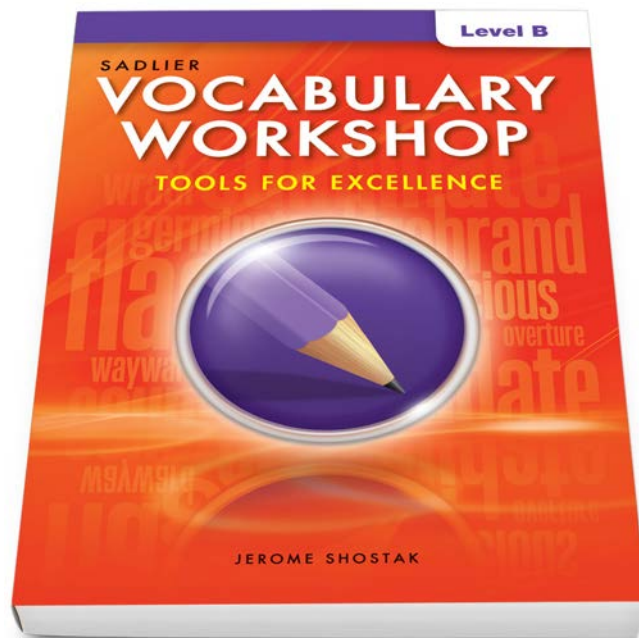


# Vocabulary Workshop

Tools for Excellence

Correlation to the Georgia Standards of Excellence  
for English Language Arts

**Grade 7**



**Key Aligned Content**

Language: Vocabulary Acquisition and Use. . . . . 2

**Additional Aligned Content**

Reading Literature. . . . . 13  
Reading Informational Text. . . . . 19  
Writing. . . . . 30  
Speaking and Listening. . . . . 34  
Language. . . . . 37

## Key Aligned Content

### Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Vocabulary Acquisition and Use

ELAGSE7L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**STUDENT EDITION**

**Vocabulary In Context**

Students learn to recognize and use context clues 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 restatement clue, contrast clue, and inference clue.

- Three Types of Context Clues—p. 7

**Unit Passage** (Introductory Reading Passage)

At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter version of the Unit Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)

Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.

- Unit 1—pp. 12-13; Unit 2—pp. 22-23; Unit 3—pp. 32-33; Unit 4—pp. 50-51; Unit 5—pp. 60-61; Unit 6—pp. 70-71; Unit 7—pp. 88-89; Unit 8—pp. 98-99; Unit 9—pp. 108-109; Unit 10—pp. 126-127; Unit 11—pp. 136-137; Unit 12—pp. 146-147; Unit 13—pp. 164-165; Unit 14—pp. 174-175; Unit 15—pp. 184-185

**Definitions**

In the Definitions section after each Unit Passage, students see the importance of context 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 require the use of context clues to determine the meaning of unfamiliar words.

- Unit 1—pp. 14-16; Unit 2—pp. 24-26; Unit 3—pp. 34-36; Unit 4—pp. 52-54; Unit 5—pp. 62-64; Unit 6—pp. 72-74; Unit 7—pp. 90-92; Unit 8—pp. 100-102; Unit 9—pp. 110-112; Unit 10—pp. 128-130; Unit 11—pp. 138-140; Unit 12—pp. 148-150; Unit 13—pp. 166-168; Unit 14—pp. 176-178; Unit 15—pp. 186-188

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### Vocabulary Acquisition and Use

#### Choosing the Right Word

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 choosing the bold-face word that best fits the context of the given sentence.

- Unit 1—pp. 17-18; Unit 2—pp. 27-28; Unit 3—pp. 37-38; Unit 4—pp. 55-56; Unit 5—pp. 65-66; Unit 6—pp. 75-76; Unit 7—pp. 93-94; Unit 8—pp. 103-104; Unit 9—pp. 113-114; Unit 10—pp. 131-132; Unit 11—pp. 141-142; Unit 12—pp. 151-152; Unit 13—pp. 169-170; Unit 14—pp. 179-180; Unit 15—pp. 189-190

#### Synonyms

The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.

- Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190

#### Antonyms

This activity requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.

- Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191

#### Completing the Sentence

Students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

- Unit 1—pp. 19-20; Unit 2—pp. 29-30; Unit 3—pp. 39-40; Unit 4—pp. 57-58; Unit 5—pp. 67-68; Unit 6—pp. 77-78; Unit 7—pp. 95-96; Unit 8—pp. 105-106; Unit 9—pp. 115-116; Unit 10—pp. 133-134; Unit 11—pp. 143-144; Unit 12—pp. 153-154; Unit 13—pp. 171-172; Unit 14—pp. 181-182; Unit 15—pp. 191-192

#### Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.

- Unit 1—p. 21; Unit 2—p. 31; Unit 3—p. 41; Unit 4—p. 59; Unit 5—p. 69; Unit 6—p. 79; Unit 7—p. 97; Unit 8—p. 107; Unit 9—p. 117; Unit 10—p. 135; Unit 11—p. 145; Unit 12—p. 155; Unit 13—p. 173; Unit 14—p. 183; Unit 15—p. 193

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Language

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Vocabulary Acquisition and Use

**Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational or literary text then answer vocabulary-in-context questions.

- Review Units 1–3—pp. 42–45; Review Units 4–6—pp. 80–83; Review Units 7–9—pp. 118–121; Review Units 10–12—pp. 156–159; Review Units 13–15—pp. 194–197

**Word Study: Denotation and Connotation**

For the Expressing the Connotation 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 Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.

- Expressing the Connotation
  - Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199
- Challenge: Using Connotation
  - Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199

**Word Study: Idioms/Proverbs/Adages**

Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.

- Idioms
  - 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
- Proverbs
  - Review Units 4–6 Choosing the Right Proverb—p. 86
- Adages
  - Review Units 7–9 Choosing the Right Adage—p. 124

**Word Study: Classical Roots**

Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.

- Review Units 1–3 (*pend, pens*)—p. 49
- Review Units 4–6 (*scrib, scribe, script*)—p. 87
- Review Units 7–9 (*graph, graphy*)—p. 125
- Review Units 10–12 (*note, not*)—p. 163
- Review Units 13–15 (*rupt*)—p. 201

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## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Vocabulary Acquisition and Use

#### Final Mastery Test

- Two-Word Completions—p. 203  
For these word-omission exercises, students use embedded context clues to identify the correct choices.
- Supplying Words in Context—p. 204  
Students use context clues to select the word that bests completes each sentence.
- Choosing the Right Meaning—p. 206  
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.

