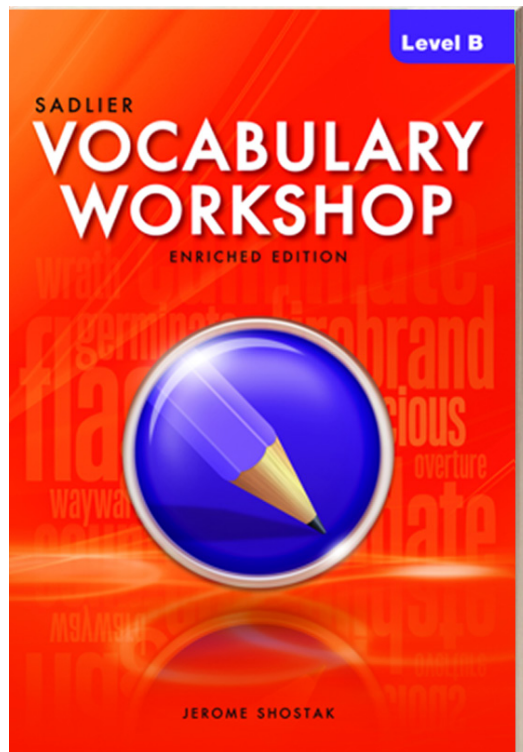


Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 7



Key Aligned Content

READING

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

Additional Aligned Content

READING

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. 13

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 14

WRITING

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. 15

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. 16

Key Aligned Content

READING

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

(a) Identify word origins and derivations.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>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>For words with multiple meanings, the entry includes the additional part of speech and definition.</p> <p>An additional illustrative sentence may feature a derivation. For example, to complete the first illustrative sentence on page 34, students write the noun form, “drone.” To complete the second sentence, they must determine the correct tense of the verb form of the word—“droned”—based on the context of the sentence.</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>In answering some Choosing the Right Word exercises, students will provide derivations of Unit words based on plural or possessive forms of nouns, as well as inflections for participles, tense, person, and number in verbs.</p> <p>For example, the answer to Exercise 24 on page 114 is “quibbling” the present participle form of the corresponding Unit word on page 112, “quibble.” The answer to Exercise 25 on page 180 is “heeded”; the corresponding Unit word introduced on page 177 is “heed.”</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>For each Completing the Sentence exercise, students choose the Unit word that best completes the sentence then write it or the appropriate derivation in the space provided.</p> <p>For example, students will write “flourishing” to complete Exercise 16 on page 106; the corresponding Unit word on page 101 is “flourish.”</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>pend, pens</i>), p. 49; Review Units 4–6 (<i>cur, curr, curs, cour</i>), p. 87; Review Units 7–9 (<i>graph, graphy</i>), p. 125; Review Units 10–12 (<i>note, not</i>), p. 163; Review Units 13–15 (<i>rupt</i>), p. 201</p>	<p>In Word Study: Classical Roots, students study many examples of words built around and with Latin and Greek roots and affixes.</p>

READING

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

(a) Identify word origins and derivations.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Best Practices for Using Vocabulary Workshop in the Classroom Writing with Vocabulary, TE p. T29</p>	<p>Suggestions for incorporating vocabulary into daily writing include—</p> <ul style="list-style-type: none"> • Have students write myths about the origins of individual words or groups of words.
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com</p>	<p>Some online Enriching Your Vocabulary activities explain the origin of words, names, or colorful phrases derived from literature or other languages. Others cover the development, evolution, and use of a variety of specialized words.</p> <p>In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition. Students are invited to use a dictionary if needed.</p>
<p>Games and Study Aids Matching Challenge – Greek Roots (online*) Matching Challenge – Latin Roots (online*) *www.SadlierConnect.com</p>	<p>Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, help students move beyond individual word meaning to understanding the roots of words and etymological concepts, and to build their own vocabularies.</p>

(b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Word Structure, p. 8</p>	<p>In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear.</p> <p>The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.</p>
<p>Synonym Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>	<p>For the Synonyms activity, students write the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in each exercise.</p>

