



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level B

Aligned to the
English Standards of Learning for
Virginia Public Schools – January 2010
Grade Seven

CONTENTS

KEY ALIGNED CONTENT

Page 2 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

ADDITIONAL ALIGNED CONTENT

Page 17 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

Page 18 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

Page 20 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

Page 22 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

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The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

KEY ALIGNED CONTENT

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7.4	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.								
(a)	Identify word origins and derivations.	<p>Vocabulary Strategy: Word Structure—p. 8</p> <p><i>Examples [Level B, p. 8]</i></p> <p>Prefixes, suffixes, and roots, or bases, are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A base or root is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	In Vocabulary Strategy: Word Structure , students learn about Latin and Greek roots and the English words that derive from them.
Prefix	Meaning	Sample Words							
com-, con-	together, with	compatriot, contact							

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	<table border="1"> <tr> <td>Greek Root</td> <td>Meaning</td> <td>Sample Words</td> </tr> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </table> <table border="1"> <tr> <td>Latin Root</td> <td>Meaning</td> <td>Sample Words</td> </tr> <tr> <td>-tain-, -ten-, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </table>	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue	<p>In Word Study: Classical Roots, students examine words derived from Latin and Greek roots.</p>
Greek Root	Meaning	Sample Words												
-gnos	know	diagnostic												
Latin Root	Meaning	Sample Words												
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue												
<p>(b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.</p>	<p>Word Study: Classical Roots—Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), 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</p> <p><i>Example [Level B, Review Units 13–15, p. 201]</i></p> <p>3. a breaking; to break</p> <p>The engineers worked frantically to repair the <u>rupture</u> in the wall of the dam.</p> <p>Vocabulary Strategy: Word Structure—p. 8</p> <p><i>Examples [Level B, p. 8]</i></p> <p>Prefixes, suffixes, and roots, or bases, are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1"> <tr> <td>Prefix</td> <td>Meaning</td> <td>Sample Words</td> </tr> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </table> <p>A base or root is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1"> <tr> <td>Greek Root</td> <td>Meaning</td> <td>Sample Words</td> </tr> </table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	<p>In Vocabulary Strategy: Word Structure, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the Classical Roots page of the Word Study section.</p>			
Prefix	Meaning	Sample Words												
com-, con-	together, with	compatriot, contact												
Greek Root	Meaning	Sample Words												

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-gnos	know	diagnostic									
Latin Root	Meaning	Sample Words									
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue									
	<p>Definitions—Unit 1, pp. 14–15; 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><i>Example [Level B, Unit 3, p. 36]</i></p> <p>12. singe (<i>adj.</i>) unimportant, trivial; narrow-minded; secondary in rank, minor (sinj)</p> <p>You say my complaint is <u>petty</u>, but to me it is an issue of great importance.</p> <p>SYNONYMS: insignificant, piddling</p> <p>ANTONYMS: important, major, significant, weighty</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>									
	<p>Synonyms—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> <p><i>Example [Level B, Unit 3, p. 38]</i></p>	<p>The Synonyms activity for each unit requires students to draw on context and structural analysis clues to help find a unit word to match each given synonym.</p> <p>By referring back to the presentation of unit words in the Definitions section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide</p>									

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	<p>5. offered a singular opportunity ___unique___</p>	<p>additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Antonyms—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> <p><i>Example [Level B, Unit 3, p. 39]</i></p> <p>4. the receding danger ___looming___</p>	<p>For the Antonyms activity for each unit, students use context and structural analysis 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> <p>By referring back to the presentation of unit words in the Definitions section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Word Study: Classical Roots—Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), 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</p> <p><i>Example [Level B, Review Units 13–15, p. 201]</i></p> <p>3. a breaking; to break</p> <p>The engineers worked frantically to repair the ___rupture___ in the wall of the dam.</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>
(c) Identify and analyze figurative language.	<p>Choosing the Right Word—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.</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the</p>