#### DIGITAL RESOURCES\*

#### Assessment

- Benchmark Assessments
  - Beginning of the Year Pre-Test
    - Completing the Sentence  
Students use context clues to select the word that bests completes each sentence.
  - Final Mastery Test
    - Two-Word Completions  
Students rely on sentence context clues to select the word pair that bests fits each sentence.
    - Supplying Words in Context  
Students use context clues to select the word that bests completes each sentence.
    - Choosing the Right Meaning  
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.
- Cumulative Tests  
The first section for each Cumulative Test is Vocabulary in Context. Students rely on context clues again in Section V Completing the Sentences.
  - Cumulative Test 1 (Units 1-3)
  - Cumulative Test 2 (Units 1-6)
  - Cumulative Test 3 (Units 1-9)
  - Cumulative Test 4 (Units 1-12)
  - Cumulative Test 5 (Units 1-15)
- Test Prep  
Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions.
  - Test Prep for Standardized Exams 1
  - Test Prep for Standardized Exams 2
  - Test Prep for Standardized Exams 3
  - Test Prep for Standardized Exams 4
  - Test Prep for Standardized Exams 5
  - Test Prep for Standardized Exams 6
  - Test Prep for Standardized Exams 7
  - Test Prep for Standardized Exams 8

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## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Vocabulary Acquisition and Use

- Test Prep for Standardized Exams 9
- Test Prep for Standardized Exams 10
- Cumulative Test Prep for Standardized Exams 1
- Cumulative Test Prep for Standardized Exams 2

#### Reviews

- Review (Units 1–3, Units 4–6, Units 7–9, Units 10–12, Units 13–15)
  - Student Practice
    - Vocabulary for Comprehension Part 1/Part 2  
Students read each selection then answer comprehension and vocabulary-in-context questions.
    - Two-Word Completions  
After reading each sentence, students choose from a list the word pair that best fits the context of the sentence.

#### Units (Units 1–15)

- Instruction
  - Unit Passage  
At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.
  - Unit Passage: Differentiated Passage  
A shorter version of each Unit Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.  
As with the Unit Passage, students read Unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.
- Student Practice  
In each of the following activities, students focus on context clues to select the correct definition or use of a recently studied word.
  - Choosing the Right Word
  - Synonyms
  - Antonyms
  - Completing the Sentence
  - Vocabulary in Context: Literary Text
- Additional Practice
  - Passage-Based Reading (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 vocabulary-in-context questions.
  - Model Reading Test (Units 11-15)  
Each Model Reading Test includes a vocabulary-in-context question.

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Vocabulary Acquisition and Use

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|  | <ul style="list-style-type: none"> <li>Practice Quiz/Practice Worksheet, Units 1-15</li> <li>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.</li> </ul>   |
| <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> | <p><b>STUDENT EDITION</b></p> <p><b>Word Study: Classical Roots</b></p> <p>Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> <li>Review Units 1–3 (<i>pend, pens</i>)—p. 49</li> <li>Review Units 4–6 (<i>scrib, scribe, script</i>)—p. 87</li> <li>Review Units 7–9 (<i>graph, graphy</i>)—p. 125</li> <li>Review Units 10–12 (<i>note, not</i>)—p. 163</li> <li>Review Units 13–15 (<i>rupt</i>)—p. 201</li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Student Program Overview and Resources             <ul style="list-style-type: none"> <li>Greek and Latin Roots Reference Guide                     <ul style="list-style-type: none"> <li>Word Structure: Greek and Latin Roots</li> </ul> </li> </ul> </li> </ul> <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> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>Word Study (Units 1–3, Units 4–6, Units 7–9, Units 10–12, Units 13–15)             <ul style="list-style-type: none"> <li>Interactive Activities                     <ul style="list-style-type: none"> <li>Word Part Gallery</li> </ul> </li> </ul> </li> </ul> <p>In order to expose students to a deeper knowledge of word parts, <i>Vocabulary Workshop</i> includes a Word Part Gallery, available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons.</p> <p>Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct</p> <p style="text-align: right;"><i>continued</i></p> |

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

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Vocabulary Acquisition and Use

instruction to help students learn, explore, and practice with these word parts.

- Word Part Gallery: Teaching Suggestions

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**STUDENT EDITION**

**Pronunciation Key**

Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted *Webster's Third New International Dictionary* and *The Random House Dictionary of the English Language (Unabridged)*.

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.

Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.

- P. 11

**Definitions**

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.

Students are instructed to note carefully the spelling, syllabication, pronunciation, part or parts of speech, and meaning for each new word. There is also an illustrative sentence, plus synonyms and antonyms.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

Unit 1—pp. 14-16; Unit 2—pp. 24-26; Unit 3—pp. 34-36; Unit 4—pp. 52-54; Unit 5—pp. 62-64; Unit 6—pp. 72-74; Unit 7—pp. 90-92; Unit 8—pp. 100-102; Unit 9—pp. 110-112; Unit 10—pp. 128-130; Unit 11—pp. 138-140; Unit 12—pp. 148-150; Unit 13—pp. 166-168; Unit 14—pp. 176-178; Unit 15—pp. 186-188

**Synonyms**

For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.

- Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190

**Antonyms**

For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.

Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191

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Vocabulary Acquisition and Use

**Word Study**

- Classical Roots  
Students are directed to use a dictionary as needed.
  - Review Units 1–3—p. 49; Review Units 4–6—p. 87; Review Units 7–9—p. 125; Review Units 10–12—p. 163; Review Units 13–15—p. 201
- Denotation and Connotation  
Denotation refers to the word’s literal meaning, which is found in a dictionary entry.
  - Review Units 10–12—p. 160; Review Units 13–15—p. 198

**Word List**

A 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.

- Pages 207–208

ANNOTATED TEACHER’S EDITION

**Word Lists**

- Dictionary and Reference Sources—TAE p. T10

**Units**

- Synonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Antonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Denotation and Connotation (dictionary definition)—TAE p. T15

DIGITAL RESOURCES\*

**Overview**

- Student Program Overview and Resources
  - Pronunciation Key  
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.
  - Program Word List  
Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

**Units 1–15**

- Instruction
  - Instructional Videos†  
Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

Vocabulary Acquisition and Use

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|   | <p>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.</p> <p>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</p> <ul style="list-style-type: none"> <li>• Student Resources             <ul style="list-style-type: none"> <li>○ iWords (audio program)<br/>The online iWords audio program 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.</li> <li>○ Pronunciation Key</li> <li>○ Words Have a History, Too<br/>Students learn that language is constantly changing. They examine words that have taken on new definitions or parts of speech, often related to their original meaning.</li> </ul> </li> </ul> |
| <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p><b>STUDENT EDITION</b><br/><b>Vocabulary in Context</b><br/>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter<br/>b. wisdom . . . beginner<br/>c. wealth . . . surgeon<br/>d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word <i>storyteller</i>. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <ul style="list-style-type: none"> <li>• P. 7</li> </ul>   |
| <p>ELAGSE7L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>                                      |   |
| <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>  | <p><b>STUDENT EDITION</b><br/><b>Word Study: Idioms/Proverbs/Adages</b><br/>Students read each sentence. Using context clues to figure out the meaning of each figure of speech (in boldface print), they write the letter of the definition for the figure of speech in the sentence.</p> <ul style="list-style-type: none"> <li>• Idioms             <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> </ul> <p style="text-align: right;"><i>continued</i></p>   |