READING

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

(b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<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>For the Antonyms activity, students write the Unit word that is most nearly opposite in meaning to the boldface word or expression in each exercise.</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>pend, pens</i>), p. 49; Review Units 4–6 (<i>cur, curr, curs, cour</i>), p. 87; Review Units 7–9 (<i>graph, graphy</i>), p. 125; Review Units 10–12 (<i>note, not</i>), p. 163; Review Units 13–15 (<i>rupt</i>), p. 201</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.</p>
<p>Games and Study Aids Matching Challenge – Greek Roots (online*) Matching Challenge – Latin Roots (online*) *www.SadlierConnect.com</p>	<p>Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, encourage students to score points as they identify a Greek and Latin root in Unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.</p>
<p>Student Resources Greek and Latin Roots Reference Guide (online*) Word Structure: Greek and Latin Roots Unit 1 *www.SadlierConnect.com</p>	<p>The online Word Structure: Greek and Latin Roots offers a more comprehensive version of the Vocabulary Strategy: Word Structure section that appears in the front matter of the textbook. As in the print version, students examine how to build vocabulary by learning the meaning of word parts that make up many English words.</p> <p>They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p>

READING

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

(c) Identify and analyze the construction and impact of figurative language.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<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>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>Several excerpts include figurative language.</p>
<p>Reading Passages Unit 1 “Times of Zheng He” [Narrative Nonfiction], pp. 12–13; Unit 5 “The Elephant Man Is Dead” [Obituary], pp. 60–61; Unit 8 “A Fish That Fishes” [Magazine Article], pp. 98–99; Unit 11 “The Babe Is Here” [Magazine Article], pp. 136–137; Unit 14 “Celebrating the Death of a Killer” [Online Article], pp. 174–175</p>	<p>A sample idiom, adage, or proverb is used in one Reading Passage in every three Units. These examples are later referenced at the beginning of Word Study lessons that help students learn about and practice using these three types of figurative language.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45; Review Units 4–6 Idioms, p. 83; Review Units 7–9 Adages, p. 121; Review Units 10–12 Idioms, p. 159; Review Units 13–15 Idioms, p. 197</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>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>
<p>Program Overview Classic Literature to Use with the Program (online*) Lloyd Alexander, <i>The Book of Three</i>; Laurie Halse Anderson, <i>Speak</i>; William Armstrong, <i>Souther</i>; Natalie Babbitt, <i>Tuck Everlasting</i>; Ray Bradbury, <i>Dandelion Wine</i>; Pearl S. Buck, <i>The Good Earth</i>; Sheila Bumford, <i>The Incredible Journey</i>; Frances Hodgson Burnett, <i>The Secret Garden</i>; Sandra Cisneros, <i>The House on Mango Street</i>; Sook Nyul Choi, <i>Year of Impossible Goodbyes</i>; Robert Cornier, <i>The Chocolate War</i>; Karen Cushman, <i>The Midwife’s Apprentice</i>; Daniel Defoe, <i>Robinson Crusoe</i>; Elizabeth B. De Trevino, <i>I, Juan de Pareja</i>; Sir Arthur Conan Doyle, <i>The Hound of the Baskervilles</i>; Esther Forbes, <i>Johnny Tremain</i>; Paul Gallico, <i>The Snow Goose</i>; Jean Craighead George, <i>Julie of the Wolves</i>; William Goldman, <i>The Princess Bride</i>; Rosa Guy, <i>The Friends</i>; Virginia Hamilton, <i>The House of Dies Drear</i> and <i>M.C. Higgins, the Great</i>; Jean Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar</i>; Norton Juster, <i>The Phantom Tollbooth</i>; Rudyard Kipling, <i>Just So Stories</i>; E.L. Konigsburg, <i>The View from Saturday</i>; Harper Lee, <i>To Kill a Mockingbird</i>; Madeline L’Engle, <i>A Wrinkle in Time</i>; Julius Lester, <i>Long Journey</i></p> <p style="text-align: center;"><i>continued</i></p>	<p>Books on the recommended list of classic literature feature words studied at this level of the program.</p> <p>Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word’s definition and its part of speech, and note whether it is used in a literal or figurative sense.</p>

