop and the Anthem,” “The Coming-out of Maggie,” “The Green Door,” “Springtime à la Carte,” and “Man About Town”], SE p. 31</li> <li>• Unit 3 Sir Arthur Conan Doyle [from <i>The Lost World</i>], SE p. 41</li> <li>• Unit 4 Jack London [from <i>The Sea-Wolf</i>], SE p. 59</li> <li>• Unit 5 Charles Dickens [from <i>Oliver Twist</i>], SE p. 69</li> <li>• Unit 6 Sir Arthur Conan Doyle [from <i>The Adventures of Sherlock Holmes</i>], SE p. 79</li> <li>• Unit 7 Mark Twain [from <i>A Connecticut Yankee in King Arthur’s Court</i>], SE p. 97</li> <li>• Unit 8 Jules Verne [from <i>A Journey to the Center of the Earth</i>], SE p. 107</li> <li>• Unit 9 Bram Stoker [from <i>Dracula</i>], SE p. 117</li> <li>• Unit 10 Victor Hugo [from <i>The Hunchback of Notre Dame</i>], SE p. 135</li> <li>• Unit 11 Mary Wollstonecraft Shelley [from <i>Frankenstein</i>], p. 145</li> <li>• Unit 12 Victor Hugo [from <i>Les Misérables</i>], SE p. 155</li> <li>• Unit 13 Jules Verne [from <i>Around the World in 80 Days</i>], SE p. 173</li> <li>• Unit 14 Hans Christian Andersen [from <i>Andersen’s Fairy Tales</i>], SE p. 183</li> <li>• Unit 15 Sir Arthur Conan Doyle [from <i>The Hound of the Baskervilles</i> and <i>The Adventures of Sherlock Holmes</i>], SE p. 193</li> </ul>
<p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION</u> <b>Unit Passage</b></p> <p>At least 15 of the 20 Unit vocabulary words appear in each passage. Students are introduced to taught words in context. Content-rich and engaging texts prompt student interest and provide examples of proper usage. (A shorter Unit Passage: Abridged is available online.)</p> <ul style="list-style-type: none"> <li>• Unit 1 “Times of Zheng He” [Narrative Nonfiction] <ul style="list-style-type: none"> <li>◦ SE pp. 12-13</li> </ul> </li> <li>• Unit 2 “In Poor Taste” [Letter to the Editor] <ul style="list-style-type: none"> <li>◦ SE pp. 22-23</li> </ul> </li> <li>• Unit 3 “Lunch at Delmonico’s” [Diary Entry] <ul style="list-style-type: none"> <li>◦ SE pp. 32-33</li> </ul> </li> <li>• Unit 4 “Coyotes in Legend and Myth” [Informational Essay] <ul style="list-style-type: none"> <li>◦ SE pp. 50-51</li> </ul> </li> <li>• Unit 5 “The Elephant Man Is Dead” [Obituary] <ul style="list-style-type: none"> <li>◦ SE pp. 60-61</li> </ul> </li> <li>• Unit 6 “What Are Those Nazca Lines” [Persuasive Essay] <ul style="list-style-type: none"> <li>◦ SE pp. 70-71</li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## Developing Skilled Readers and Building Reading Stamina

### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">INFORMATIONAL TEXTS (cont.)</p> <ul style="list-style-type: none"> <li>• Unit 7 “Everything That Happens, Happens as it Should” [First-Person Narrative]               <ul style="list-style-type: none"> <li>○ SE pp. 88-89</li> </ul> </li> <li>• Unit 8 “A Fish That Fishes” [Magazine Article]               <ul style="list-style-type: none"> <li>○ SE pp. 98-99</li> </ul> </li> <li>• Unit 9 “Marc Chagall” [Biographical Sketch]               <ul style="list-style-type: none"> <li>○ SE pp. 108-109</li> </ul> </li> <li>• Unit 10 “The Straight History of Orthodontics” [Historical Nonfiction]               <ul style="list-style-type: none"> <li>○ SE pp. 126-127</li> </ul> </li> <li>• Unit 11 “The Babe Is Here” [Magazine Article]               <ul style="list-style-type: none"> <li>○ SE pp. 136-137</li> </ul> </li> <li>• Unit 12 “Hero From the Wrong Side of the Track Retires” [Profile]               <ul style="list-style-type: none"> <li>○ SE pp. 146-147</li> </ul> </li> <li>• Unit 13 “The Last Flight of the Hindenburg” [Radio Broadcast Transcription]               <ul style="list-style-type: none"> <li>○ SE pp. 164-165</li> </ul> </li> <li>• Unit 14 “Celebrating the Death of a Killer” [Online Article]               <ul style="list-style-type: none"> <li>○ SE pp. 174-175</li> </ul> </li> <li>• Unit 15 “A Brief History of Gold” [Informational Essay]               <ul style="list-style-type: none"> <li>○ SE pp. 184-185</li> </ul> </li> </ul> <p><b>TEACHER’S EDITION</b></p> <p>Ask students the following questions to monitor comprehension of the Unit Passages in Level B.</p> <p><b>Unit Passages in Level B</b></p> <ul style="list-style-type: none"> <li>• <b>Questions for Critical Thinking</b></li> </ul> <p><i>Example (Unit 5)</i></p> <p>Unit 5 The “Elephant Man” is Dead, SE pp. 60-61</p> <ol style="list-style-type: none"> <li>1. What physical affliction did Joseph Merrick have?</li> <li>2. What was the great contrast in Merrick’s life?</li> </ol> <ul style="list-style-type: none"> <li>○ TE p. T29</li> </ul> <p><b>STUDENT EDITION</b></p> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b></p> <p>Students read a passage of informational text then answer explicit main idea and inference questions.</p> <p><i>Example (Review Units 13-15, SE p. 197)</i></p> <ol style="list-style-type: none"> <li>7. The author implies that it took Wright 16 years to design the Guggenheim Museum because?       <ol style="list-style-type: none"> <li>B) it was a complex project that involved 700 sketches and 6 working drawings.”</li> </ol> </li> </ol> <ul style="list-style-type: none"> <li>• <b>Review Units 1-3</b> <ul style="list-style-type: none"> <li>○ Part 1 “A Llama’s Odd Job”               <ul style="list-style-type: none"> <li>▪ SE pp. 42-43</li> </ul> </li> <li>○ Part 2 [Untitled] (The Treaty of Paris)               <ul style="list-style-type: none"> <li>▪ SE pp. 44-45</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

## Developing Skilled Readers and Building Reading Stamina

### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>• <b>Review Units 4–6</b> <ul style="list-style-type: none"> <li>○ Part 1 “Totem Poles”                             <ul style="list-style-type: none"> <li>▪ SE pp. 80–81</li> </ul> </li> <li>○ Part 2 [Untitled]                             <ul style="list-style-type: none"> <li>▪ Passage 1: [Untitled] (Investigative Journalists)</li> <li>▪ Passage 2: [Untitled] (Nelly Bly, Investigative Journalist and Adventurer)                                     <ul style="list-style-type: none"> <li>○ SE pp. 82–83</li> </ul> </li> </ul> </li> </ul> </li> <li>• <b>Review Units 10–12</b> <ul style="list-style-type: none"> <li>○ Part 1 “Champions of Equality”                             <ul style="list-style-type: none"> <li>▪ SE pp. 156–157</li> </ul> </li> <li>○ Part 2 [Untitled]                             <ul style="list-style-type: none"> <li>▪ Passage 1: [Untitled] (Causes of Food Waste in the United States)</li> <li>▪ Passage 2: [Untitled] (Impact of Food Waste)                                     <ul style="list-style-type: none"> <li>○ SE pp. 158–159</li> </ul> </li> </ul> </li> </ul> </li> <li>• <b>Review Units 13–15</b> <ul style="list-style-type: none"> <li>○ Part 1 “The Athletic Career of Jim Thorpe”                             <ul style="list-style-type: none"> <li>▪ SE pp. 194–195</li> </ul> </li> <li>○ Part 2 [Untitled] (The Tango in Buenos Aires)                             <ul style="list-style-type: none"> <li>▪ SE pp. 196–197</li> </ul> </li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Test Prep</b> <ul style="list-style-type: none"> <li>○ <b>Test Prep for Standardized Exams</b> Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence. <i>Example (Test Prep 10)</i></li> <li>2. Which of these inferences is best supported by paragraph 1? C) Masses of merchants in the streets hinder regular travel.</li> <li>▪ Test Prep for Standardized Exams 3 Jesse Walter Fewkes [“Montezuma Well,” from <i>Archeological Expedition to Arizona in 1895</i>]</li> <li>▪ Test Prep for Standardized Exams 4 Arthur H. Smith [“Country Roads,” from <i>Village Life in China: A Study in Sociology</i>]</li> <li>▪ Test Prep for Standardized Exams 5 Anonymous [“The African Roscius,” from <i>The African Roscius</i>]</li> <li>▪ Test Prep for Standardized Exams 6 Thomas Wentworth Higginson [from “Letter to a Young Contributor”]</li> <li>▪ Test Prep for Standardized Exams 9 Frederick Jackson Turner [“The American Frontier,” from <i>The Significance of the Frontier in American History</i>]</li> <li>▪ Test Prep for Standardized Exams 10 Frederick Winslow Taylor [“National Efficiency and Scientific Management,” from <i>The Principles of Scientific Management</i>]</li> <li>▪ Cumulative Test Prep 1 Units 1–15 John Ruskin [“European Cottages” from <i>The Poetry of Architecture</i>] and T. Roger Smith [“English Gothic Buildings” from <i>Architecture, Gothic and Renaissance</i>]</li> <li>▪ Cumulative Test Prep 2 Units 1–15 Abigail Adams [from Remember the Ladies] and Benjamin Franklin [from <i>The Autobiography of Benjamin Franklin</i>]</li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

