



Level B

# Sadlier Vocabulary FOR SUCCESS

Aligned to the

2010 Alabama Course of Study: English Language Arts  
and Common Core State Standards for  
English Language Arts

**Grade 7**

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

## Vocabulary for Success, Level B

Aligned to the

### 2010 Alabama Course of Study: English Language Arts and Common Core State Standards (CCSS) for English Language Arts

## Grade 7

#### KEY ALIGNED CONTENT

#### Language Standards: Vocabulary Acquisition and Use

2010 Alabama Course of Study: ELA Grade 7	CCSS English Language Arts Standards Grade 7	Vocabulary for Success, Level B	
LANGUAGE STANDARDS: VOCABULARY ACQUISITION AND USE	LANGUAGE STANDARDS: VOCABULARY ACQUISITION AND USE	Feature / Location	Description
<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies. [L.7.4]</p>	<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>		
<p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Introductory Passage— Amazing Cells</b> (textbook entry), 2–3; <b>Cells That Wouldn't Die</b> (historical nonfiction), 12–13; <b>Fruit Fly, You're Just Like Me</b> (compare-and-contrast essay), 22–23; <b>Citizen Power</b> (online article), 36–37; <b>Our Future Is in Your Hands</b> (speech), 46–47; <b>When Marian Sang</b> (newspaper article), 56–57; <b>Performing an Ollie</b> (how-to article), 70–71; <b>Buy the</b></p>	<p>The <b>Introductory Passage</b> provides a natural, multi-paragraph context for the 10 new words presented in the lesson. Many include supportive illustrations and photographs. Lesson words appear in boldface type and are highlighted in light violet. The passages develop high-interest science and social studies topics appropriate for middle school.</p>

**Language Standards: Vocabulary Acquisition and Use**

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		<p><b>Best</b> (advertisement), 80–81; <b>Just Like an Olympian</b> (training log), 90–91; <b>The Apprentice</b> (diary), 104–105; <b>Abolish Serfdom Now!</b> (persuasive essay), 114–115; <b>A Great Lady Is Dead</b> (obituary), 124–125; <b>A Love of Science</b> (biography), 142–143; <b>Seeing Double</b> (personal narrative), 152–153; <b>The Science of Genetics</b> (time-line), 162–163; <b>The Rush for Gold!</b> (primary source), 176–177; <b>I'll Trade You for That</b> (expository essay), 186–187; <b>Ka-ching!</b> (autobiography), 196–197; <b>Robbed of Childhood</b> (nonfiction narrative), 210–211; <b>Women's Rights</b> (debate), 220–221; <b>A Robotics Championship</b> (radio script), 230–231</p>	
		<p><b>Word-Solving Strategies: Context Clues</b>—Definition/Explanation, 20; Restatement/Synonym, 44; Examples, 64; Synonyms, 78; Embedded Definitions, 98; Synonyms, 112; Antonyms, 150; Punctuation, 160; Inferences, 184; Synonyms, 204; Embedded Definitions, 218; Inferences, 228</p>	<p><b>Word-Solving Strategies: Context Clues</b> are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple meaning words. Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, there are two</p>

### Language Standards: Vocabulary Acquisition and Use

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			<p>sets of exercises in the "Practice" section.</p> <p>Exercise A includes a reading selection with vocabulary words in context. Students write the featured word and its explanation in the first two boxes. In the third box they write the word meaning (based on context clues).</p> <p>For Exercise B, students write sentences with vocabulary words from the paragraph, applying the specific context clue featured in this mini-lesson.</p>
		<p><b>Check for Understanding</b>, 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234</p>	<p>For the <b>Check for Understanding</b> activity, students rely on single-sentence context clues to choose and write in the lesson word that best completes each of the 12 sentences. Some words are used twice.</p>
		<p><b>Expand Word Meanings / Apply Other Meanings</b>, 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235</p>	<p>In <b>Expand Word Meanings</b>, students read a paragraph and use context clues to help discover additional meanings for some of the lesson words.</p>