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	<p>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> <p><i>Example [Level B, Unit 7, p. 93]</i></p> <p>15. I can forgive an honest mistake, but I (presume, detest) any attempt to cover up errors by lying.</p>	<p>context of the given sentence.</p>
	<p>Completing the 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</p> <p><i>Example [Level B, Unit 7, p. 95]</i></p> <p>4. In most respects she is a fine person, but excessive stubbornness is the one important flaw in her character.</p>	<p>For 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>
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84; Review Units 7–9 [Adages], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198</p> <p><i>Example [Level B, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom</p> <p>5. After you graduate, what do you plan to do to bring home the bacon? _____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>

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(d) Identify connotations.	<p>Definitions—Unit 1, pp. 14–15; 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>The Definitions section that follows the Reading Passage at the beginning of each unit includes a listing of synonyms – words with similar denotations – and antonyms. This prepares students to better understand the discussions of connotations and denotations that follow.</p>
	<p>Synonyms—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> <p><i>Example [Level B, Unit 3, p. 38]</i></p> <p>5. offered a singular opportunity <u>unique</u></p>	<p>In the Synonyms activity in each unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the Word Study: Denotation and Connotation lessons provided in the review at the end of every three units.</p>
	<p>Word Study: 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> <p><i>Example [Level B, Review Units 1–3, p. 47]</i></p> <p>Shades of Meaning 1. animated + 2. plague – 3. barren – 4. trivial –</p>	<p>Each Word Study: Denotation and Connotation lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, Shades of Meaning.</p>

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	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level B, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation neutral 3. After the principal's (oration, speech), some students had questions, but there was not time to answer them.</p> <p><i>Example [Level B, Review Units 1–3, p. 48]</i></p> <p>Challenge: Using the Connotation 1. Our boss likes to urge <u>goad</u> everyone to arrive a half hour early and stay late, but so far no one has complied.</p> <p><u>Sample response: Goad darkens the tone of the sentence. It suggests a stronger, more controlling, and even bullying kind of urging.</u></p>	<p>In Word Study: Expressing the Connotation, students read each sentence and consider context clues before selecting one of two vocabulary words that best expresses the target connotation (positive, negative, or neutral).</p> <p>In Challenge: Using Connotation, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.</p>
(e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level B, p. 7]</i></p> <p>A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>"It seemed to me that the race was easy," I said, "But many of the runners found it (grueling, transparent)."</p> <p>In this sentence, <i>easy</i> is an antonym of the missing word, <i>grueling</i>. This is confirmed by the presence of the word <i>but</i>, which indicates that the answer must be the opposite of <i>easy</i>.</p>	<p>In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include restatement clue, contrast clue, and inference clue.</p>

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	<p>Reading Passages—Unit 1 "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 "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</p> <p><i>Example [Level B, Unit 4, p. 50]</i></p> <p>In some of the most spirited Native American myths and legends, the main character is a trickster figure named Coyote. In these tales, Coyote is nearly always controversial, inspiring both admiration and disapproval. Sometimes he is wily and ingenious, while at</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage.</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 the review.</p>

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	<p>other times he plays the buffoon. At first glance, such paradoxes may seem bewildering.</p>	
	<p>Definitions—Unit 1, pp. 14–15; 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><i>Example [Level B, Unit 6, p. 74]</i></p> <p>The attorney called the <u>reluctant</u> witness to the stand.</p>	<p>In the Definitions section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each unit.</p>
	<p>Choosing the Right Word—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> <p><i>Example [Level B, Unit 7, p. 93]</i></p> <p>15. I can forgive an honest mistake, but I (presume, detest) any attempt to cover up errors by lying.</p>	<p>The Choosing the Right Word 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>
	<p>Synonyms—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>	<p>The Synonyms activity for each unit requires students to rely on context clues to help find a Unit word to match each given</p>

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	<p>p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level B, Unit 3, p. 38]</i></p> <p>5. offered a singular opportunity ___unique___</p>	<p>synonym.</p>
	<p>Antonyms—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> <p><i>Example [Level B, Unit 3, p. 39]</i></p> <p>4. the receding danger ___looming___</p>	<p>The Antonyms activity for each unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
	<p>Completing the 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</p> <p><i>Example [Level B, Unit 7, p. 95]</i></p> <p>4. In most respects she is a fine person, but excessive stubbornness is the one important ___flaw___ in her character.</p>	<p>For 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>
	<p>Vocabulary in Context: Literary Text— Unit 1 [Edgar Allan Poe], p. 21; Unit 2 [O. Henry], p. 31; Unit 3 [Sir Arthur Conan Doyle], p. 41; Unit 4 [Jack London], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Sir Arthur Conan</p>	<p>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the</p>