## Developing Skilled Readers and Building Reading Stamina

### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12).</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Units 1-10</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Practice</b> <ul style="list-style-type: none"> <li>○ Passage-Based Reading                             <ul style="list-style-type: none"> <li>▪ Unit 1 [Untitled] (Winslow Homer)</li> <li>▪ Unit 2 [Untitled] (The Eiffel Tower)</li> <li>▪ Unit 3 [Untitled] (Foreign Language Instruction)</li> <li>▪ Unit 4 [Untitled] (Reflection on Solitude)</li> <li>▪ Unit 5 [Untitled] (Wayang: Shadow Puppet Theater)</li> <li>▪ Unit 6 [Untitled] (The Monarch Butterfly)</li> <li>▪ Unit 7 [Untitled] (Musicals)</li> <li>▪ Unit 8 [Untitled] (Martial Arts)</li> <li>▪ Unit 9 [Untitled] (History of Technology)</li> <li>▪ Unit 10 [Untitled] (Ballads)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 12-15</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Practice</b> <ul style="list-style-type: none"> <li>○ <b>Model Reading Test</b> <ul style="list-style-type: none"> <li>▪ Unit 12 Natural Science [Untitled] (Seafood)</li> <li>▪ Unit 13 Natural Science [Untitled] (Shark Attacks)</li> <li>▪ Unit 14 Humanities [Untitled] (Jacob Lawrence, African American Painter)</li> <li>▪ Unit 15 Social Studies [Untitled] (The Internet)</li> </ul> </li> </ul> </li> </ul>
<p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<p><b>STUDENT EDITION</b></p> <p><b>Writing: Words in Action</b></p> <p>The first of two <b>Writing: Words in Action</b> prompts is presented in the form of a text-dependent question. In their written response, students support their claims and conclusions by citing supporting evidence from the <b>Unit Passage</b>.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>• <b>Response to Texts</b> <ul style="list-style-type: none"> <li>○ Unit 1 Writing Prompt #1, SE p. 20; Unit 2 Writing Prompt #1, SE p. 30; Unit 3 Writing Prompt #1, SE p. 40; Unit 4 Writing Prompt #1, SE p. 58; Unit 5 Writing Prompt #1, SE p. 68; Unit 6 Writing Prompt #1, SE p. 78; Unit 7 Writing Prompt #1, SE p. 96; Unit 8 Writing Prompt #1, SE p. 106; Unit 9 Writing Prompt #1, SE p. 116; Unit 10 Writing Prompt #1, SE p. 134; Unit 11 Writing Prompt #1, SE p. 144; Unit 12 Writing Prompt #1, SE p. 154; Unit 13 Writing Prompt #1, SE p. 172; Unit 14 Writing Prompt #1, SE p. 182; Unit 15 Writing Prompt #1, SE p. 192</li> </ul> </li> </ul>