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

Vocabulary Acquisition and Use

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|  | <ul style="list-style-type: none"> <li>• Proverbs                         <ul style="list-style-type: none"> <li>○ Review Units 4–6 Choosing the Right Proverb—p. 86</li> </ul> </li> <li>• Adages                         <ul style="list-style-type: none"> <li>○ Review Units 7–9 Choosing the Right Adage—p. 124</li> </ul> </li> </ul>  |
| <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>   | <p><b>STUDENT EDITION</b></p> <p><b>Vocabulary In Context</b><br/>Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading.</p> <ul style="list-style-type: none"> <li>• Three Types of Context Clues—p. 7                         <ul style="list-style-type: none"> <li>○ Restatement Clue (synonym)</li> <li>○ Contrast Clue (antonym)</li> <li>○ Inference Clue</li> </ul> </li> </ul> <p><b>Synonyms</b></p> <ul style="list-style-type: none"> <li>• Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190</li> </ul> <p><b>Antonyms</b></p> <ul style="list-style-type: none"> <li>• Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191</li> </ul> <p><b>Final Mastery Test</b></p> <ul style="list-style-type: none"> <li>• Synonyms—p. 202</li> <li>• Antonyms—p. 202</li> <li>• Analogies—p. 203</li> </ul> <p><b>ANNOTATED TEACHER’S EDITION</b></p> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Synonyms—TAE p. T13</li> <li>• Antonyms—TAE p. T13</li> </ul> |
| <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> | <p><b>STUDENT EDITION</b></p> <p><b>Word Study: Denotation and Connotation</b><br/>In this part of the Word Study section, 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> <ul style="list-style-type: none"> <li>• Instruction/Shades of Meaning—Review Units 1–3—p. 46; Review Units 4–6—p. 84; Review Units 7–9—p. 122; Review Units 10–12—p. 160; Review Units 13–15—p. 198</li> </ul> <p style="text-align: right;"><i>continued</i></p>  |

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VOCABULARY WORKSHOP, LEVEL B / GRADE 7

Vocabulary Acquisition and Use

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|   | <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. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>.</p> <ul style="list-style-type: none"> <li>Expressing the Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199</li> </ul> <p>For the Expressing the Connotation 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).</p> <ul style="list-style-type: none"> <li>Challenge: Using Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199</li> </ul> <p>In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p> <p><b>ANNOTATED TEACHER'S EDITION</b><br/> <b>Reviews</b></p> <ul style="list-style-type: none"> <li>Denotation and Connotation—TAE p. T15</li> </ul> |
| <p>ELAGSE7L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>  |

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## Additional Aligned Content

### Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

**ELAGSE7RL1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### STUDENT EDITION

#### Vocabulary and Reading

- Types of Questions
  - Main Idea Questions—p. 8
  - Detail Questions—p. 8
  - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
  - Evidence-Based Questions—p. 9

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then answer explicit and implicit comprehension questions, citing textual evidence.

#### Example

1. Which inference about the family is supported by details in lines 1–10? C) They find themselves hampered by lack of money. (p. 119)

- Review Units 7–9
  - Part 1 Anne Brontë (from *Agnes Grey*)—pp. 118–119
  - Part 2 Charles Dickens (from *Great Expectations*)—pp. 120–121

#### DIGITAL RESOURCES\*

#### Assessment

- Test Prep
 

Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

*Example*

  1. Which of these inferences is best supported by paragraph 1? supported by paragraph 4? A) Silas Marner does not have any trusted companions. (Test Prep 7)
  - Test Prep 1 Units 1–3, Clorinda Matto de Turner [“The Yupanqui Family,” from *Birds Without a Nest*]
  - Test Prep 2 Units 1–3, Charles Eastman (Ohiyesa) [“The Love of Antelope,” from *Old Indian Days*]
  - Test Prep 7 Units 7–9, George Eliot [from *Silas Marner*]
  - Test Prep 8 Units 10–12, Zitkala-Sa [“The Beadwork,” from *American Indian Stories*]

#### Unit 11

- Additional Practice
 

*Example*

  2. According to the writer, Uncle Henry’s idea about a new application for e-mail related to a. communication between hospital patients and their relatives and friends (Unit 11)
  - Model Reading Test
    - Unit 11 Prose Fiction (Uncle Henry’s Email App for Senior Citizens)

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

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| <p>ELAGSE7RL2 Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> | <p><b>STUDENT EDITION</b><br/> <b>Vocabulary for Comprehension, Parts 1 and 2</b><br/>                 Students read a passage of literary text then consider theme or central idea when answering comprehension questions.</p> <p><i>Example</i></p> <p>6. In <i>Agnes Grey</i>, why does the mother try to talk Agnes out of her idea to look for a job as a governess A) She thinks Agnes has too little experience caring for herself and lacks common sense.(p. 121)</p> <ul style="list-style-type: none"> <li>• Review Units 7–9                     <ul style="list-style-type: none"> <li>○ Part 1 Anne Brontë (from <i>Agnes Grey</i>)—pp. 118–119</li> <li>○ Part 2 Charles Dickens (from <i>Great Expectations</i>)—pp. 120–121</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b><br/> <b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Test Prep<br/>                     Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.</li> </ul> <p><i>Examples</i></p> <p>10. What is a central idea of “The Yupanqui Family”? A) People have more sympathy for others when they listen to their troubles. (Test Prep 1)</p> <p>10. Which of these best describes the theme of this story? C) To be exceptional, a warrior must serve his people and hold himself to high standards.” (Test Prep 2).</p> <p>10. Which of these most clearly summarizes this passage? A) Silas Marner weaves and hoards money without any human interaction. (Test Prep 7)</p> <ul style="list-style-type: none"> <li>○ Test Prep 1 Units 1–3, Clorinda Matto de Turner [“The Yupanqui Family,” from <i>Birds Without a Nest</i>]</li> <li>○ Test Prep 2 Units 1–3, Charles Eastman (Ohiyesa) [“The Love of Antelope,” from <i>Old Indian Days</i>]</li> <li>○ Test Prep 7 Units 7–9, George Eliot [from <i>Silas Marner</i>]</li> <li>○ Test Prep 8 Units 10–12, Zitkala-Sa [“The Beadwork,” from <i>American Indian Stories</i>]</li> </ul> |
| <p>ELAGSE7RL3 Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p>                       | <p>N/A</p>   |

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

**ELAGSE7RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

#### STUDENT EDITION

#### Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1–3—pp. 46–47
- Review Units 4–6—pp. 84–85
- Review Units 7–9—pp. 122–123
- Review Units 10–12—pp. 160–161
- Review Units 13–15—pp. 198–199

#### Word Study: Idioms/Proverbs/Adages

The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative words and phrases.

- Idioms
  - 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
- Proverbs
  - Review Units 4–6 Choosing the Right Proverb—p. 86
- Adages
  - Review Units 7–9 Choosing the Right Adage—p. 124

#### Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt provides students with the opportunity to determine the meaning of a Unit word in the context of authentic literature.

