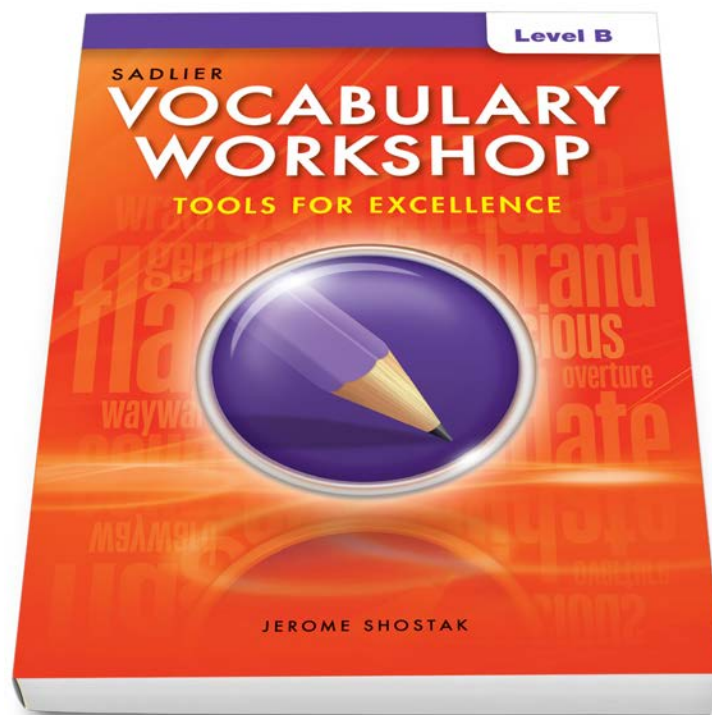


Vocabulary Workshop

Tools for Excellence

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 7



GRADE 7 CORRELATED CONTENT

Recurring Standards

Recurring Standards for Grades 6–8. 2

Grade 7 Content Standards

Critical Literacy. 7

Language Literacy. 14

Digital Literacy. 14

Vocabulary Literacy. 15

Recurring Standards

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7

Students will:

RECEPTION

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

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 forms of formal and informal communication.

Addressing Different Learners

- Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23
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.

Reading Passages in Level B

- Questions for Critical Thinking, ATE p. T29
Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic.

DIGITAL RESOURCES

Overview

- Program Overview for Teachers
 - Questions for Critical Thinking
 - Answer Key: Questions for Critical Thinking

Instruction (each unit)

Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.

- Unit Introductory 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).

Student Resources

- iWords Audio Program
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.

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7

RECEPTION

R2. Use context clues to determine meanings of unfamiliar spoken or written words.

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 Introductory Passage (Reading Passage)

At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory 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 Introductory 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

Choosing the Right Word

These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the 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

continued

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7

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

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

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

continued

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7

- 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.

- Classical Roots: 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

Two-Word Completions

In Two-Word Completions, students practice with word-omission (cloze) exercises. Students use embedded context clues to identify the correct choices.

- Final Mastery Test, p. 203

Supplying Words in Context

Students select the word that bests completes each sentence.

- Final Mastery Test, p. 204

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.

- Final Mastery Test, p. 206

DIGITAL RESOURCES

Instruction (each unit)

- Introducing the Words: Differentiated Passage
A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.

As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.

Additional Practice (each unit)

- Passage-Based Reading
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.

Reviews (each Unit Review)

- Student Practice
 - Two-Word Completions
Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>EXPRESSION</p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p>DIGITAL RESOURCES</p> <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p>QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. The QR code can be read with a smartphone camera. The code can also be read with any free QR code application downloaded to a smartphone. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com.</p> <ul style="list-style-type: none"> • I-Words Audio Program • Interactive Activities • Interactive Flash Cards • Practice Worksheets • Interactive Quizzes • Interactive Graphic Organizers • Word Part Gallery • Pronunciation Key • Diagnostic Tests and Cumulative Reviews • Printable Differentiated Reading Passages • Test Prep for SAT® and ACT® Exams
<p>EXPRESSION</p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • Timed Essay <ul style="list-style-type: none"> ○ For each unit, 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)
<p>EXPRESSION</p> <p>R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>EXPRESSION</p> <p>R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Questions About Tone (word choice, author’s attitude), p. 9 <p>Word Study: Denotation and Connotations</p> <p>Understanding a word’s connotation develop a student’s skills as a reader, writer, and speaker. In these Word Study activities, students practice choosing words that best express the desired connotation (positive, negative, or neutral).</p> <ul style="list-style-type: none"> • Denotation and 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 <p>ANNOTATED TEACHER’S EDITION</p> <p>Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21–T22 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>Students should incorporate at least one or two vocabulary words into their daily writing activities, reading journals, or other forms of informal communication.</p> <p>Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used. Check to make sure that the usage is appropriate, and provide feedback. Read aloud essays and review the use of vocabulary for correct usage.</p>