## Developing Skilled Readers and Building Reading Stamina

### DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary for Comprehension, Part 2</b> Students read paired passages, two texts related in subject matter or theme, then answer questions about those texts, including questions requiring comparative analysis and evaluation. <i>Example (Review Units 4–6)</i></p> <p>6. Which statement best expresses the overall relationship between Passage 1 and Passage 2? B) Passage 1 conveys general information; Passage 2 conveys specific examples and actual events.</p> <ul style="list-style-type: none"> <li>• Review Units 4–6             <ul style="list-style-type: none"> <li>○ Passage 1: Qualities of a Journalist</li> <li>○ Passage 2: Nelly Bly, Investigative Reporter                 <ul style="list-style-type: none"> <li>▪ SE pp. 82–83</li> </ul> </li> </ul> </li> <li>• Review Units 10–12             <ul style="list-style-type: none"> <li>○ Passage 1: Causes of Food Waste in the United States</li> <li>○ Passage 2: Impact of Food Waste                 <ul style="list-style-type: none"> <li>▪ SE pp. 158–159</li> </ul> </li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Test Prep The Cumulative Test Prep practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.             <ul style="list-style-type: none"> <li>○ Cumulative Test Prep 1: “European Cottages” (from The Poetry of Architecture by John Ruskin)/“English Gothic Buildings” (from <i>Architecture, Gothic and Renaissance</i> by T. Roger Smith)</li> <li>○ Cumulative Test Prep 2: “Remember the Ladies: Braintree, Massachusetts, 31 March, 1776” (from “Remember the Ladies” by Abigail Adams)/“The Autobiography of Benjamin Franklin” (from <i>The Autobiography of Benjamin Franklin</i>)</li> </ul> </li> </ul>
<p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b> There is a strong connection between vocabulary knowledge and reading comprehension. Although comprehension is much more than recognizing words and knowing their meanings, comprehension is nearly impossible if students do not know an adequate number of words in the text they are reading or have the vocabulary skills to figure out meaning of those words. The <b>Reading Passages</b> in this level provide extra practice with vocabulary words. Vocabulary words are in boldface to draw attention to their uses and contexts. Context clues embedded in the passages encourage students to figure out the meanings of words before they read the definitions provided after the passages.</p> <ul style="list-style-type: none"> <li>• SE p. 8</li> </ul>

## Reading Literary Text

### RL.1-Key Ideas and Plot Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Describe stated or implied themes of texts and analyze their development throughout the texts using specific details.</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of literary text then consider theme or central idea when answering comprehension questions.  <i>Example (Review Units 7–9, SE p. 119)</i>                      1. Which inference about the family is supported by details in lines 1–10?                      C) They find themselves hampered by lack of money.</p> <ul style="list-style-type: none"> <li>• <b>Review Units 7–9</b> <ul style="list-style-type: none"> <li>○ Part 1 Anne Brontë (from <i>Agnes Grey</i>)                             <ul style="list-style-type: none"> <li>▪ SE pp. 118–119</li> </ul> </li> <li>○ Part 2 Charles Dickens (from <i>Great Expectations</i>)                             <ul style="list-style-type: none"> <li>▪ SE pp. 120–121</li> </ul> </li> </ul> </li> </ul>
<p>B. Analyze how the central conflict and key elements (e.g., exposition, initiating event, rising action, climax, falling action, and resolution) impact plot development.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>C. Explain how static and dynamic characters and the roles of protagonist and antagonist influence plot events.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

### RL.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Analyze how elements of authors' styles (e.g., word choice, dialogue, form, voice, rhyme, rhythm, and/or sound devices) contribute to meaning in various forms of prose and poetry.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Analyze how the elements of an author's style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary and Reading</b>                      There is a strong connection between vocabulary knowledge and reading comprehension. Although comprehension is much more than recognizing words and knowing their meanings, comprehension is nearly impossible if students do not know an adequate number of words in the text they are reading or have the vocabulary skills to figure out their meaning.</p> <ul style="list-style-type: none"> <li>• <b>Types of Questions</b>                      To determine the tone, students should pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (distant).                     <ul style="list-style-type: none"> <li>○ Questions About Tone, SE p. 9</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Reading Literary Text