- Unit 1 Edgar Allan Poe [from “The Balloon-Hoax,” “The Mystery of Marie Roget,” “Ms. Found in a Bottle,” and “The Gold-Bug”]—p. 21
- 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”]—p. 31
- Unit 3 Sir Arthur Conan Doyle [from *The Lost World*]—p. 41
- Unit 4 Jack London [from *The Sea-Wolf*]—p. 59
- Unit 5 Charles Dickens [from *Oliver Twist*]—p. 69
- Unit 6 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 79
- Unit 7 Mark Twain [from *A Connecticut Yankee in King Arthur’s Court*]—p. 97
- Unit 8 Jules Verne [from *A Journey to the Center of the Earth*]—p. 107
- Unit 9 Bram Stoker [from *Dracula*]—p. 117
- Unit 10 Victor Hugo [from *The Hunchback of Notre Dame*]—p. 135

*continued*

## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Unit 11 Mary Wollstonecraft Shelley [from <i>Frankenstein</i>]<i>—p. 145</i></li> <li>• Unit 12 Victor Hugo [from <i>Les Misérables</i>]<i>—p. 155</i></li> <li>• Unit 13 Jules Verne [from <i>Around the World in 80 Days</i>]<i>—p. 173</i></li> <li>• Unit 14 Hans Christian Andersen [from <i>Andersen’s Fairy Tales</i>]<i>—p. 183</i></li> <li>• Unit 15 Sir Arthur Conan Doyle [from <i>The Hound of the Baskervilles</i> and <i>The Adventures of Sherlock Holmes</i>]<i>—p. 193</i></li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b><br/>Students read a passage of literary text then determine the meaning of words as used in the text.</p> <p><i>Example</i></p> <p>4. As it is used in line 25, “puny” most nearly means? D) undersized. (p. 121)</p> <ul style="list-style-type: none"> <li>• Review Units 7–9             <ul style="list-style-type: none"> <li>○ Part 1 Anne Brontë (from <i>Agnes Grey</i>)<i>—pp. 118–119</i></li> <li>○ Part 2 Charles Dickens (from <i>Great Expectations</i>)<i>—pp. 120–121</i></li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Test Prep<br/>Students read a passage of literary text then determine the meaning of words as used in the text.</li> </ul> <p><i>Examples</i></p> <p>1. What does <b>upright</b> most likely mean in paragraph 3?<br/>C) honest (Test Prep 1)</p> <p>7. What is the meaning of <b>leisurely</b> as it is used in paragraph 7?<br/>C) in a relaxed way (Test Prep 8)</p> <ul style="list-style-type: none"> <li>○ Test Prep 1 Units 1–3, Clorinda Matto de Turner [“The Yupanqui Family,” from <i>Birds Without a Nest</i>]</li> <li>○ Test Prep 2 Units 1–3, Charles Eastman (Ohiyesa) [“The Love of Antelope,” from <i>Old Indian Days</i>]</li> <li>○ Test Prep 7 Units 7–9, George Eliot [from <i>Silas Marner</i>]</li> <li>○ Test Prep 8 Units 10–12, Zitkala-Sa [“The Beadwork,” from <i>American Indian Stories</i>]</li> </ul> |
| <p>ELAGSE7RL5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>         | <p>N/A</p>  |
| <p>ELAGSE7RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> | <p>N/A</p>  |



## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Integration of Knowledge and Ideas

|   |            |
|---|------------|
| <p>ELAGSE7RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> | <p>N/A</p> |
| <p>ELAGSE7RL8 (Not applicable to literature).</p>   |            |
| <p>ELAGSE7RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.</p>  | <p>N/A</p> |

### Range of Reading and Level of Text Complexity

|  |   |
|--|---|
| <p>ELAGSE7RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> | <p><i>Passages</i></p> <p><b>STUDENT EDITION</b></p> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b></p> <p>Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> <li>• Review Units 7–9             <ul style="list-style-type: none"> <li>○ Part 1 Anne Brontë (from <i>Agnes Grey</i>)—pp. 118–119</li> <li>○ Part 2 Charles Dickens (from <i>Great Expectations</i>)—pp. 120–121</li> </ul> </li> </ul> <p><b>DIGITAL RESOURCES*</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Test Prep             <p>Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.</p> <ul style="list-style-type: none"> <li>○ Test Prep 1 Units 1–3, Clorinda Matto de Turner [“The Yupanqui Family,” from <i>Birds Without a Nest</i>]</li> <li>○ Test Prep 2 Units 1–3, Charles Eastman (Ohiyesa) [“The Love of Antelope,” from <i>Old Indian Days</i>]</li> <li>○ Test Prep 7 Units 7–9, George Eliot [from <i>Silas Marner</i>]</li> <li>○ Test Prep 8 Units 10–12, Zitkala-Sa [“The Beadwork,” from <i>American Indian Stories</i>]</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |
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## Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Range of Reading and Level of Text Complexity

#### Unit 11

- Additional Practice
  - Model Reading Test
    - Unit 11 Prose Fiction (Uncle Henry’s Email App for Senior Citizens)

#### Excerpts

#### STUDENT EDITION

#### Vocabulary in Context: Literary Text

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.

- Unit 1 Edgar Allan Poe [from “The Balloon-Hoax,” “The Mystery of Marie Roget,” “Ms. Found in a Bottle,” and “The Gold-Bug”]—p. 21
- 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”]—p. 31
- Unit 3 Sir Arthur Conan Doyle [from *The Lost World*]—p. 41
- Unit 4 Jack London [from *The Sea-Wolf*]—p. 59
- Unit 5 Charles Dickens [from *Oliver Twist*]—p. 69
- Unit 6 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 79
- Unit 7 Mark Twain [from *A Connecticut Yankee in King Arthur’s Court*]—p. 97
- Unit 8 Jules Verne [from *A Journey to the Center of the Earth*]—p. 107
- Unit 9 Bram Stoker [from *Dracula*]—p. 117
- Unit 10 Victor Hugo [from *The Hunchback of Notre Dame*]—p. 135
- Unit 11 Mary Wollstonecraft Shelley [from *Frankenstein*]—p. 145
- Unit 12 Victor Hugo [from *Les Misérables*]—p. 155
- Unit 13 Jules Verne [from *Around the World in 80 Days*]—p. 173
- Unit 14 Hans Christian Andersen [from *Andersen’s Fairy Tales*]—p. 183
- Unit 15 Sir Arthur Conan Doyle [from *The Hound of the Baskervilles* and *The Adventures of Sherlock Holmes*]—p. 193

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

**ELAGSE7RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### STUDENT EDITION

#### **Vocabulary and Reading**

- Types of Questions
  - Main Idea Questions—p. 8
  - Detail Questions—p. 8
  - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
  - Evidence-Based Questions—p. 9

#### **Vocabulary for Comprehension, Parts 1 and 2**

Students read a passage of informational text then answer explicit main idea and inference questions.