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			For the <b>Apply Other Meanings</b> exercises, students use context clues to select the word from the <b>Expand Word Meanings</b> paragraph (at the top of the page) that best completes each sentence.
		<b>Word Associations</b> , 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236	In <b>Word Associations</b> , students rely on single-sentence context clues and what they know about the lesson word (in italics) to consider three choices before selecting the correct answer to the question.
		<b>Check Again</b> , 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237	<b>Check Again</b> is an open-ended writing activity to help students use all taught meanings, triggered by context clues that accompany the featured vocabulary word.
		<b>Practice for Tests</b> , 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	The <b>Practice for Tests</b> is a 10-question, multiple-choice/"fill in the bubble" format practice test covering all words taught in the lesson. This test-preparation activity appears at the end of each lesson. Students use single-sentence context clues to select the lesson word or descriptive phrase that best completes the sen-

### Language Standards: Vocabulary Acquisition and Use

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			tence or answers the question.
		<p><b>Synonyms and Antonyms</b>, 32, 66, 100, 134, 172, 206, 240</p>	<p>The <b>Synonyms and Antonyms</b> activity found at the beginning of each <b>Enrichment</b> section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.</p>
		<p><b>Word Study: Denotation and Connotation</b>, 135, 241</p> <p><b>Word Study: Idioms</b>, 33, 67, 173</p> <p><b>Word Study: Proverbs</b>, 101, 207</p>	<p><b>Word Study</b> activities, located in the <b>Enrichment</b> section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.</p>
<p><b>Vocabulary for Comprehension</b>, 34, 68, 102, 136, 174, 208, 242</p>	<p><b>Vocabulary for Comprehension</b> appears at the end of the <b>Enrichment</b> section (located at the end of every three lessons). Students read high-interest passages and use context</p>		

**Language Standards: Vocabulary Acquisition and Use**

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LANGUAGE STANDARDS: VOCABULARY ACQUISITION AND USE	LANGUAGE STANDARDS: VOCABULARY ACQUISITION AND USE	Feature / Location	Description
			and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). [L.7.4b]</p>	<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> </ul>	<p><b>Using Context</b>, 137, 243</p>	<p><b>Using Context</b>, in the <b>Mid-Year</b> and <b>End-of-Year Reviews</b>, challenges students to consider context clues in 10 sentences before deciding on which of two related forms of previously studied words best completes each sentence.</p>
<p>c. Consult general and specialized reference materials</p>	<ul style="list-style-type: none"> <li>Consult general and specialized reference materi-</li> </ul>	<p><b>Word-Solving Strategies: Prefixes</b>, 30 (<i>pre-</i>; also <i>via</i>); 88 (<i>ex-</i>; also <i>ponere</i>, <i>eternus</i>, <i>plorare</i>, <i>planus</i>, <i>extremus</i>, <i>pellere</i>, <i>plaudere</i>, <i>premere</i>); 170 (<i>in-ter-</i>)</p> <p><b>Word-Solving Strategies: Root Words</b>, 54 (<i>man</i>; also <i>manus</i>; Greek: <i>mania</i>); 122 (<i>med-</i>; also <i>mederi</i>); 194 (<i>not</i>; also <i>notus</i>, <i>-fy</i>, <i>-ion</i>, <i>notare</i>); 238 (<i>rog-</i>; also <i>rogare</i>)</p> <p><b>Word-Solving Strategies: Suffixes</b>, 10 (<i>-sion</i>, <i>-tion</i>; also <i>dimetiri</i>); 132 (<i>-ize</i>)</p>	<p>Students learn about Latin roots and affixes in <b>Word-Solving Strategies</b> activities. Each activity includes instruction with examples, followed by a "Be Careful!" box that describes irregular cases and gives examples. Finally, there is a set of problems in "Practice" where students expand their vocabulary by applying what they've learned, such as forming words by attaching a prefix or suffix to a specific root or base word.</p>
		<p><b>Pronunciation Key</b>, viii</p>	<p>The <b>Pronunciation Key</b>, located at the beginning of the book, identifies</p>