### RL.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>B. Analyze how the elements of an author’s style (e.g., word choice, sentence structure, dialogue, figurative language, imagery) are used to influence and develop tone.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Word Study: Idioms/Proverb/Adage</b> The Choosing the Right Idiom//Proverb/Adage activities help students understand how authors’ use figurative language impacts the tone of their writing.</p> <ul style="list-style-type: none"> <li>• <b>Idioms</b> <ul style="list-style-type: none"> <li>○ Review Units 1-3 Choosing the Right Idiom, p. 48; Review Units 10-12 Choosing the Right Idiom, p. 162; Review Units 13-15 Choosing the Right Idiom, p. 200</li> </ul> </li> <li>• <b>Proverbs</b> <ul style="list-style-type: none"> <li>○ Review Units 4-6 Choosing the Right Proverb, p. 86</li> </ul> </li> <li>• <b>Adages</b> <ul style="list-style-type: none"> <li>○ Review Units 7-9 Choosing the Right Adage, p. 124</li> </ul> </li> </ul> <p><b>Word Study: Denotation and Connotation</b> On the first page of the <b>Word Study: Denotation and Connotation</b> activity, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.</p> <p>Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <p>Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say.</p> <ul style="list-style-type: none"> <li>• <b>Instruction/Shades of Meaning</b> <ul style="list-style-type: none"> <li>○ Review Units 1-3, SE p. 46; Review Units 4-6, SE p. 84; Review Units 7-9, SE p. 122; Review Units 10-12, SE p. 160; Review Units 13-15, SE p. 198</li> </ul> </li> </ul>
<p>C. Explain how an author develops the points of view of different characters in a text (e.g., first-person, third person limited, third-person omniscient) and how they affect the reader’s interpretation of a text.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

### RL.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Explain how particular elements of stories or dramas interact including how settings shape and influence characters and plot.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>



## Reading Literary Text

### RL.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>B. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

## Reading Informational Text

### RI.1-Key Ideas and Confirming Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Create a main idea statement and provide an accurate summary of how key events or ideas develop through the text.</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• <b>Types of Questions</b> <ul style="list-style-type: none"> <li>○ Main Idea Questions, SE p. 8</li> <li>○ Detail Questions, SE p. 8</li> <li>○ Inference Questions (make inferences or draw conclusions from the passage), SE p. 9</li> <li>○ Evidence-Based Questions, SE p. 9</li> </ul> </li> <li>• <b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational text then answer main idea and supporting evidence questions. <i>Example (Review Units 10–12, SE p. 157)</i> <ol style="list-style-type: none"> <li>1. What is the central idea of “An International Science Lab”?                             <ul style="list-style-type: none"> <li>B) Important international scientific research is conducted in Antarctica.</li> </ul> </li> </ol> </li> <li>• <b>Review Units 1–3</b> <ul style="list-style-type: none"> <li>○ Part 1 “A Winter Playground” [Sapporo Snow Festival]                             <ul style="list-style-type: none"> <li>▪ SE pp. 42–43</li> </ul> </li> <li>○ Part 2 [Untitled] (Patrick Henry’s 1775 Speech)                             <ul style="list-style-type: none"> <li>▪ SE pp. 44–45</li> </ul> </li> </ul> </li> <li>• <b>Review Units 4–6</b> <ul style="list-style-type: none"> <li>○ Part 1 “Oseola McCarty: 1908–1999”                             <ul style="list-style-type: none"> <li>▪ SE pp. 80–81</li> </ul> </li> <li>○ Part 2 [Untitled] (Patrick Henry’s 1775 Speech)                             <ul style="list-style-type: none"> <li>▪ SE pp. 82–83</li> </ul> </li> </ul> </li> <li>• <b>Review Units 10–12</b> <ul style="list-style-type: none"> <li>○ Part 1 “An International Science Lab”                             <ul style="list-style-type: none"> <li>▪ SE pp. 156–157</li> </ul> </li> <li>○ Part 2 [Untitled]                             <ul style="list-style-type: none"> <li>▪ Passage 1: Self-Driving Cars</li> <li>▪ Passage 2: Problems with Self-Driving Cars Still to Be Resolved                                     <ul style="list-style-type: none"> <li>○ SE pp. 158–159</li> </ul> </li> </ul> </li> </ul> </li> <li>• <b>Review Units 13–15</b> <ul style="list-style-type: none"> <li>○ Part 1 “Goya: A Victim of His Art?”                             <ul style="list-style-type: none"> <li>▪ SE pp. 194–195</li> </ul> </li> <li>○ Part 2 [Untitled] (Frank Lloyd Wright, Architect)                             <ul style="list-style-type: none"> <li>▪ SE pp. 96–197</li> </ul> </li> </ul> </li> </ul>