#### *Example*

4. Part A Which statement best provides an inference about African Americans who moved to the North that is supported by the text?  
 B) They continued to experience injustice. (p. 157)

- Review Units 1–3
  - Part 1 “A Llama’s Odd Job”—pp. 42–43
  - Part 2 [Untitled] (The Treaty of Paris)—pp. 44–45
- Review Units 4–6
  - Part 1 “Totem Poles”—pp. 80–81
  - Part 2 [Untitled]—pp. 82–83
    - Passage 1 (Investigative Journalists)
    - Passage 2 (Nelly Bly, Investigative Journalist and Adventurer)
- Review Units 10–12
  - Part 1 “Champions of Equality,”—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (Causes of Food Waste in the United States)
    - Passage 2 (Impact of Food Waste)
- Review Units 13–15
  - Part 1 “The Athletic Career of Jim Thorpe”—pp. 194–195
  - Part 2 [Untitled] (The Tango in Buenos Aires)—pp. 196–197

#### ANNOTATED TEACHER’S EDITION

#### **Reading Passages in Level B**

- Questions for Critical Thinking—ATE p. T29

#### DIGITAL RESOURCES\*

#### **Assessment**

- Test Prep
 

Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

#### *Examples*

2. Which of these inferences is best supported by paragraph 1?  
 C) Masses of merchants in the streets hinder regular travel.  
 (Test Prep 4)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

8. Which of these best describes what the author considers in paragraph 9? D) the responsibility of the system to produce great leaders (Test Prep 10)
- Test Prep 3 Units 4–6 Jesse Walter Fewkes [“Montezuma Well,” from *Archeological Expedition to Arizona in 1895*]
  - Test Prep 4 Units 4–6 Arthur H. Smith [“Country Roads,” from *Village Life in China: A Study in Sociology*]
  - Test Prep 5 Units 4–6 Anonymous [“The African Roscius,” from *The African Roscius*]
  - Test Prep 6 Units 7–9 Thomas Wentworth Higginson [from “Letter to a Young Contributor”]
  - Test Prep 9 Units 10–12 Frederick Jackson Turner [“The American Frontier,” from *The Significance of the Frontier in American History*]
  - Test Prep 10 Units 13–15 Frederick Winslow Taylor [“National Efficiency and Scientific Management,” from *The Principles of Scientific Management*]
  - Cumulative Test Prep 1 Units 1–15 John Ruskin [“European Cottages” from *The Poetry of Architecture*] and T. Roger Smith [“English Gothic Buildings” from *Architecture, Gothic and Renaissance*]
  - Cumulative Test Prep 2 Units 1–15 Abigail Adams [from *Remember the Ladies*] and Benjamin Franklin [from *The Autobiography of Benjamin Franklin*]

#### Units 1–10

- Additional Practice

Students read a passage then pick the best answer for explicit main idea and inference questions.

- Passage-Based Reading

*Example*

2. From details in the first two paragraphs, you can infer that the writer of the passage resembles the speaker in the poem because a. both have vivid memories of an especially significant experience. (Unit 4)

- Unit 1 [Untitled] (Winslow Homer)
- Unit 2 [Untitled] (The Eiffel Tower)
- Unit 3 [Untitled] (Foreign Language Instruction)
- Unit 4 [Untitled] (Reflection on Solitude)
- Unit 5 [Untitled] (Wayang: Shadow Puppet Theater)
- Unit 6 [Untitled] (The Monarch Butterfly)
- Unit 7 [Untitled] (Musicals)
- Unit 8 [Untitled] (Martial Arts)
- Unit 9 [Untitled] (History of Technology)
- Unit 10 [Untitled] (Ballads)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

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|  | <p><b>Units 12–15</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Model Reading Test (Units 12–15)<br/>Students read a passage then pick the best answer for explicit main idea and inference questions.</li> <li><i>Example</i></li> <li>3. From the statistics the author cites, you can infer that d. the attack rate for the number of people in the water has not increased over time (Unit 13)                 <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>ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> | <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 comprehension questions that include determining the central or main idea of the text.</p> <p><i>Examples</i></p> <p>8. What is the central idea of this passage? D) The Treaty of Paris granted land, independence, and rights to the new United States. (p. 45)</p> <p>4. Which of the following best states the main idea of lines 33–44? A) The main purpose of totem poles is to proclaim a group’s social status. (p. 81)</p> <p>6. Which sentence from the passage best supports the conclusion that Olympic competitors had to be amateur athletes? B) “a sportswriter who had seen Thorpe play baseball in the minor leagues exposed him” (lines 56–58). (p. 195)</p> <ul style="list-style-type: none"> <li>• Review Units 1–3             <ul style="list-style-type: none"> <li>○ Part 1 “A Llama’s Odd Job”—pp. 42–43</li> <li>○ Part 2 [Untitled] (The Treaty of Paris)—pp. 44–45</li> </ul> </li> <li>• Review Units 4–6             <ul style="list-style-type: none"> <li>○ Part 1 “Totem Poles”—pp. 80–81</li> <li>○ Part 2 [Untitled]—pp. 82–83                 <ul style="list-style-type: none"> <li>▪ Passage 1 (Investigative Journalists)</li> <li>▪ Passage 2 (Nelly Bly, Investigative Journalist and Adventurer)</li> </ul> </li> </ul> </li> <li>• Review Units 10–12             <ul style="list-style-type: none"> <li>○ Part 1 “Champions of Equality,”—pp. 156–157</li> <li>○ Part 2 [Untitled]—pp. 158–159                 <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)</li> </ul> </li> </ul> </li> <li>• Review Units 13–15             <ul style="list-style-type: none"> <li>○ Part 1 “The Athletic Career of Jim Thorpe”—pp. 194–195</li> <li>○ Part 2 [Untitled] (The Tango in Buenos Aires)—pp. 196–197</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p> |

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## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

**ANNOTATED TEACHER'S EDITION**

**Reading [Unit] Passages in Level B**

- Questions for Critical Thinking—TE p. T29  
Ask students these questions to help them identify central ideas of the Unit Passages in Level B.

**DIGITAL RESOURCES\***

**Assessment**

- Test Prep  
Students read a passage of informational text then identify central ideas plus supporting evidence.

*Examples*

- 7. Which sentence does not belong in a summary of this passage?  
D) American actors of color had an undeserved reputation for neglecting the classical theater. (Test Prep 5)
- 3. Which of these statements best summarizes the author's argument in paragraph 4?  
A) Inefficiency is often hard to detect. (Test Prep 10)
  - Test Prep 3 Units 4–6 Jesse Walter Fewkes ["Montezuma Well," from *Archeological Expedition to Arizona in 1895*]
  - Test Prep 4 Units 4–6 Arthur H. Smith ["Country Roads," from *Village Life in China: A Study in Sociology*]
  - Test Prep 5 Units 4–6 Anonymous ["The African Roscius," from *The African Roscius*]
  - Test Prep 6 Units 7–9 Thomas Wentworth Higginson [from "Letter to a Young Contributor"]
  - Test Prep 9 Units 10–12 Frederick Jackson Turner ["The American Frontier," from *The Significance of the Frontier in American History*]
  - Test Prep 10 Units 13–15 Frederick Winslow Taylor ["National Efficiency and Scientific Management," from *The Principles of Scientific Management*]
  - Cumulative Test Prep 1 Units 1–15 John Ruskin ["European Cottages" from *The Poetry of Architecture*] and T. Roger Smith ["English Gothic Buildings" from *Architecture, Gothic and Renaissance*]
  - Cumulative Test Prep 2 Units 1–15 Abigail Adams [from *Remember the Ladies*] and Benjamin Franklin [from *The Autobiography of Benjamin Franklin*]