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<p>(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. [L.7.4c]</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]</p>	<p>als (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.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p><b>Word Meanings</b>, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232</p> <p><b>Online Dictionary</b>, vocabularyforsuccess.com</p> <p><b>Word-Solving Strategies: Context Clues</b>, 20 (check a dictionary); <b>Word-Solving Strategies: Prefixes</b>, 30 (look it up in a dictionary); <b>Word-Solving Strategies: Context Clues</b>, 44 (use an Internet dictionary); <b>Word-Solving Strategies: Root Words</b>, 54 (check meanings in a dictionary); <b>Word-Solving Strategies: Prefixes</b>, 88 (use a dictionary); <b>Word-Solving Strategies: Roots</b>, 122 (consult a dictionary); <b>Word-Solving Strategies: Roots</b>, 194 (check your answers in a dictionary); <b>Word-Solving Strategies: Context Clues</b>, 228 (use an online or print dictionary); <b>Word-Solving Strategies: Roots</b>, 238 (consult a dictionary)</p> <p><b>Word Study: Idioms</b>, 33, 67, 173 (use an online or print dictionary)</p> <p><b>Word Study: Proverbs</b>, 101, 207 (use an online or print dictionary)</p>	<p>the letters or combination of letters used to represent sounds of vocabulary words presented on the <b>Word Meanings</b> page of each lesson. These representations are similar to those found in dictionaries that feature student-friendly pronunciations. The Key includes vowels, consonants, stress, and abbreviations.</p> <p>The <b>Word Meanings</b> page lists each of the 10 new vocabulary words for the lesson, together with a student-friendly explanation or definition, pronunciation key (with syllabication and stress), and part or parts of speech.</p> <p>At the top of each <b>Word Meanings</b> page, students are referred to the Online Dictionary.</p> <p>In addition to the <b>Online Dictionary</b>, users of <i>Vocabulary for Success</i> have access to audio recordings of the introductory passage and all taught words.</p> <p>Several <b>Word-Solving Strategies</b> and <b>Word Study</b> activities include instruc-</p>



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			tions to use an online or print dictionary or thesaurus.
40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]	L.7.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]	<ul style="list-style-type: none"> <li>▪ Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> </ul>	<p><b>Word Study: Denotation and Connotation</b>, 135, 241</p> <p><b>Word Study: Idioms</b>, 33, 67, 173</p> <p><b>Word Study: Proverbs</b>, 101, 207</p>	<p><b>Word Study</b> activities, located in the <b>Enrichment</b> section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.</p>
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]	c. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<p><b>Synonyms and Antonyms</b>, 32, 66, 100, 134, 172, 206, 240</p>	<p>The <b>Synonyms and Antonyms</b> activity found at the beginning of each <b>Enrichment</b> section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.</p>

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		<p><b>Word-Solving Strategies: Context Clues</b>—Restatement/Synonym, 44; Synonyms, 78; Synonyms, 112; Antonyms, 150; Synonyms, 204</p>	<p><b>Word-Solving Strategies: Context Clues</b> mini-lessons on synonyms and antonyms help students understand the relationship between words with similar meanings, as well as those that mean the opposite.</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). [L.8.5c]</p>	<ul style="list-style-type: none"> <li>▪ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>	<p><b>Analogies</b>, 138, 244</p>	<p>Students apply their understanding of meanings and word pair relationships in <b>Analogies</b> (part of the <b>Mid-Year</b> and <b>End-of-Year Reviews</b>).</p>
<p>41. 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. [L.7.6]</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><b>Throughout the program</b></p>	<p><b>Throughout the program</b> students acquire and use grade-appropriate vocabulary knowledge through a variety of language arts activities.</p> <p>These activities begin with reading <b>Introductory Passages</b>, which present high-interest science and social studies topics aligned to middle</p>

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			<p>school courses of study. Within these passages are context clues that help unlock the meaning of the highlighted study words.</p> <p>Following the <b>Introductory Passage</b>, students study the pronunciation and informal explanation of 10 lesson words in <b>Word Meanings</b>. After categorizing each study word in <b>Word Talk</b> discussions, students practice selecting and using the new words in <b>Check for Understanding, Expand Word Meanings, Word Associations, Check Again, and Challenge Yourself</b>. The lesson concludes with <b>Word-Solving Strategies</b> and <b>Practice for Tests</b>.</p> <p>In the <b>Enrichment</b> section at the end of each three-lesson unit, students focus on word-relationship lessons (<b>Synonyms and Antonyms</b>), consider figurative language (<b>Word Study</b>), and read a short passage then answer multiple-choice questions to demonstrate their understanding of unit vocabulary (<b>Vocabulary for Comprehension</b>).</p>

### Language Standards: Vocabulary Acquisition and Use

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			Together these activities help equip students for independent development of academic and domain-specific vocabulary.