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READING

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

(c) Identify and analyze the construction and impact of figurative language.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p><i>Home</i>; Lois Lowry, <i>The Giver</i> and <i>Gathering Blue</i>; Daniel P. Mannix, <i>The Fox and the Hound</i>; Nicholasa Mohr, <i>Going Home</i>; Walter Dean Myers, <i>Hoops</i>; Mary Norton, <i>The Borrowers</i>; George Orwell, <i>Animal Farm</i>; Katherine Paterson, <i>Jacob Have I Loved</i>; Ann Petry, <i>Harriet Tubman: Conductor on the Underground Railroad</i>; Marjorie Kinnan Rawlings, <i>The Yearling</i>; Jack Schaefer, <i>Shane</i>; George Selden, <i>The Cricket in Times Square</i>; Antoine de Saint-Exupéry, <i>The Little Prince</i>; Elizabeth George Speare, <i>The Sign of the Beaver</i>; Rex Stout, <i>Fer-de-Lance</i> and <i>The Golden Spiders</i>; Yoshiko Uchida, <i>Journey Home</i>; H.G. Wells, <i>War of the Worlds</i>; Laura Ingalls Wilder, <i>Little House on the Prairie</i>; Laurence Yep, <i>Dragon's Gate</i></p> <p>ADDITIONAL TITLES AND ENRICHMENT Louisa May Alcott, <i>Little Women</i>; Lewis Carroll, <i>Alice's Adventures in Wonderland</i>; Willa Cather, <i>My Antonia</i>; James Fenimore Cooper, <i>The Deerslayer</i>; Charles Dickens, <i>Oliver Twist</i>, <i>A Tale of Two Cities</i>, and <i>A Christmas Carol</i>; Carson McCullers, <i>The Member of the Wedding</i></p> <p>*www.SadlierConnect.com</p>	
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV</p> <p>*www.SadlierConnect.com</p>	<p>Some online Enriching Your Vocabulary activities explain the origin of words, names, or figurative language derived from literature or other languages. Others cover the development, evolution, and use of a variety of specialized words.</p> <p>In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition. Students are encouraged to use a dictionary if needed.</p>

(d) Identify connotations.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Denotation, Connotation, and Shades of Meaning Overview, TE p. T39 (also online at www.SadlierConnect.com)</p>	<p>Located in the Teacher's Edition front matter and online, Denotation, Connotation, and Shades of Meaning defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.</p>
<p>Word Study: Denotation and Connotation Review Units 1–3, pp. 47–48; Review Units 4–6, pp. 85–86; Review Units 7–9, pp. 123–124; Review Units 10–12, pp. 161–162; Review Units 13–15, pp. 199–200</p>	<p>Every Word Study section of <i>Vocabulary Workshop</i> has two pages of instruction on and practice with the denotation and connotation of words. These lessons help students understand the difference between a word's literal meaning and informal,</p> <p style="text-align: right;"><i>continued</i></p>

READING

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

(d) Identify connotations.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
	<p>implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.</p> <p>In Shades of Meaning, students write a plus sign next to words with a positive connotation; they write a minus sign by words with a negative connotation; and they put a zero if a word is neutral.</p> <p>In the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p> <p>For Challenge: Using Connotation, the third set of exercises, students choose vocabulary words from the preceding Unit to replace the highlighted words in the exercise sentences. Finally, 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.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Using Context, p. 7</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 emphasized at this level of the program, including restatement clue, contrast clue, and inference clue.</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. 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; <i>continued</i></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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READING

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

- (e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
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>Definitions</p> <p>Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>In the Definitions section that follows each Unit 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>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p>Choosing the Right Word</p> <p>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>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</p> <p>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>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</p> <p>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>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p>
<p>Completing the Sentence</p> <p>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>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>