**Units 1–10**

- Additional Practice  
Students read a passage of informational text then identify central idea or summary plus supporting evidence.
  - Passage-Based Reading  
*Example*  
2. From details in the first two paragraphs, you can infer that the writer of the passage resembles the speaker in the poem because a. both have vivid memories of an especially significant experience. (Unit 4)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Key Ideas and Details

|  |   |
|--|---|
|  | <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> <p><b>Units 12–15</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Model Reading Test (Units 12–15)</li> </ul> <p>Students read a passage then pick the best answer for explicit main idea and inference questions.</p> <p><i>Example</i></p> <p>3. Which of the following BEST expresses the underlying theme in the myths of Arachne and Daedalus and Icarus? c. Excessive pride or ambition runs the risk of punishment (Unit 11)</p> <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> |
| <p>ELAGSE7RI3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> | <p>N/A</p>  |

### Craft and Structure

|   |  |
|---|--|
| <p>ELAGSE7RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p><b>STUDENT EDITION</b></p> <p><b>Unit Passage</b> (Introductory Reading Passage)</p> <p>At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.)</p> <p>Students read the words in context to activate prior knowledge, draw on context clues 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 “Times of Zheng He” [Narrative Nonfiction]—pp. 12–13</li> <li>• Unit 2 “In Poor Taste” [Letter to the Editor]—pp. 22–23</li> </ul> <p style="text-align: right;"><i>continued</i></p> |
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## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

- Unit 3 “Lunch at Delmonico’s” [Diary Entry]—pp. 32–33
- Unit 4 “Coyotes in Legend and Myth” [Informational Essay]—pp. 50–51
- Unit 5 “The Elephant Man Is Dead” [Obituary]—pp. 60–61
- Unit 6 “What Are Those Nazca Lines” [Persuasive Essay]—pp. 70–71
- Unit 7 “Everything That Happens, Happens as it Should” [First-Person Narrative]—pp. 88–89
- Unit 8 “A Fish That Fishes” [Magazine Article]—pp. 98–99
- Unit 9 “Marc Chagall” [Biographical Sketch]—pp. 108–109
- Unit 10 “The Straight History of Orthodontics” [Historical Nonfiction]—pp. 126–127
- Unit 11 “The Babe Is Here” [Magazine Article]—pp. 136–137
- Unit 12 “Hero From the Wrong Side of the Track Retires” [Profile]—pp. 146–147
- Unit 13 “The Last Flight of the Hindenburg” [Radio Broadcast Transcription]—pp. 164–165
- Unit 14 “Celebrating the Death of a Killer” [Online Article]—pp. 174–175
- Unit 15 “A Brief History of Gold” [Informational Essay]—pp. 184–185

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of informational text then answer vocabulary-in-context questions.

*Example*

3. As it is used in line 43, “strident” most nearly means D) passionate. (p. 159)

- Review Units 1–3
  - Part 1 “A Llama’s Odd Job”—pp. 42–43
  - Part 2 [Untitled] (The Treaty of Paris)—pp. 44–45
- Review Units 4–6
  - Part 1 “Totem Poles”—pp. 80–81
  - Part 2 [Untitled]—pp. 82–83
    - Passage 1 (Investigative Journalists)
    - Passage 2 (Nelly Bly, Investigative Journalist and Adventurer)
- Review Units 10–12
  - Part 1 “Champions of Equality,”—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (Causes of Food Waste in the United States)
    - Passage 2 (Impact of Food Waste)
- Review Units 13–15
  - Part 1 “The Athletic Career of Jim Thorpe”—pp. 194–195
  - Part 2 [Untitled] (The Tango in Buenos Aires)—pp. 196–197

*continued*



## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

#### Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1–3—pp. 46–47
- Review Units 4–6—pp. 84–85
- Review Units 7–9—pp. 122–123
- Review Units 10–12—pp. 160–161
- Review Units 13–15—pp. 198–199

#### Word Study: Idioms/Proverbs/Adages

The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative words and phrases.

- Idioms
  - 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
- Proverbs
  - Review Units 4–6 Choosing the Right Proverb—p. 86
- Adages
  - Review Units 7–9 Choosing the Right Adage—p. 124

#### DIGITAL RESOURCES\*

##### Assessment

- Test Prep
 

Students read a passage of informational text then determine the meaning of words using context clues.

##### Example

7. What does **reluctant** most likely mean in paragraph 6? B) hesitant (Test Prep 3)

1. What is the meaning of **quaint** as it is used in paragraph 1? B) strange (Test Prep 4)

- Test Prep 3 Units 4–6 Jesse Walter Fewkes [“Montezuma Well,” from *Archeological Expedition to Arizona in 1895*]
- Test Prep 4 Units 4–6 Arthur H. Smith [“Country Roads,” from *Village Life in China: A Study in Sociology*]
- Test Prep 5 Units 4–6 Anonymous [“The African Roscius,” from *The African Roscius*]
- Test Prep 6 Units 7–9 Thomas Wentworth Higginson [from “Letter to a Young Contributor”]
- Test Prep 9 Units 10–12 Frederick Jackson Turner [“The American Frontier,” from *The Significance of the Frontier in American History*]
- Test Prep 10 Units 13–15 Frederick Winslow Taylor [“National Efficiency and Scientific Management,” from *The Principles of Scientific Management*]

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

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|  | <ul style="list-style-type: none"> <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 <i>Remember the Ladies</i>] and Benjamin Franklin [from <i>The Autobiography of Benjamin Franklin</i>]</li> </ul> <p><b>Units 1-10</b></p> <ul style="list-style-type: none"> <li>● Additional Practice             <p>Students read a passage then pick the answer that best defines the highlighted word.</p> </li> <li>○ Passage-Based Reading             <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>4. In paragraph 5, the word <u>void</u> means. a. empty space (Unit 4)</li> <li>2. In paragraph 2, the word <u>substantial</u> most nearly means a. significant (Unit 5)</li> <li>2. In paragraph 1, the word <u>flourish</u> most nearly means c. thrive (Unit 8)                     <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>● Additional Practice             <p>Students read a passage then pick the answer that best defines the highlighted word.</p> </li> <li>○ Model Reading Test (Units 12-15)             <p><i>Example</i></p> <ul style="list-style-type: none"> <li>2. In paragraph 1, the word <u>pall</u> means b. dark shadow (Unit 13)                     <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>ELAGSE7RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> | <p>N/A</p>   |

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Craft and Structure

ELAGSE7RI6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

N/A

### Integration of Knowledge and Ideas

ELAGSE7RI7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

N/A

ELAGSE7RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

N/A

ELAGSE7RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

N/A

### Range of Reading and Level of Text Complexity

ELAGSE7RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STUDENT EDITION**

**Unit Passage** (Introductory Reading Passage)

At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.)

Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.