### ADDITIONAL ALIGNED CONTENT

### Reading Standards for Informational Text: Craft and Structure

2010 Alabama Course of Study: ELA Grade 7	CCSS English Language Arts Standards Grade 7	Vocabulary for Success, Level B	
Reading Standards for Informational Text: Craft and Structure	Reading Standards for Informational Text: Craft and Structure	Feature / Location	Description
13. 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. [RI.7.4]	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. [RI.7.4]	<b>Introductory Passage— Amazing Cells</b> (textbook entry), 2–3; <b>Cells That Wouldn't Die</b> (historical nonfiction), 12–13; <b>Fruit Fly, You're Just Like Me</b> (compare-and-contrast essay), 22–23; <b>Citizen Power</b> (online article), 36–37; <b>Our Future Is in Your Hands</b> (speech), 46–47; <b>When Marian Sang</b> (newspaper article), 56–57; <b>Performing an Ollie</b> (how-to article), 70–71; <b>Buy the Best</b> (advertisement), 80–81; <b>Just Like an Olympian</b> (training log), 90–91; <b>The Apprentice</b> (diary), 104–105; <b>Abolish Serfdom Now!</b> (persuasive	The <b>Introductory Passage</b> provides opportunity for students to encounter and determine the figurative or technical meaning of new vocabulary words, which are presented in a natural, multi-paragraph context.  The informational text is enhanced with illustrations and photographs. Lesson words are identified by bold-face type and are highlighted in light violet.  At the conclusion of the passage, <b>Talk About It</b> questions guide stu-

### Reading Standards for Informational Text: Craft and Structure

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Reading Standards for Informational Text: Craft and Structure	Reading Standards for Informational Text: Craft and Structure	Feature / Location	Description
		essay), 114–115; <b>A Great Lady Is Dead</b> (obituary), 124–125; <b>A Love of Science</b> (biography), 142–143; <b>Seeing Double</b> (personal narrative), 152–153; <b>The Science of Genetics</b> (time-line), 162–163; <b>The Rush for Gold!</b> (primary source), 176–177; <b>I'll Trade You for That</b> (expository essay), 186–187; <b>Ka-ching!</b> (autobiography), 196–197; <b>Robbed of Childhood</b> (nonfiction narrative), 210–211; <b>Women's Rights</b> (debate), 220–221; <b>A Robotics Championship</b> (radio script), 230–231	dents to an understanding of key terms and concepts.
		<b>Word Study: Denotation and Connotation</b> , 135, 241  <b>Word Study: Idioms</b> , 33, 67, 173  <b>Word Study: Proverbs</b> , 101, 207	<b>Word Study</b> activities, located in the <b>Enrichment</b> section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.
		<b>Vocabulary for Comprehension</b> , 34, 68, 102, 136, 174, 208, 242	<b>Vocabulary for Comprehension</b> appears at the end of the <b>Enrichment</b>

### Reading Standards for Informational Text: Craft and Structure

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Reading Standards for Informational Text: Craft and Structure	Reading Standards for Informational Text: Craft and Structure	Feature / Location	Description
			section (located at the end of every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.

### Reading Standards for Informational Text: Integration of Knowledge and Ideas

2010 Alabama Course of Study: ELA Grade 7	CCSS English Language Arts Standards Grade 7	Vocabulary for Success, Level B	
Reading Standards for Informational Text: Integration of Knowledge and Ideas	Reading Standards for Informational Text: Integration of Knowledge and Ideas	Feature / Location	Description
16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7]	RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<p><b>Online Components: Lesson Passage Videos</b> (accompany <b>Reading Passages</b> on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p> <p><b>Online Components: Lesson Passage Audio</b> (accompany <b>Reading Passages</b> on textbook pages 2–3, 12–13, 22–</p>	<p>A short online <b>Lesson Passage Video</b> can be used to introduce each <b>Reading Passage</b>. Watching the video then reading the text, students gain insight into how the emphasis or impact of a multimedia and a text treatment of the same topic may differ.</p> <p>An audio narration of each <b>Reading Passage</b> is provided online. By comparing the narration to their own</p>