## Reading Informational Text

### RI.1-Key Ideas and Confirming Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made and how they are introduced and developed.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### RI.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Analyze how an author uses text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader's comprehension.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Analyze how an author's word choice, organizational pattern, and language structure impact the author's purpose and support the reader's comprehension.	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Denotation and Connotation</b></p> <p>On the first page of the <b>Word Study: Denotation and Connotation</b> activity, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.</p> <p>Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author's purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <p>Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say.</p> <ul style="list-style-type: none"> <li>• <b>Instruction/Shades of Meaning</b> <ul style="list-style-type: none"> <li>○ Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198</li> </ul> </li> </ul>
C. Analyze how an author's purpose(s) reflects the author's perspective (e.g., beliefs, assumptions, biases) and influences the meaning of an informational text.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

## Reading Informational Text

### RI.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Analyze ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development and meaning of ideas.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Compare and contrast how two or more authors writing about the same topic shape their presentations or viewpoints of key information by emphasizing different facts, opinions, and reasoning</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension, Part 2</b>                      Students read paired passages, two texts related in subject matter or theme, then answer questions about those texts, including questions requiring comparative analysis and evaluation.  <i>Example (Review Units 4–6, SE p. 83)</i></p> <p>6. Which statement best expresses the overall relationship between Passage 1 and Passage 2?                      B) Passage 1 conveys general information; Passage 2 conveys specific examples and actual events.</p> <ul style="list-style-type: none"> <li>• <b>Review Units 4–6</b> <ul style="list-style-type: none"> <li>○ <b>Passage 1: Qualities of a Journalist</b></li> <li>○ <b>Passage 2: Nelly Bly, Investigative Reporter</b> <ul style="list-style-type: none"> <li>▪ SE pp. 82–83</li> </ul> </li> </ul> </li> <li>• <b>Review Units 10–12</b> <ul style="list-style-type: none"> <li>○ <b>Passage 1: Causes of Food Waste in the United States</b></li> <li>○ <b>Passage 2: Impact of Food Waste</b> <ul style="list-style-type: none"> <li>▪ SE pp. 158–159</li> </ul> </li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b>  <b>Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Test Prep</b>                      The Cumulative Test Prep practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.                     <ul style="list-style-type: none"> <li>○ Cumulative Test Prep 1: “European Cottages” (from The Poetry of Architecture by John Ruskin)/“English Gothic Buildings” (from <i>Architecture, Gothic and Renaissance</i> by T. Roger Smith)</li> <li>○ Cumulative Test Prep 2: “Remember the Ladies: Braintree, Massachusetts, 31 March, 1776” (from “Remember the Ladies” by Abigail Adams)/“The Autobiography of Benjamin Franklin” (from <i>The Autobiography of Benjamin Franklin</i>)</li> </ul> </li> </ul>

## Writing

### W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>TEACHER’S EDITION</b>  <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Writing with Vocabulary</b>                      Ask students to write myths about the origins of individual words or groups of words.                     <ul style="list-style-type: none"> <li>○ TE pp. T21–T22</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

## Writing

### W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using a variety of precise words and phrases and transitional words to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> <b>Writing: Words in Action</b> provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>• <b>Narrative Writing</b> <ul style="list-style-type: none"> <li>○ Unit 1 Writing Prompt #1, SE p. 20; Unit 3 Writing Prompt #1, SE p. 40; Unit 9 Writing Prompt #1, SE p. 116; Unit 10 Writing Prompt #2, SE p. 134; Unit 12 Writing Prompt #1, SE p. 154</li> </ul> </li> </ul>
<p>B. Write expository texts to examine a topic or concept that develops the focus with relevant facts, definitions, concrete details, or other information from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas.</p>	<p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> <b>Writing: Words in Action</b> provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>• <b>Expository/Informative Writing</b> <ul style="list-style-type: none"> <li>○ Unit 1 Writing Prompt #2, SE p. 20; Unit 4 Writing Prompt #2, SE p. 58; Unit 6 Writing Prompts #1 &amp; #2, SE p. 78; Unit 8 Writing Prompts #1 &amp; #2, SE p. 106; Unit 10 Writing Prompt #1, SE p. 134; Unit 13 Writing Prompt #2, SE p. 172</li> </ul> </li> </ul>
<p>C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>TEACHER'S EDITION</b> <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary Projects and Games</b> Students may create advertisements for a word to "sell" its uses.             <ul style="list-style-type: none"> <li>○ TE p. T22</li> </ul> </li> </ul> <p style="text-align: center;"><i>continued</i></p>