- Unit 1 “Times of Zheng He” [Narrative Nonfiction]—pp. 12–13
- Unit 2 “In Poor Taste” [Letter to the Editor]—pp. 22–23

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Range of Reading and Level of Text Complexity

- Unit 3 “Lunch at Delmonico’s” [Diary Entry]—pp. 32–33
- Unit 4 “Coyotes in Legend and Myth” [Informational Essay]—pp. 50–51
- 
- Unit 5 “The Elephant Man Is Dead” [Obituary]—pp. 60–61
- Unit 6 “What Are Those Nazca Lines” [Persuasive Essay]—pp. 70–71
- Unit 7 “Everything That Happens, Happens as it Should” [First-Person Narrative]—pp. 88–89
- Unit 8 “A Fish That Fishes” [Magazine Article]—pp. 98–99
- Unit 9 “Marc Chagall” [Biographical Sketch]—pp. 108–109
- Unit 10 “The Straight History of Orthodontics” [Historical Nonfiction]—pp. 126–127
- Unit 11 “The Babe Is Here” [Magazine Article]—pp. 136–137
- Unit 12 “Hero From the Wrong Side of the Track Retires” [Profile]—pp. 146–147
- Unit 13 “The Last Flight of the Hindenburg” [Radio Broadcast Transcription]—pp. 164–165
- Unit 14 “Celebrating the Death of a Killer” [Online Article]—pp. 174–175
- Unit 15 “A Brief History of Gold” [Informational Essay]—pp. 184–185

#### Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of expository or informational text then answer comprehension and vocabulary-in-context questions.

- Review Units 1–3
  - Part 1 “A Llama’s Odd Job”—pp. 42–43
  - Part 2 [Untitled] (The Treaty of Paris)—pp. 44–45
- Review Units 4–6
  - Part 1 “Totem Poles”—pp. 80–81
  - Part 2 [Untitled]—pp. 82–83
    - Passage 1 (Investigative Journalists)
    - Passage 2 (Nelly Bly, Investigative Journalist and Adventurer)
- Review Units 10–12
  - Part 1 “Champions of Equality,”—pp. 156–157
  - Part 2 [Untitled]—pp. 158–159
    - Passage 1 (Causes of Food Waste in the United States)
    - Passage 2 (Impact of Food Waste)
- Review Units 13–15
  - Part 1 “The Athletic Career of Jim Thorpe”—pp. 194–195
  - Part 2 [Untitled] (The Tango in Buenos Aires)—pp. 196–197

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Range of Reading and Level of Text Complexity

#### DIGITAL RESOURCES

#### Assessment

- Test Prep
  - Test Prep 3 Units 4–6 Jesse Walter Fewkes [“Montezuma Well,” from *Archeological Expedition to Arizona in 1895*]
  - Test Prep 4 Units 4–6 Arthur H. Smith [“Country Roads,” from *Village Life in China: A Study in Sociology*]
  - Test Prep 5 Units 4–6 Anonymous [“The African Roscius,” from *The African Roscius*]
  - Test Prep 6 Units 7–9 Thomas Wentworth Higginson [from “Letter to a Young Contributor”]
  - Test Prep 9 Units 10–12 Frederick Jackson Turner [“The American Frontier,” from *The Significance of the Frontier in American History*]
  - Test Prep 10 Units 13–15 Frederick Winslow Taylor [“National Efficiency and Scientific Management,” from *The Principles of Scientific Management*]
  - Cumulative Test Prep 1 Units 1–15 John Ruskin [“European Cottages” from *The Poetry of Architecture*] and T. Roger Smith [“English Gothic Buildings” from *Architecture, Gothic and Renaissance*]
  - Cumulative Test Prep 2 Units 1–15 Abigail Adams [from *Remember the Ladies*] and Benjamin Franklin [from *The Autobiography of Benjamin Franklin*]

#### Units 1–15

- Instruction
  - Differentiated Passage
 

The differentiated reading passages are a shorter version of the Unit Passages in the Student Edition. For reference, Lexile levels for both versions of each passage are listed on page T28 of the Teacher’s Edition.

#### Units 1–10

- Additional Practice
  - Passage-Based Reading
 

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

    - Unit 1 [Untitled] (Winslow Homer)
    - Unit 2 [Untitled] (The Eiffel Tower)
    - Unit 3 [Untitled] (Foreign Language Instruction)
    - Unit 4 [Untitled] (Reflection on Solitude)
    - Unit 5 [Untitled] (Wayang: Shadow Puppet Theater)
    - Unit 6 [Untitled] (The Monarch Butterfly)
    - Unit 7 [Untitled] (Musicals)
    - Unit 8 [Untitled] (Martial Arts)
    - Unit 9 [Untitled] (History of Technology)
    - Unit 10 [Untitled] (Ballads)

*continued*

## Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Range of Reading and Level of Text Complexity

#### Units 11-14

- Additional Practice
  - Model Reading Test
 

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

    - Unit 12 Natural Science [Untitled] (Seafood)
    - Unit 13 Natural Science [Untitled] (Shark Attacks)
    - Unit 14 Humanities [Untitled] (Jacob Lawrence, African American Painter)
    - Unit 15 Social Studies [Untitled] (The Internet)

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Text Types and Purpose

ELAGSE7W1 Write arguments to support claims with clear reasons and relevant evidence.

#### STUDENT EDITION

#### Writing: Words in Action

Writing: Words in Action 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.

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.

- Persuasive Writing: Opinion/Argument (state a claim/cite valid and relevant evidence)
  - Unit 1 Writing Prompt #2—p. 20; Unit 2 Writing Prompts #1 & #2—p. 30; Unit 4 Writing Prompt #2—p. 40; Unit 5 Writing Prompt #2—p. 68; Unit 6 Writing Prompt #1—p. 78; Unit 7 Writing Prompts #1 & #2—p. 96; Unit 9 Writing Prompt #2—p. 116; Unit 10 Writing Prompt #1—p. 134; Unit 11 Writing Prompts #1 & #2—p. 144; Unit 12 Writing Prompt #2—p. 154; Unit 13 Writing Prompt #1—p. 172; Unit 14 Writing Prompts #1 & #2—p. 182; Unit 15 Writing Prompts #1 & #2—p. 192

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Text Types and Purpose

|  |   |
|--|---|
| <p>ELAGSE7W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> | <p><b>STUDENT EDITION</b><br/> <b>Writing: Words in Action</b><br/>                 Writing: Words in Action 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. 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>• Informative/Explanatory Text                     <ul style="list-style-type: none"> <li>◦ Unit 5 Writing Prompt #2—p. 78; Unit 8 Writing Prompts #1 &amp; #2—p. 106; Unit 13 Writing Prompt #2—p. 172</li> </ul> </li> </ul> |
| <p>ELAGSE7W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>          | <p><b>STUDENT EDITION</b><br/> <b>Writing: Words in Action</b></p> <ul style="list-style-type: none"> <li>• Narratives                     <ul style="list-style-type: none"> <li>◦ Unit 1 Writing Prompt #1—p. 20; Unit 3 Writing Prompt #1—p. 40; Unit 5 Writing Prompt #1—p. 68; Unit 6 Writing Prompt #2—p. 78; Unit 9 Writing Prompt #1—p. 116; Unit 10 Writing Prompt #2—p. 134; Unit 12 Writing Prompt #1—p. 154</li> </ul> </li> </ul> <p><b>ANNOTATED TEACHER'S EDITION</b><br/> <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Writing with Vocabulary—TE pp. T21–T22<br/>                 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words.</li> <li>• Vocabulary Projects and Games—TE p. T22<br/>                 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.</li> </ul>                |

### Production and Distribution of Writing

|   |  |
|---|--|
| <p>ELAGSE7W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> | <p><b>STUDENT EDITION</b><br/> <b>Writing: Words in Action</b><br/>                 Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Passage.</p> <ul style="list-style-type: none"> <li>• Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192</li> </ul> <p><b>DIGITAL RESOURCES</b><br/> <b>Units 1–10</b></p> <ul style="list-style-type: none"> <li>• Additional Practice                     <ul style="list-style-type: none"> <li>◦ Timed Essay</li> </ul> </li> </ul> |
|---|--|

## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Production and Distribution of Writing

|  |  |
|--|--|
| <p>ELAGSE7W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade7.)</p> | <p><b>DIGITAL RESOURCES*</b><br/> <b>Units 1–10</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ Improving Sentences<br/>                     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.</li> <li>○ Timed Essay<br/>                     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> <li>▪ Writing Your Draft (17-18 minutes)</li> <li>▪ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul> </li> </ul> <p><b>Units 11–15</b></p> <ul style="list-style-type: none"> <li>• Additional Practice             <ul style="list-style-type: none"> <li>○ English Test<br/>                     Students identify and correct grammar and usage errors in the passage.</li> </ul> </li> </ul> |
| <p>ELAGSE7W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>  | <p>N/A</p>   |

### Research to Build and Present Knowledge

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|--|------------|
| <p>ELAGSE7W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>   | <p>N/A</p> |
| <p>ELAGSE7W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>N/A</p> |

\*Digital resources available at SadlierConnect.com



## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Research to Build and Present Knowledge

|   |  |
|---|--|
| <p>ELAGSE7W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  |  |
| <p>a. Apply grade 7 <i>Reading Standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> | <p>N/A</p>   |
| <p>b. Apply <i>grade 7 Reading Standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>             | <p><b>STUDENT EDITION</b><br/> <b>Writing: Words in Action</b><br/>                 Students write responses to the Unit Passage that include citing details to support their position.</p> <ul style="list-style-type: none"> <li>Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192</li> </ul> |

### Range of Writing

|   |  |
|---|--|
| <p>ELAGSE7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p><b>STUDENT EDITION</b><br/> <b>Writing: Words in Action</b><br/>                 Writing: Words in Action provides practice with writing responses to two modes of writing.</p> <p>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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</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>Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192</li> </ul> <p style="text-align: right;"><i>continued</i></p> |
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## Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Range of Writing

ANNOTATED TEACHER'S EDITION

**Best Practices for Using Vocabulary Workshop in the Classroom**

- Writing with Vocabulary—ATE pp. T21–T22  
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.  
Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

DIGITAL RESOURCES\*

**Units 1–15**

- Additional Practice
  - Timed Essay  
Students write a response to a statement in a total of 25 minutes.
    - Writing Your Thesis Statement (1-2 minutes)
    - Prewriting (3-4 minutes)
    - Writing Your Draft (17-18 minutes)
    - Editing and Revising Your Draft (2-3 minutes)

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Comprehension and Collaboration

ELAGSE7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

ANNOTATED TEACHER'S EDITION

**Best Practices for Using Vocabulary Workshop in the Classrooms**

- Daily Discussion and Review—TE p. T21  
Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing.

**Addressing Different Learners**

- Differentiating Daily Instruction for Striving and ELL Students—TE p. T23  
Provide opportunities for oral practice: Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.

*continued*

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Comprehension and Collaboration

- Differentiating Assignments for Striving and ELL Students—TE p. T23  
Students should work at a similar pace and clarify word meaning through discussions over answers.
- Differentiating Exercises and Assignments for Above Grade-Level Students—TE p. T24  
Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas.

#### Reading Passages in Level B

- Questions for Critical Thinking—TE p. T29  
Thoughtful discussion questions are provided for each Unit Passage (Introductory Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below).

#### DIGITAL RESOURCES\*

##### Overview

- Program Overview for Teachers  
Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Passages.
  - Questions for Critical Thinking
  - Answer Key: Questions for Critical Thinking

##### Units 1–15

- Instruction  
Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.
  - Unit Passage  
In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.
  - Differentiated Passage\*  
Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.
  - Instructional Videos\*  
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.

\*Available with Vocabulary Workshop Interactive Edition (optional purchase).

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Comprehension and Collaboration

|  |   |
|--|---|
| <p>ELAGSE7SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> | <p><b>DIGITAL RESOURCES*</b><br/> <b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• Student Resources             <ul style="list-style-type: none"> <li>○ iWords (audio program)</li> </ul> </li> </ul> <p>Especially useful for English learners, 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.</p> |
| <p>ELAGSE7SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>   | <p>N/A</p>  |

### Presentation of Knowledge and Ideas

|   |   |
|---|---|
| <p>ELAGSE7SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><b>ANNOTATED TEACHER’S EDITION</b><br/> <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Projects and Games—TE p. T22</li> </ul> <p>Groups of students can act in skits or pantomimes that demonstrate a word’s meaning; the rest of the class must guess the word being acted out.</p>   |
| <p>ELAGSE7SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>   | <p><b>ANNOTATED TEACHER’S EDITION</b><br/> <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Projects and Games—TE p. T22</li> </ul> <p>Students often learn words best when setting them to music. Students may write lyrics incorporating all (or most) of a Unit’s vocabulary words and definitions and then perform, record or make a video of their songs. Create a library of the videos and recordings for future classes to use.</p> <p>Create a “deck” of review cards, consisting of the word, the definition, a sentence with a blank where the vocabulary word would go, and the image for the word selected by the class. Have teams go head-to-head to see who can complete the sentence with the correct vocabulary word first.</p> <p><b>DIGITAL RESOURCES*</b><br/> <b>Units 1–15</b></p> <ul style="list-style-type: none"> <li>• Student Resources             <ul style="list-style-type: none"> <li>○ Flash Cards</li> </ul> </li> </ul> |

## Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Presentation of Knowledge and Ideas

ELAGSE7SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)

*Related content*

ANNOTATED TEACHER'S EDITION

#### Best Practices for Using Vocabulary Workshop in the Classroom

- Writing with Vocabulary (informal and formal forms of communication)—ATE pp. T21–T22  
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.  
Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Conventions of Standard English

ELAGSE7L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

DIGITAL RESOURCES\*

#### Units 1–10

- Additional Practice
  - Improving Sentences  
For each item, part of the sentence is underlined. Beneath each sentence are five ways of phrasing the underlined material. Students select the choice that best represents appropriate Standard English grammar and usage.

#### Units 11–15

- Additional Practice
  - English Test  
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or punctuation. If the original version contains no error, the correct response for that item is *A: NO CHANGE*. Otherwise, students choose their preferred answer from the remaining three alternatives.

ELAGSE7L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

DIGITAL RESOURCES\*

#### Units 11–15

- Additional Practice
  - English Test  
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or

*continued*

## Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 7

VOCABULARY WORKSHOP, LEVEL B / GRADE 7

### Conventions of Standard English

punctuation. If the original version contains no error, the correct response for that item is A: *NO CHANGE*. Otherwise, students choose their preferred answer from the remaining three alternatives.

### Knowledge of Language

ELAGSE7L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students expand their ability to comprehend a variety of demanding texts through activities that examine the use of language and its conventions in the multi-genre passages and excerpts provided at each level of *Vocabulary Workshop*.  
Students practice regularly identifying and using context clues to unlock the meaning of unfamiliar words and phrases they encounter in their writing, speaking, reading, or listening.