READING

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- (e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<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>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>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>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. 196</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams. Students use embedded context clues to identify the correct choices.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Choosing the Right Idiom, p. 45; Review Units 4–6 Choosing the Right Idiom, p. 83; Review Units 7–9 Choosing the Right Adage, p. 121; Review Units 10–12 Choosing the Right Idiom, p. 159; Review Units 13–15 Choosing the Right Idiom, p. 197</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: Denotation and 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>In 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 (<i>pend, pens</i>), p. 49; Review Units 4–6 (<i>cur, curr, curs, cour</i>), p. 87; Review Units 7–9 (<i>graph, graphy</i>), p. 125; Review Units 10–12 (<i>note, not</i>), p. 163; Review Units 13–15 (<i>rapt</i>), p. 201</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>

READING

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

- (e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Additional Practice Vocabulary in Context: Informational Text (online*) Unit 1 “Underground Majesty”; Unit 2 “Life on the Range”; Unit 3 “The Art of Speaking Out”; Unit 4 “The Lewis and Clark Expedition”; Unit 5 “A Giant Find”; Unit 6 “More Than an Explorer: John Wesley Powell”; Unit 7 “The Space Race”; Unit 8 “Also a Woman’s War”; Unit 9 “Giants of the Desert”; Unit 10 “The Great Chicago Fire”; Unit 11 “Our Flag Was Still There”; Unit 12 “A Museum for Every Taste”; Unit 13 “The Adams Family”; Unit 14 “Chess on Ice: Curling”; Unit 15 “As American as Hot Dogs”” *www.SadlierConnect.com</p>	<p>Available online, each Vocabulary in Context: Informational Text activity features a reading passage with boldface words students have studied in the current Unit. After reading, students use context to help match the Unit words from the passage with the appropriate synonym in each multiple-choice exercise.</p>
<p>Additional Practice Practice Worksheet (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15 *www.SadlierConnect.com</p>	<p>Provided online for each Unit, the Practice Worksheet includes a short reading selection with several italicized Unit words. In the multiple-choice items that follow, students refer back to the selection and, using context clues, identify the synonym or definition that meets the criteria for each exercise.</p>

- (f) Use word-reference materials to determine meanings and etymology.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>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>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>

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READING

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

(f) Use word-reference materials to determine meanings and etymology.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<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>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log, -logue</i>), p. 125; Review Units 10–12 (<i>co-, col-, com-, con-, cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	For Word Study: Classical Roots, students are directed to use a print or online dictionary as needed.
<p>Games and Study Aids iWords Audio Program (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15 *www.SadlierConnect.com</p>	The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com</p>	<p>Some online Enriching Your Vocabulary activities explain the origin of words, names, or colorful phrases derived from literature or other languages. Others cover the development, evolution, and use of a variety of specialized words.</p> <p>In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition.</p> <p>Students are advised to use a dictionary if needed.</p>

(g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Throughout the program</p>	<p>Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaned 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</p> <p style="text-align: right;"><i>continued</i></p>

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READING

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

(g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
	speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.