Grade 7 Content Standards

CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>Students will:</p> <p>RECEPTION READING</p> <p>1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.</p>	<p style="text-align: center;">Unit Introductory Passages</p> <p>STUDENT EDITION</p> <p>Unit Introductory Passage (Reading Passage)</p> <p>Topics of the passages are grade-appropriate and of high-interest, and represent a variety of genres, including expository texts, informational essays, historical nonfiction, and biographies. Passages also provide exposure to figurative language such as idioms.</p> <p>(A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)</p> <ul style="list-style-type: none"> • Unit 1 “The Times of Zheng He” [Narrative Nonfiction], pp. 12–13 • Unit 2 “In Poor Taste” [Letter to the Editor], pp. 22–23 • 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 “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 <i>Hindenburg</i>” [Radio Broadcast Transcription], pp. 164–165 • Unit 14 “Celebrating the Death of a Killer” [Online Article], pp. 174–175 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<ul style="list-style-type: none"> • Unit 15 “A Brief History of Gold” [Informational Essay], pp. 184–185 <p><u>ANNOTATED TEACHER’S EDITION</u> Reading Passages in Level B Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class discussion, or assign the questions as homework prior to class if students are reading the passage independently.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p><u>DIGITAL RESOURCES</u> Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “Why, in the writer’s view, are these advertisements unethical?” (Unit 2), and “What kinds of advances mark the difference between early and modern orthodontics?” (Unit 10).</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking <p>Instruction (each unit)</p> <ul style="list-style-type: none"> • Introducing the Words: Differentiated Passage The printable Differentiated Passage is a shorter version of each Unit Introductory Passage with a lower Lexile® level. They are designed for striving readers and ELL students. As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word. <p style="text-align: center;"><i>Vocabulary for Comprehension</i></p> <p><u>STUDENT EDITION</u> Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Questions About Tone (word choice, author’s attitude), p. 9 ○ Questions About Author’s Technique (use of language), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational text then answer comprehension and text-in-context questions</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 “A Llama’s Odd Job,” pp. 42–43/Part 2 (The Treaty of Paris), pp. 44–45 • Review Units 4–6: Part 1 “Totem Poles,” pp. 80–81/Part 2 (Passage 1: Qualities of a Journalist/Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 • Review Units 10–12: Part 1 “Champions of Equality,” pp. 156–157/Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 • Review Units 13–15: Part 1 “The Athletic Career of Jim Thorpe,” pp. 194–195/Part 2 (The Tango and Buenos Aires), pp. 196–197 <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p style="text-align: center;"><i>Passage-Based Reading</i></p> <p>DIGITAL RESOURCES Additional Practice (each unit)</p> <ul style="list-style-type: none"> • Passage-Based Reading 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.
<p>RECEPTION READING</p> <p>2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Questions About Author’s Technique (organizational structure and function), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational text then answer comprehension questions, including questions about organizational structures of the text.</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 “A Llama’s Odd Job,” pp. 42–43/Part 2 (The Treaty of Paris), pp. 44–45 • Review Units 4–6: Part 1 “Totem Poles,” pp. 80–81/Part 2 (Passage 1: Qualities of a Journalist/Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 • Review Units 10–12: Part 1 “Champions of Equality,” pp. 156–157/Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 • Review Units 13–15: Part 1 “The Athletic Career of Jim Thorpe,” pp. 194–195/Part 2 (The Tango and Buenos Aires), pp. 196–197 <p>DIGITAL RESOURCES Additional Practice (each unit)</p> <ul style="list-style-type: none"> • Passage-Based Reading Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension questions, which may cover main idea, supporting details, author’s attitude or purpose, and use of structures.