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	<p>Doyle], p. 79; Unit 7 [Mark Twain], p. 97; Unit 8 [Jules Verne], p. 107; Unit 9 [Bram Stoker], p. 117; Unit 10 [Victor Hugo], p. 135; Unit 11 [Mary Wollstonecraft Shelley], p. 145; Unit 12 [Victor Hugo], p. 155; Unit 13 [Jules Verne], p. 173; Unit 14 [Hans Christian Andersen], p. 183; Unit 15 [Sir Arthur Conan Doyle], p. 193</p> <p><u>Example [Level B, Unit 5, p. 69]</u></p> <p>1. Here, the clothesman, the shoe-vamper, and the rag-merchant, display their goods . . . here, stores of old iron and bones, and heaps of mildewy fragments of woollen-stuff and linen, rust and rot in the grimy cellars. (<i>Oliver Twist</i>)</p> <p>A grimy cellar is</p> <p>a. dim c. deep b. dirty d. damp</p>	<p>vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [The Llama], pp. 42–43; Review Units 4–6 [Nelly Bly], pp. 80–81; Review Units 7–9 [Civilian Conservation Corps], pp. 118–119; Review Units 10–12 [The Great Migration], pp. 156–157; Review Units 13–15 [Jim Thorpe], pp. 194–195</p> <p><u>Example [Level B, Review Units 13–15, pp. 194–195]</u></p> <p>Jim Thorpe left Carlisle in 1909 to play baseball for two seasons in the East Carolina minor league, a decision that would affect his whole life. His greatest achievement would come, however, in the 1912 Olympic Games</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>

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	<p>in Stockholm, Sweden. There, he would win two gold medals—in the pentathlon and the decathlon. “Sir, you are the greatest athlete in the world,” said King Gustav V of Sweden, who was officiating at the games. Yet as events would show, Thorpe’s triumph would be only a partial victory.</p> <p>6 Partial (line 38) most nearly means</p> <ul style="list-style-type: none"> a. small b. instant c. elusive d. fond of e. incomplete 	
	<p>Two-Word Completions—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level B, Review Units 1–3, p. 44]</i></p> <p>3. The speaker showed complete _____ to the record heat and heavy downpour. He was _____, however, when hecklers interrupted his speech for the fourth time.</p> <ul style="list-style-type: none"> a. recompense . . . indispensable b. indifference . . . indignant c. constituent . . . posed d. oration . . . literate 	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84;</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps</p>

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	<p>Review Units 7–9 [Adages], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198</p> <p><i>Example [Level B, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom 5. After you graduate, what do you plan to do to bring home the bacon? _____</p>	<p>students practice using context clues to figure out the meaning of figurative expressions.</p>
	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level B, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation neutral 6. I did not mean to (insinuate, suggest) that your friend is untrustworthy.</p>	<p>In Word Study: Expressing the Connotation, 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>Word Study: Classical Roots—Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), 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</p> <p><i>Example [Level B, Review Units 13–15, p. 201]</i></p> <p>3. a breaking; to break</p> <p>The engineers worked frantically to repair the rupture in the wall of the dam.</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

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<p>(e) Use word-reference materials.</p>	<p>Definitions—Unit 1, pp. 14–15; 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><i>Example [Level B, Unit 3, p. 36]</i></p> <p>12. singe (adj.) unimportant, trivial; narrow-minded; secondary in rank, minor (sinj)</p> <p>You say my complaint is <u>petty</u>, but to me it is an issue of great importance.</p> <p>SYNONYMS: insignificant, piddling</p> <p>ANTONYMS: important, major, significant, weighty</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>
	<p>Synonyms—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> <p><i>Example [Level B, Unit 3, p. 38]</i></p> <p>5. offered a singular opportunity <u>unique</u></p>	<p>For the Synonyms activity in each unit, students are directed to use a dictionary if necessary.</p>
	<p>Antonyms—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>	<p>For the Antonyms activity in each unit, students are directed to use a dictionary if necessary.</p>