### Reading Standards for Informational Text: Integration of Knowledge and Ideas

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Reading Standards for Informational Text: Integration of Knowledge and Ideas	Reading Standards for Informational Text: Integration of Knowledge and Ideas	Feature / Location	Description
		23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)  available at — <a href="http://www.vocabularyforsuccess.com">www.vocabularyforsuccess.com</a>	reading of the selection, students experience how a narrator's pacing, pronunciation, and emphasis of certain words affects the meaning of the text.
17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>Introductory Passages: Our Future Is in Your Hands</b> (speech), 46–47; <b>Buy the Best</b> (advertisement), 80–81; <b>Abolish Serfdom Now!</b> (persuasive essay), 114–115; <b>Women's Rights</b> (debate), 220–221	<b>Introductory Passages</b> with examples of persuasive writing present the author's argument together with reasons for the position taken. The <b>Talk About It</b> questions at the end of the selection provide opportunities for students to analyze the author's reasoning, as well as the relevance and validity of the evidence offered to support the claims.

### Speaking and Listening: Comprehension and Collaboration

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Speaking and Listening: Comprehension and Collaboration	Speaking and Listening: Comprehension and Collaboration	Feature / Location	Description
30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	<b>Talk About It</b> , 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153,	<b>Talk About It</b> questions, located at the end of each introductory passage, guide students in their collabo-

### Speaking and Listening: Comprehension and Collaboration

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<p>led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. [SL.7.1]</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on</p>	<p>teacher-led) with diverse partners on <i>Grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>▪ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>▪ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>▪ Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion</li> </ul>	<p>163, 177, 187, 197, 211, 221, 231</p> <p><b>Word Talk</b>, 5, 15, 25, 39, 49, 59, 73, 83, 93, 107, 117, 127, 145, 155, 165, 179, 189, 199, 213, 223, 233</p>	<p>rative discussion of the passages and use of newly introduced lesson words.</p> <p><b>Word Talk</b> is the second-day activity in which students work collaboratively in pairs to list concepts or items that fit in the same category as words from the lesson or draw illustrations that depict lesson words (for a word-guessing game like Pictionary).</p> <p>Additional collaborative word games and puzzles are available online at <a href="http://vocabularyforsuccess.com">vocabularyforsuccess.com</a>.</p>



## Speaking and Listening: Comprehension and Collaboration

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topic as needed. [SL.7.1c]  d. Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]	back on topic as needed.  ▪ Acknowledge new information expressed by others and, when warranted, modify their own views.		
32. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>Online Components: Lesson Passage Videos</b> (accompany <b>Reading Passages</b> on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)  available at — <a href="http://www.vocabularyforsuccess.com">www.vocabularyforsuccess.com</a>	A short online <b>Lesson Passage Video</b> can be used to introduce the topic each <b>Reading Passage</b> . The engaging, high-quality videos features student actors in settings and situations similar to teen sitcoms on TV. The videos supply background knowledge and help bring the print passage to life.
		<b>Online Components: Student Videos (Word Meanings Videos)</b> (accompany <b>Word Meanings</b> on textbook pages 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232)  available at — <a href="http://www.vocabularyforsuccess.com">www.vocabularyforsuccess.com</a>	Each <b>Student Video</b> introduces one of 10 lesson words – and any multiple meanings – in about 25 seconds. These are the words found on the <b>Word Meanings</b> page for each lesson. For each clip, the written word appears, along with a pronunciation guide and the part of speech. The narrator pronounces the word then gives the part of speech and mean-

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			ing. This is followed by a short video featuring a clever student skit or a visual representation of the word.

### Language Standards: Conventions of Standard English

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Language Standards: Conventions of Standard English	Language Standards: Conventions of Standard English	Feature / Location	Description
37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]  b. Spell correctly. [L.7.2b]	L.7.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  ▪ Spell correctly.	<b>Check for Understanding</b> , 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234	For the <b>Check for Understanding</b> activity, students use single-sentence context clues to guide them in choosing the lesson word that best completes each of the 12 sentences. Students can check the correct spelling before and after writing each lesson word by referring to the color-tinted box at the top of the page.