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CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>RECEPTION READING</p> <p>3. Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.</p> <p>RECEPTION READING</p> <p>4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Vocabulary in Context: Literary Text</p> <p>All units conclude with Vocabulary in Context: Literary Text. This activity showcases unit vocabulary words used in published literature. Each excerpt demonstrates how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative. It also offers students an opportunity to derive meaning from context.</p> <ul style="list-style-type: none"> • Unit 1 Edgar Allan Poe, p. 21 (“The Balloon-Hoax,” “The Mystery of Marie Roget,” “Ms. Found in a Bottle,” and “The Gold-Bug”), p. 21 • Unit 2 O. Henry, p. 31 (“The Cop and the Anthem,” “The Comingout of Maggie,” “The Green Door,” “Springtime à la Carte,” and “Man About Town”), p. 31 • • Unit 3 Sir Arthur Conan Doyle, p. 41 (<i>The Lost World</i>), p. 41= • Unit 4 Jack London, p. 59 (<i>The Sea-Wolf</i>), p. 59 • Unit 5 Charles Dickens, p. 69 (<i>Oliver Twist</i>), p. 69 • Unit 6 Sir Arthur Conan Doyle, p. 79 (<i>The Adventures of Sherlock Holmes</i>), p. 79 • Unit 7 Mark Twain, p. 97 (<i>A Connecticut Yankee in King Arthur’s Court</i>), p. 97 • Unit 8 Jules Verne, p. 107 (<i>A Journey to the Center of the Earth</i>), p. 107 • • Unit 9 Bram Stoker, p. 117 (<i>Dracula</i>), p. 117 • Unit 10 Victor Hugo, p. 135 (<i>The Hunchback of Notre Dame</i>), p. 135 • Unit 11 Mary Wollstonecraft Shelley, p. 145 (<i>Frankenstein</i>), p. 145 • • Unit 12 Victor Hugo, p. 155 (<i>Les Misérables</i>), p. 155 • Unit 13 Jules Verne, p. 173 (<i>Around the World in 80 Days</i>), p. 173 • Unit 14 Hans Christian Andersen, p. 183 (“The Shadow,” “The Snow Queen,” “The Naughty Boy,” “The Best That the Galoshes Gave,” and “The Emperor’s New Clothes”), p. 183 • Unit 15 Sir Arthur Conan Doyle, p. 193 (<i>The Hound of the Baskervilles</i> and <i>The Adventures of Sherlock Holmes</i>), p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7–9: Part 1 (Anne Brontë, adapted from <i>Agnes Grey</i>), pp. 118–119/Part 2 (Charles Dickens, adapted from <i>Great Expectations</i>), pp. 120–121

CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
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RECEPTION | LISTENING

5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).

Unit Introductory Passages

DIGITAL RESOURCES

Instruction (each unit)

Listening to audio recordings of the unit passages is particularly helpful to auditory learners, ELL students, and striving readers.

- **Unit Introductory Passage**
Topics of the passages are grade-appropriate and of high-interest, and represent a variety of genres, including expository texts, informational essays, historical nonfiction, and biographies. Passages also provide exposure to figurative language such as idioms.
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***
This is a shorter version of the Unit Introductory Passage with a lower Lexile® level.
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.

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

ANNOTATED TEACHER'S EDITION

Reading Passages in Level B

Two comprehension questions are provided for each Unit Introductory Passage. Teachers may use these questions to guide class discussion of main idea and supporting detail.

- Questions for Critical Thinking, ATE p. T29

DIGITAL RESOURCES

Program Overview for Teachers

Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “Why, in the writer’s view, are these advertisements unethical?” (Unit 2), and “What kinds of advances mark the difference between early and modern orthodontics?” (Unit 10).

- Questions for Critical Thinking
- Answer Key: Questions for Critical Thinking

Word Study

STUDENT EDITION

Word Study: Denotation and Connotations

Understanding a word’s connotation develop a student’s skills as a reader, writer, and speaker. In these Word Study activities, students practice choosing words that best express the desired connotation (positive, negative, or neutral).

- Denotation and 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

CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>RECEPTION LISTENING</p> <p>6. Evaluate the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.</p>	<p>Related content</p> <p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions (following Vocabulary for Comprehension reading passages) <ul style="list-style-type: none"> Questions About Tone (word choice, author’s attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> 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
<p>EXPRESSION WRITING</p> <p>7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</p>	
<p>a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).</p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>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 Introductory 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"> Unit 1 Writing Prompt #1, p. 20; Unit 3 Writing Prompt #1, p. 40; 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
<p>b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.</p>	<p>STUDENT EDITION Writing: Words in Action</p> <p>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 Introductory 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> <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<ul style="list-style-type: none"> Unit 1 Writing Prompt #1, p. 20; Unit 5 Writing Prompt #2, p. 78; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 10 Writing Prompt #1, p. 134; Unit 13 Writing Prompt #2, p. 172
<p>c. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.</p>	<p>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 Introductory 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"> Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompt #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 40; Unit 5 Writing Prompt #1, 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 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
<p>EXPRESSION SPEAKING</p> <p>8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.</p>	<p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop</p> <ul style="list-style-type: none"> Daily Discussion and Review, ATE p. T21 During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> Differentiating Exercises and Assignments for Above Grade-Level Students, ATE 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. <p>Reading Passages in Level B</p> <ul style="list-style-type: none"> Questions for Critical Thinking, ATE p. T29 <p>DIGITAL RESOURCES Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, "Why did bank accountants think that self-service operations could reduce costs?" (Unit 2), and "Why was it difficult to keep the Confederacy united?" (Unit 9).</p> <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking

DIGITAL LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>Students will:</p> <p>RECEPTION READING</p> <p>10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources. <i>Examples: online academic journals, social media, blogs</i></p>	<p>DIGITAL RESOURCES</p> <p>Vocabulary Workshop Interactive Edition (optional purchase)</p> <p><i>Vocabulary Workshop Interactive Edition</i> provides all of the program’s print components, including the program’s ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format.</p> <p><i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p><i>Vocabulary Workshop Interactive Edition</i> includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of unit words in multiple contexts, including responding to text-based questions.</p>
<p>RECEPTION LISTENING</p> <p>13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p>	<p>DIGITAL RESOURCES</p> <p>Professional readings of all Unit Introductory Passages and Differentiated Passages are available at SadlierConnect.com. Listening to audio recordings of unit passages is particularly helpful to auditory learners, ELL students, and striving readers.</p> <p>Instruction</p> <ul style="list-style-type: none"> Unit Introductory 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>

LANGUAGE LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>Students will:</p> <p>RECEPTION READING</p> <p>17. Identify the conventions of standard English grammar and usage in writing.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> 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. 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.

LANGUAGE LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>EXPRESSION WRITING</p> <p>21. Create written work using standard English grammar, usage, and mechanics.</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action</p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. In each mode, students are directed to use at least three recently studied unit words.</p> <p>The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory 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"> Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompt #1 & #2, p. 134; Unit 11 Writing Prompts #1 & #2, p. 144; Unit 12 Writing Prompts #1 & #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192
<p>EXPRESSION SPEAKING</p> <p>22. Choose language that expresses ideas precisely and concisely.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> English Test (Units 11-15) <p>Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.</p>

VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
<p>Students will:</p> <p>RECEPTION READING</p> <p>29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.</p> <p><i>Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary</i></p>	<p style="text-align: center;">Word Parts</p> <p>STUDENT EDITION</p> <p>Word Study: Classical Roots</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"> Classical Roots: Review Units 1-3 (<i>pend, pens</i>), p. 49; Review Units 4-6 (<i>cur, curr, curs, cour</i>), p. 87; Review Units 7-9 (<i>graph, graphy</i>), p. 125; Review Units 10-12 (<i>note, not</i>), p. 163; Review Units 13-15 (<i>rupt</i>), p. 201 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>DIGITAL RESOURCES</p> <p>Word Study (each Unit Review Word Study)</p> <ul style="list-style-type: none"> • Interactive Activities <ul style="list-style-type: none"> ○ Word Part Gallery <p>In order to expose students to a deeper knowledge of word parts Vocabulary Workshop 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 instruction to help students learn, explore, and practice with these word parts.</p> ○ Word Part Gallery: Teaching Suggestions <p style="text-align: center;">Context Clues</p> <p>STUDENT EDITION</p> <p>Vocabulary In Context</p> <p>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.</p> <ul style="list-style-type: none"> • Three Types of Context Clues—p. 7 <p>Unit Introductory Passage (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 Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)</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"> • 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 <p>Definitions</p> <p>In the Definitions section after each unit Introductory 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.</p> <p>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</p> <p style="text-align: right;"><i>continued</i></p>