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	<p>p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level B, Unit 3, p. 39]</i></p> <p>4. the receding danger __ looming __</p>	
	<p>Word Study: Writing with Idioms—Review Units 1–3, p. 46; Writing with Proverbs—Review Units 4–6, p. 84; Writing with Adages—Review Units 7–9, p. 122; Writing with Idioms—Review Units 10–12, p. 160; Writing with Idioms—Review Units 13–15, p. 198</p>	<p>Students are directed to use a print or online dictionary as needed.</p>
	<p>Word Study: Classical Roots—Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), 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</p> <p><i>Example [Level B, Review Units 13–15, p. 201]</i></p> <p>3. a breaking; to break</p> <p>The engineers worked frantically to repair the rupture in the wall of the dam.</p>	<p>Students are directed to use a print or online dictionary as needed.</p>
	<p>Online Components: iWords Audio Program—vocabularyworkshop.com</p>	<p>The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.</p>

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(f)	Extend general and specialized vocabulary through speaking, listening, reading, and writing.	Throughout the program	Throughout the program students build and extend 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. 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 general and specialized vocabulary.

ADDITIONAL ALIGNED CONTENT

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7.5	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	Vocabulary in Context: Literary Text — Unit 1 [Edgar Allan Poe], p. 21; Unit 2 [O. Henry], p. 31; Unit 3 [Sir Arthur Conan Doyle], p. 41; Unit 4 [Jack London], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Mark Twain], p. 97; Unit 8 [Jules Verne], p. 107; Unit 9 [Bram Stoker], p. 117; Unit 10 [Victor Hugo], p.	The Vocabulary in Context: Literary Text pages contain 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.
(d)	Describe the impact of word choice, imagery, and literary devices including figurative language.		

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		<p>135; Unit 11 [Mary Wollstonecraft Shelley], p. 145; Unit 12 [Victor Hugo], p. 155; Unit 13 [Jules Verne], p. 173; Unit 14 [Hans Christian Andersen], p. 183; Unit 15 [Sir Arthur Conan Doyle], p. 193</p> <p><i>Example [Level B, Unit 5, p. 69]</i></p> <p>1. Here, the clothesman, the shoe-vamper, and the rag-merchant, display their goods . . . here, stores of old iron and bones, and heaps of mildewy fragments of woollen-stuff and linen, rust and rot in the grimy cellars. (<i>Oliver Twist</i>)</p> <p>A grimy cellar is</p> <p>a. dim c. deep b. dirty d. damp</p>	<p>In each excerpt, notable British and American authors model the use of language and syntax to achieve their purposes.</p>
7.6	The student will read and demonstrate comprehension of a variety of nonfiction texts.		
	<p>(d) Draw conclusions and make inferences based on explicit and implied information.</p> <p>(g) Describe how word choice and language structure convey an author’s viewpoint.</p> <p>(h) Identify main idea.</p>	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level B, p. 9]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that. . . • The author implies that. . . • Evidently the author feels that. . . <p><i>Example [Level B, p. 9]</i></p> <p>Main Idea Questions generally ask what the passage as a whole is about. Often, but not always, the main idea is stated in the first</p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</p> <p>Students receive instruction on preparing</p>

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	<p>paragraph of the passage.</p> <p>You may also be asked the main idea of a specific paragraph. Questions about the main idea may begin like this:</p> <ul style="list-style-type: none"> • The primary or main purpose of the passage is . . . • The passage is best described as . . . • The title that best describes the content of the passage is . . . 	<p>for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [The Llama], pp. 42–43; Review Units 4–6 [Nelly Bly], pp. 80–81; Review Units 7–9 [Civilian Conservation Corps], pp. 118–119; Review Units 10–12 [The Great Migration], pp. 156–157; Review Units 13–15 [Jim Thorpe], pp. 194–195</p> <p><i>Example [Level B, Review Units 7–9, p.119]</i></p> <p>9. From paragraph 3 (lines 29–51), you can infer that the main reason for joining the CCC was</p> <ol style="list-style-type: none"> a. to join the army b. to leave home c. to see the country d. to be outdoors e. to have a job <p><i>Example [Level B, Review Units 13–15, p.195]</i></p> <p>10. Thorpe was all of these EXCEPT</p> <ol style="list-style-type: none"> a. a member of the Football Hall of Fame 	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author's point of view and purpose.</p>