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## Writing

### W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p style="text-align: center;"><i>continued</i></p> <p>C. Write persuasively supporting a well-defined point of view with appropriate claims, relevant evidence, and clear reasoning that are logically grouped.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> <b>Writing: Words in Action</b> provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> <li>• <b>Persuasive Writing</b> (state a claim, argument, or opinion/cite valid and relevant evidence)             <ul style="list-style-type: none"> <li>○ Unit 2 Writing Prompts #1 &amp; #2, SE p. 30; Unit 3 Writing Prompt #2, SE p. 40; Unit 4 Writing Prompt #1, SE p. 58; Unit 5 Writing Prompts #1 &amp; #2, SE p. 68; Unit 7 Writing Prompts #1 &amp; #2, SE p. 96; Unit 9 Writing Prompt #2, SE p. 116; Unit 11 Writing Prompts #1 &amp; #2, SE p. 144; Unit 12 Writing Prompt #2, SE p. 154; Unit 13 Writing Prompt #1, SE p. 172; Unit 14 Writing Prompts #1 &amp; #2, SE p. 182; Unit 15 Writing Prompts #1 &amp; #2, SE p. 192</li> </ul> </li> </ul>
<p>D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> The first of two <b>Writing: Words in Action</b> prompts is presented in the form of a text-dependent question. Students demonstrating reflective thinking in their written response by supporting their answer to the question with supporting evidence from the Unit Passage.</p> <ul style="list-style-type: none"> <li>• <b>Response to Texts</b> <ul style="list-style-type: none"> <li>○ Unit 1 Writing Prompt #1, SE p. 20; Unit 2 Writing Prompt #1, SE p. 30; Unit 3 Writing Prompt #1, SE p. 40; Unit 4 Writing Prompt #1, SE p. 58; Unit 5 Writing Prompt #1, SE p. 68; Unit 6 Writing Prompt #1, SE p. 78; Unit 7 Writing Prompt #1, SE p. 96; Unit 8 Writing Prompt #1, SE p. 106; Unit 9 Writing Prompt #1, SE p. 116; Unit 10 Writing Prompt #1, SE p. 134; Unit 11 Writing Prompt #1, SE p. 144; Unit 12 Writing Prompt #1, SE p. 154; Unit 13 Writing Prompt #1, SE p. 172; Unit 14 Writing Prompt #1, SE p. 182; Unit 15 Writing Prompt #1, SE p. 192</li> </ul> </li> </ul>

## Writing

### W.2-Organization and Composition

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:	
i. Composing a thesis statement that states a position or explains the purpose.	<p><b>DIGITAL RESOURCES*</b></p> <p><b>Units 1-15</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Practice</b> <ul style="list-style-type: none"> <li>○ Timed Essay Students write a response to a statement in a total of 25 minutes.                             <ul style="list-style-type: none"> <li>• Writing Your Thesis Statement (1-2 minutes)</li> <li>• Prewriting (3-4 minutes)</li> </ul> </li> </ul> </li> </ul>
ii. Establishing a central idea that aligns with the thesis and maintains an organized structure to fit form and topic	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iii. Defending conclusions or positions with reasons and precise, relevant evidence (e.g., facts, definitions, details, quotations, and examples).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iv. Using transitions within and between paragraphs to signal shifts in writing and clarify the relationships among ideas and concepts.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Denotation and Connotation</b></p> <p>On the first page of the <b>Word Study: Denotation and Connotation</b> activity, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.</p> <p>Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <p>Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say.</p> <p>For example, what is a journalist’s attitude if she calls her subject <i>quirky</i>? What if she describes her subject as <i>peculiar</i>? The words’ literal meanings are not so different, but their connotations are.</p> <ul style="list-style-type: none"> <li>• <b>Instruction/Shades of Meaning</b> <ul style="list-style-type: none"> <li>○ Review Units 1-3, SE p. 46; Review Units 4-6, SE p. 84; Review Units 7-9, SE p. 122; Review Units 10-12, SE p. 160; Review Units 13-15, SE p. 198</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>
<i>continued</i>	<i>continued</i>