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VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>Choosing the Right Word These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p> <ul style="list-style-type: none"> 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 <p>Synonyms The Synonyms activity requires students to rely on context clues to help find a unit word to match each given synonym.</p> <ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> 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 <p>Vocabulary in Context: Literary Text 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 vocabulary in the context of authentic literature.</p> <ul style="list-style-type: none"> 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 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer vocabulary-in-context questions.</p> <ul style="list-style-type: none"> 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 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>Word Study: Denotation and Connotation In 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.</p> <ul style="list-style-type: none"> 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 <p>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 expressions.</p> <ul style="list-style-type: none"> 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 <p>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.</p> <ul style="list-style-type: none"> 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 <p>Two-Word Completions In Two-Word Completions, students practice with word-omission exercises. Students use embedded context clues to identify the correct choices.</p> <ul style="list-style-type: none"> Final Mastery Test, p. 203 <p>Supplying Words in Context Students select the word that bests completes each sentence.</p> <ul style="list-style-type: none"> Final Mastery Test, p. 204 <p>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.</p> <ul style="list-style-type: none"> Final Mastery Test, p. 206 <p>DIGITAL RESOURCES Instruction (each unit)</p> <ul style="list-style-type: none"> Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students. <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.</p> <p style="text-align: center;">Connotation and Denotation</p> <p>STUDENT EDITION</p> <p>Word Study: Denotation and Connotation</p> <p>For 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> <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> <ul style="list-style-type: none"> • 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 <p style="text-align: center;">Print or Digital Reference Tools</p> <p>STUDENT EDITION</p> <p>Definitions</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"> • 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 <p>Synonyms</p> <p>For the Synonyms activity in each unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • 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 <p>Antonyms</p> <p>For the Antonyms activity in each unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>Word Study: Classical Roots Students are directed to use a dictionary as needed.</p> <ul style="list-style-type: none"> 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 <p>DIGITAL RESOURCES Instruction (each unit) Listening to audio recordings of the definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> iWords Audio Program The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level.
<p>RECEPTION READING</p> <p>30. Read, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.</p>	<p>STUDENT EDITION Unit Introductory Passage (Reading Passage) At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory 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.</p> <ul style="list-style-type: none"> Unit 1 “The Times of Zheng He” [Narrative Nonfiction], pp. 12–13 Unit 2 “In Poor Taste” [Letter to the Editor], pp. 22–23 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 “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 <i>Hindenburg</i>” [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 <p style="text-align: right;"><i>continued</i></p>

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VOCABULARY LITERACY

GRADE 7 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL B/GR. 7
	<p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of expository text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> Review Units 1–3: Part 1 “A Llama’s Odd Job,” pp. 42–43/Part 2 (The Treaty of Paris), pp. 44–45 Review Units 4–6: Part 1 “Totem Poles,” pp. 80–81/Part 2 (Passage 1: Qualities of a Journalist/Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 Review Units 10–12: Part 1 “Champions of Equality,” pp. 156–157/Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 Review Units 13–15: Part 1 “The Athletic Career of Jim Thorpe,” pp. 194–195/Part 2 (The Tango and Buenos Aires), pp. 196–197 <p>ANNOTATED TEACHER’S EDITION Reading Passages in Level B</p> <ul style="list-style-type: none"> Questions for Critical Thinking, ATE p. T29 <p>DIGITAL RESOURCES Overview</p> <ul style="list-style-type: none"> Program Overview for Teachers <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking <p>Instruction (each unit)</p> <ul style="list-style-type: none"> Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students. <p>Additional Practice (each unit)</p> <ul style="list-style-type: none"> Passage-Based Reading 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.
<p>RECEPTION LISTENING</p> <p>31. Infer word meaning through active listening in various contexts for purposeful, effective communication. effective communication. <i>Examples: classroom discussion, oral presentations, digital formats</i></p>	<p>ANNOTATED TEACHER’S EDITION Addressing Different Learners</p> <ul style="list-style-type: none"> Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 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. <p>DIGITAL RESOURCES Listening to audio recordings of the unit passages and words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <p>Instruction</p> <ul style="list-style-type: none"> Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in <p style="text-align: right;"><i>continued</i></p>

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	<p>he textbook at the end of each passage to link directly to the audio recording of the text.</p> <ul style="list-style-type: none"> • 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p>Student Resources</p> <ul style="list-style-type: none"> • iWords Audio Program 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>EXPRESSION WRITING</p> <p>32. Apply vocabulary in writing to convey and enhance meaning.</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action</p> <p>Writing: Words in Action provides practice with writing responses to two modes of writing. In each mode, students are directed to use at least three recently studied unit words.</p> <p>The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory 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"> • Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompt #1 & #2, p. 134; Unit 11 Writing Prompts #1 & #2, p. 144; Unit 12 Writing Prompts #1 & #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192 <p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • Timed Essay For each unit, students write a response to a statement in a total of 25 minutes. A pull-down Unit Word List helps them identify key words they can integrate into their writing. <ul style="list-style-type: none"> ○ 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)

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<p>EXPRESSION SPEAKING</p> <p>33. Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.</p>	<p><u>ANNOTATED TEACHER'S EDITION</u></p> <p>Addressing Different Learners</p> <ul style="list-style-type: none"> Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 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. <p>Reading Passages in Level B</p> <ul style="list-style-type: none"> Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic. <p><u>DIGITAL RESOURCES</u></p> <p>Overview</p> <ul style="list-style-type: none"> Program Overview for Teachers <ul style="list-style-type: none"> Questions for Critical Thinking Answer Key: Questions for Critical Thinking <p>Related content</p> <p><u>STUDENT EDITION</u></p> <p>Word Study: Denotation and Connotation</p> <p>In this part of the Word Study 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"> 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 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>. 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 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). 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 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.