



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level B

Aligned to

Ohio's New Learning Standards for English Language Arts, Grade 7

CONTENTS

KEY ALIGNED CONTENT

- Page 2 **READING:** Literature: Craft and Structure
- Page 3 **READING:** Informational Text: Craft and Structure
- Page 5 **WRITING:** Text Types and Purposes
- Page 8 **LANGUAGE:** Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

- Page 20 **READING:** Informational Text: Key Ideas and Details
- Page 21 **READING:** Informational Text: Craft and Structure
- Page 21 **LANGUAGE:** Conventions of Standard English



Your Partner in Education Since 1832

William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

KEY ALIGNED CONTENT

READING: Literature: Craft and Structure

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</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 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><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>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.</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>They also have the opportunity to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.</p>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>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. 10]</i></p> <p>Questions About Tone show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as <i>indifferent, ambivalent, scornful, astonished, respectful</i>. These are typical questions:</p> <ul style="list-style-type: none"> • The author's attitude toward . . . is best described as . . . • Which word best describes the author's tone? <p>To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).</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 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>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.</p>	<p>Each of the 15 Reading Passages is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.</p> <p>Students read the words in context to activate prior knowledge then draw on context clues to</p>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>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 other times he plays the buffoon. At first glance, such paradoxes may seem bewildering.</p>	<p>help them determine the meaning of unfamiliar words.</p> <p>In addition, the Reading Passages provide context clues and information referenced in other activities in the Unit and Review, including Choosing the Right Word and the Writing: Words in Action writing prompts.</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 13–15, pp. 194–195]</i></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 in Stockholm, Sweden. There, he</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>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>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 	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ▪ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ▪ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ▪ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ▪ Establish and maintain a formal style. 	<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 [persuasive essay; opinion essay], p. 192</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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the argument presented. 	<p><u>Example [Level B, Unit 14, p.182]</u></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>	
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<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><u>Example [Level B, Unit 8, p. 106]</u></p> <p>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>	<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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> ▪ Establish and maintain a formal style. ▪ Provide a concluding statement or section that follows from and supports the information or explanation presented. 		
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ▪ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ▪ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ▪ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ▪ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ▪ Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Writing: Words in Action—Unit 1, Writing Prompt #1 [imaginary journal entry], p. 20; 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>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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 	<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.</p> <p>"But many of the runners found (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>Reading Passages—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> <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 other times he plays the buffoon. At first glance, such paradoxes may seem bewildering.</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> <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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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. 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>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given 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;</p>	<p>The Antonyms activity for each Unit requires students to use context clues to help find a Unit</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	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>	word to match each given synonym.
	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 <u> flaw </u> in her character.	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.
	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. 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 <i>Example [Level B, Unit 5, p. 69]</i> 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	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. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	cellars. (<i>Oliver Twist</i>) A grimy cellar is a. dim c. deep b. dirty d. damp	
	<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 13–15, pp. 194–195]</i></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 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> <p>a. small b. instant c. elusive d. fond of e. incomplete</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>
	<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.</p>	<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</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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> <p>a. recompense . . . indispensable</p> <p>b. indifference . . . indignant</p> <p>c. constituent . . . posed</p> <p>d. oration . . . literate</p>	<p>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; 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>
	<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</p> <p>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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>
<ul style="list-style-type: none"> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 	<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 1–3, p. 49]</i></p> <p>3. a place where medicines are made or given out ("place from which things are weighed out")</p> <p>The nurse obtained the medicine she needed in the hospital <u>dispensary</u>.</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>
<ul style="list-style-type: none"> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Vocabulary Strategy: Using Context (inference clues)—p. 7</p> <p><i>Example [Level B, p. 7]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <p>Like most _____ the young reporter was looking to make big changes in the paper, but his attempts were always put down by the _____ editor, who liked things to stay the same.</p> <p>a. buffoons ... hostile c. beneficiaries ... notorious</p>	<p>Located in the textbook front matter, Vocabulary Strategy: Using Context provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>b. dynasties ... piecemeal d. firebrands ... stodgy</p> <p>In this sentence, there are several inference clues: (a) the phrase <i>make big changes</i> suggests <i>firebrand</i>; (b) the words <i>liked things to stay the same</i> suggest the word <i>stodgy</i>. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</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, Units 3, p. 36]</i></p> <p>12. singe (sinj) (v.) to burn slightly; (n.) a burn at the ends or edges</p> <p>Getting too close to the flame of the campfire caused the camper to <u>singe</u> his eyelashes.</p> <p>A <u>singe</u> from a cigar ash had destroyed the last word in the document.</p> <p>SYNONYMS: (v.) scorch, char ANTONYMS: (v.) incinerate</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>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	5. offered a singular opportunity <u>unique</u>	
	<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 <u>looming</u></p>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.
	<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>	Students are directed to use a print or online dictionary as needed.
	<p>Word Study: 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</p>	Students are directed to use a print or online dictionary as needed.
	<p>Online Components: iWords Audio Program— vocabularyworkshop.com</p>	The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<ul style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 	<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],</p>	<p>As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>An idiom is an informal expression whose literal</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B					
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION				
	<p>pp. 197–198</p> <p><i>Example [Level B, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom 2. After an hour of his scrubbing and polishing, the bathroom is as clean as a whistle. _____</p> <p><i>Example [Level B, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Adages 5. Granddad's success was based on the belief that fortune favors the bold. _____</p> <p><i>Example [Level B, Review Units 4–6, p. 84]</i></p> <p>Writing with Proverbs 9. A penny is a lot of money, if you haven't got a penny _____</p> <p><i>Example [Level B, Review Units 13–15, p. 198]</i></p> <p>Writing with Idioms 10. ride on someone's coat tails. _____</p>	<p>meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.”</p> <p>An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”</p> <p>A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”</p> <p>After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>				
<ul style="list-style-type: none"> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 	<p>Working with Analogies—p. 11</p> <p><i>Example [Level B, p. 11]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <table border="0" data-bbox="772 1312 1354 1437"> <tr> <td style="text-align: center;">Analogy</td> <td style="text-align: center;">Key Relationship</td> </tr> <tr> <td style="text-align: center;">eyes are to see as ears are to hear</td> <td style="text-align: center;">You use your eyes to see with, just as you use your ears to hear with.</td> </tr> </table>	Analogy	Key Relationship	eyes are to see as ears are to hear	You use your eyes to see with, just as you use your ears to hear with.	<p>Located in the textbook front matter, Working with Analogies helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.</p> <p>Students encounter many different kinds of relationships represented in the analogy questions in the Final Mastery Test.</p>
Analogy	Key Relationship					
eyes are to see as ears are to hear	You use your eyes to see with, just as you use your ears to hear with.					