## Writing

### W.2-Organization and Composition

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<i>continued</i>	<i>continued</i>
v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.	For the <b>Expressing the Connotation</b> exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). In <b>Challenge: Using Connotation</b> , students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. • <b>Expressing the Connotation/Challenge: Using Connotation</b> ○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199
vi. Expanding and embedding ideas to create sentence variety.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vii. Providing a concluding statement or section.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### W.3-Usage and Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.	<b>DIGITAL RESOURCES*</b> <b>Units 1–15</b> • <b>Additional Practice</b> ○ Timed Essay (Units 1-10) • Editing and Revising Your Draft (2-3 minutes) ○ Improving Sentence Errors (Units 6-10) Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence. ○ English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.
B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).	<b>TEACHER'S EDITION</b> <b>Best Practices for Using Vocabulary Workshop in the Classroom</b> • <b>Writing with Vocabulary</b> Check to make sure that the usage is appropriate, and provide feedback. Students should highlight the vocabulary words in the writing. Read aloud essays and review the use of vocabulary for correct usage. Point out instances where the forms of the words have been changed or a secondary meaning is used. Suggest ways for students to check their usage, such as replacing the vocabulary word in the sentence with its definition to see if it makes sense. ○ TE p. T22
<i>continued</i>	<i>continued</i>



## Writing

### W.3-Usage and Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<i>continued</i>	<i>continued</i>
B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).	<p><b>DIGITAL RESOURCES*</b></p> <p><b>Units 1-15</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Practice</b> <ul style="list-style-type: none"> <li>○ Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all.</li> <li>○ Timed Essay (Units 1-10)                             <ul style="list-style-type: none"> <li>• Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul> </li> </ul>

## Language Usage

### LU.1-Grammar

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Construct simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Use specific adjectives and adverbs to enhance speech and writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
D. Arrange phrases and clauses within a sentence and apply appropriate subject-verb agreement to improve meaning, reader/listener interest, and style in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
E. Maintain consistent verb tense across paragraphs in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### LU.2-Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Use and punctuate dialogue and direct quotations appropriately in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

## Language Usage

### LU.2-Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
<p>C. Recognize and consistently spell frequently used words accurately.</p>	<p><b>STUDENT EDITION</b> <b>Definitions</b> Each Unit begins with a three-page <b>Definitions</b> section. Twenty words in the numbered study list are presented in a dictionary-style format. Students are instructed to carefully <b>note the correct spelling</b> of each word. They <b>practice the correct spelling</b> as they write in the Unit word to complete the illustrative sentence.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188</li> </ul>
<p>D. Consult reference materials to check and correct spelling.</p>	<p><b>STUDENT EDITION</b> <b>Definitions</b> The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the <b>spelling</b>, syllabication, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <ul style="list-style-type: none"> <li>Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188</li> </ul> <p><b>DIGITAL RESOURCES*</b> <b>Units 1–15</b></p> <ul style="list-style-type: none"> <li><b>Instruction</b> <ul style="list-style-type: none"> <li><b>Instructional Videos*</b> Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers. Students select and click on a Unit word to launch a video presentation that includes <b>spelling</b>, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <i>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</i></li> </ul> </li> <li><b>Student Resources</b> <ul style="list-style-type: none"> <li><b>iWords Audio Program</b> The online <b>iWords Audio Program</b> provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words. Students select and click on a Unit word to launch a video presentation that includes <b>spelling</b>, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</li> </ul> </li> </ul>

## Communication and Multimodal Literacies

### C.1 Communication, Listening, and Collaboration

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:	
i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iii. Asking relevant questions to clarify others' perspectives.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### C.2 Speaking and Presentation of Ideas

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Report orally on a topic or present an opinion. This includes:	
i. Clearly communicating information in an organized or succinct manner.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
ii. Providing evidence to support the main idea.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

## Communication and Multimodal Literacies

### C.2 Speaking and Presentation of Ideas

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vii. Referencing source material as appropriate during the presentation.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### C.3 Integrating Multimodal Literacies

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

### C.4 Examining Media Messages

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Interpret information presented in diverse media formats and explain how it contributes to the topic.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Explain how media messages are intentionally constructed to impact a specific audience.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

## Communication and Multimodal Literacies

### C.4 Examining Media Messages

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

## Research

### R.1 Evaluation and Synthesis of Information

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL B / GRADE 7
A. Formulate questions about a research topic, broadening or narrowing the inquiry as necessary.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Collect, organize, and synthesize information from multiple sources using various notetaking formats	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Evaluate and analyze the relevance, validity, and credibility of each source (primary, secondary, digital, and print), determining what information to include and exclude.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
E. Organize and share findings in formal and informal oral written formats.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
F. Give credit for information quoted or paraphrased, using standard citations (e.g., author, article title and webpage, and publication date).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>