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	<ul style="list-style-type: none"> b. the most valuable player in the 1912 World Series c. the winner of the decathlon in the 1912 Olympics d. the winner of the pentathlon in the 1912 Olympics e. a commissioner of the National Football League 	

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7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	<p>Writing: Words in Action—Unit 5, Writing Prompt #2 [explanatory essay], p. 78; Unit 8, Writing Prompts #1 & #2 [summary; explanatory essay], p. 106; Unit 10, Writing Prompt #2 [explanatory essay], p. 134; Unit 12, Writing Prompt #1 [description], p. 154; Unit 13, Writing Prompt #2 [explanatory essay], p. 172</p> <p><i>Example [Level B, Unit 8, p. 106]</i></p> <ol style="list-style-type: none"> 1. Look back at “A Fish That Fishes” (pages 98–99). Write a summary of the article. Your summary should be no more than half the length of Dr. Cambalda’s original text and should use your own words. Include all the key facts in the article, and omit minor details. Use at least three Unit words in your summary. 	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>
7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	<p>Writing: Words in Action—Unit 1, Writing Prompt #1 [imaginary journal entry], p. 20;</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended</p>

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		<p>Unit 3, Writing Prompt #1 [imaginary diary entry], p. 40; Unit 9, Writing Prompt #1 [imaginary memoir], p. 116; Unit 10, Writing Prompt #1 [personal narrative], p. 134</p> <p><i>Example [Level B, Unit 2, p. 134]</i></p> <p>2. The subject of “The Straight History of Orthodontics” is one that anyone who has visited the dentist can identify with. Write a one-page personal narrative about your experiences with an orthodontist or dentist. Your narrative may be humorous or serious. Include specific examples from your experiences, readings (refer to pages 126–127), and observations. Write at least three paragraphs, and use three or more words from this Unit.</p>	<p>context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>
7.7	The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.	<p>Writing: Words in Action—Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [letter to the editor; opinion essay], p. 30; Unit 4, Writing Prompts #1 & #2 [argument; opinion essay], p. 40; Unit 5, Writing Prompt #1 [argument], p. 68; Unit 7, Writing Prompts #1 & #2 [argument; opinion essay], p. 96; Unit 9, Writing Prompt #1 [opinion essay], p. 116; Unit 11, Writing Prompts #1 & #2 [opinion essays], p. 144; Unit 12, Writing Prompt #2 [persuasive essay], p. 154; Unit 13, Writing Prompt #1 [persuasive essay], p. 172; Unit 14, Writing Prompts #1 & #2 [persuasive editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 & #2</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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		<p>[persuasive essay; opinion essay], p. 192</p> <p><i>Example [Level B, Unit 14, p.182]</i></p> <p>1. Look back at “Celebrating the Death of a Killer” (pages 174–175). Suppose that you were working for Dr. Henderson. You want to persuade others to join the WHO team, travel to different countries, and assist with vaccinations. Write a persuasive editorial stating why this venture is a worthy cause. Use at least two details from the passage and three Unit words.</p>	
7.8	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.		
	(h) Use correct spelling for commonly used words.	<p>Definitions—Unit 1, pp. 14–15; 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><i>Example [Level B, Unit 1, p. 14]</i></p> <p>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</p>	<p>Each unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.</p>
		<p>Synonyms—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.</p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the</p>

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	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 <i>Example [Level B, Unit 3, p. 38]</i> 5. offered a singular opportunity <u>unique</u>	correct spelling of each unit word.
	Antonyms —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 <i>Example [Level B, Unit 3, p. 39]</i> 4. the receding danger <u>looming</u>	For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each unit word.
	Completing the 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 <i>Example [Level B, Unit 7, p. 95]</i> 4. In most respects she is a fine person, but excessive stubbornness is the one important flaw in her character.	For Completing the Sentence , students write the unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.