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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 related words: synonyms and antonyms.</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> 5. offered a singular opportunity <u>unique</u></p>	<p>For the Synonyms activity, students explore the relationship between words that are similar in meaning.</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> 4. the receding danger <u>looming</u></p>	<p>For the Antonyms activity, students consider the relationship between words that are opposite in meaning.</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 1–3, p. 49]</i> 3. a place where medicines are made or given out</p>	<p>In Word Study: Classical Roots, students study groups of words that feature the same or related classical roots.</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>("place from which things are weighed out")</p> <p>The nurse obtained the medicine she needed in the hospital <u>dispensary</u>.</p>	
	<p>Final Mastery Test: Analogies—p. 203</p>	<p>For Final Mastery Test: Analogies, students select the item that best completes the comparison of two pairs of related words.</p>
<ul style="list-style-type: none"> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	<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</p> <p>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</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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>Sample response: <u>Goad darkens the tone of the sentence. It suggests a stronger, more controlling, and even bullying kind of urging.</u></p>	<p>exercises, Shades of Meaning.</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>
<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Throughout the program</p>	<p>Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. 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</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
		independent development of academic and domain-specific vocabulary.

ADDITIONAL ALIGNED CONTENT**READING: Informational Text: Key Ideas and Details**

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>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"> to join the army to leave home to see the country to be outdoors 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 member of the Football Hall of Fame the most valuable player in the 1912 World Series the winner of the decathlon in the 1912 	<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>

READING: Informational Text: Key Ideas and Details

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	<p>Olympics</p> <p>d. the winner of the pentathlon in the 1912 Olympics</p> <p>e. a commissioner of the National Football League</p>	

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</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 10–12, p.157]</i></p> <p>9. The author’s attitude toward Booker T. Washington and Ida B. Wells is best described as one of</p> <p>a. disbelief</p> <p>b. hostility</p> <p>c. indifference</p> <p>d. admiration</p> <p>e. sympathy</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> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</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–</p>	<p>Each Unit begins with a three-page Definitions section. Twenty words in the numbered study list</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
spelling when writing. <ul style="list-style-type: none"> ▪ Spell correctly. 	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 <i>Example [Level B, Unit 1, p. 14]</i> <i>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</i>	are presented in a dictionary-style format. 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.
	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 <i>Example [Level B, Unit 3, p. 38]</i> 5. offered a singular opportunity <u>unique</u>	For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the 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.	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.

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192 <i>Example [Level B, Unit 7, p. 96]</i> 2. Her parents <u>nurtured</u> her musical talents by hiring the finest teachers and taking her to hear the performances of great musicians.	