Additional Aligned Content

READING

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- (g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<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>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 an example of how a notable author has used the featured word to convey a thought or feeling or enrich a narrative.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3: Idioms, pp. 45–46; Review Units 4–6: Idioms, pp. 83–84; Review Units 7–9: Adages, pp. 121–122; Review Units 10–12: Idioms, pp. 159–160; Review Units 13–15: Proverbs, pp. 197–198</p>	<p>After every three Units of <i>Vocabulary Workshop</i>, there is a Review and a Word Study section. Each Word Study section contains a two-page lesson on idioms, proverbs, or adages. These lessons help students increase their understanding of figurative language by interpreting figures of speech in context and analyzing their role in the text.</p>
<p>Program Overview Classic Literature to Use with the Program (online*) Lloyd Alexander, <i>The Book of Three</i>; Laurie Halse Anderson, <i>Speak</i>; William Armstrong, <i>Souther</i>; Natalie Babbitt, <i>Tuck Everlasting</i>; Ray Bradbury, <i>Dandelion Wine</i>; Pearl S. Buck, <i>The Good Earth</i>; Sheila Bumford, <i>The Incredible Journey</i>; Frances Hodgson Burnett, <i>The Secret Garden</i>; Sandra Cisneros, <i>The House on Mango Street</i>; Sook Nyul Choi, <i>Year of Impossible Goodbyes</i>; Robert Cornier, <i>The Chocolate War</i>; Karen Cushman, <i>The Midwife’s Apprentice</i>; Daniel Defoe, <i>Robinson Crusoe</i>; Elizabeth B. De Trevino, <i>I, Juan de Pareja</i>; Sir Arthur Conan Doyle, <i>The Hound of the Baskervilles</i>; Esther Forbes, <i>Johnny Tremain</i>; Paul Gallico, <i>The Snow Goose</i>; Jean Craighead George, <i>Julie of the Wolves</i>; William Goldman, <i>The Princess Bride</i>; Rosa Guy, <i>The Friends</i>; Virginia Hamilton, <i>The House of Dies Drear</i> and <i>M.C. Higgins, the Great</i>; Jean Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar</i>; Norton Juster, <i>The Phantom Tollbooth</i>; Rudyard Kipling, <i>Just So Stories</i>; E.L. Konigsburg, <i>The View from Saturday</i>; Harper Lee, <i>To Kill a Mockingbird</i>; Madeline L’Engle, <i>A Wrinkle in Time</i>; Julius Lester, <i>Long Journey Home</i>; Lois Lowry, <i>The Giver</i> and <i>Gathering Blue</i>; Daniel P. Mannix, <i>The Fox and the Hound</i>; Nicholasa Mohr, <i>Going Home</i>; Walter Dean Myers, <i>Hoops</i>; Mary Norton, <i>The Borrowers</i>; George Orwell, <i>Animal Farm</i>; Katherine Paterson, <i>Jacob Have I Loved</i>; Ann Petry, <i>Harriet Tubman: Conductor on the Underground Railroad</i>; Marjorie Kinnan Rawlings, <i>The Yearling</i>; Jack Schaefer, <i>Shane</i>; George Selden, <i>The Cricket in Times Square</i>; Antoine de Saint-Exupéry, <i>The Little Prince</i>; Elizabeth George Speare, <i>The Sign of the Beaver</i>; Rex Stout, <i>Fer-de-Lance</i> and <i>The Golden Spiders</i>; Yoshiko Uchida, <i>Journey Home</i>; H.G. Wells, <i>War of the Worlds</i>; Laura Ingalls Wilder, <i>Little House on the Prairie</i>; Laurence Yep, <i>Dragon’s Gate</i></p> <p style="text-align: center;"><i>continued</i></p>	<p>Books on the recommended list of classic literature feature words studied at this level of the program.</p> <p>Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word’s definition and its part of speech, and note whether it is used in a literal or figurative sense.</p>

READING

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- (g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>ADDITIONAL TITLES AND ENRICHMENT Louisa May Alcott, <i>Little Women</i>; Lewis Carroll, <i>Alice’s Adventures in Wonderland</i>; Willa Cather, <i>My Antonia</i>; James Fenimore Cooper, <i>The Deerslayer</i>; Charles Dickens, <i>Oliver Twist</i>, <i>A Tale of Two Cities</i>, and <i>A Christmas Carol</i>; Carson McCullers, <i>The Member of the Wedding</i></p> <p>*www.SadlierConnect.com</p>	

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

- (c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- (g) Identify the main idea.
- (h) Summarize text identifying supporting details.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Vocabulary and Reading Kinds of Questions, p. 9 Strategies, p. 10</p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension. Students receive instruction on preparing for the kinds of questions that accompany extended reading selections, including Main Idea Questions, Detail Questions, and Inference Questions. 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>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 multiple-choice questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>
<p>Additional Practice Passage-Based Reading (online*) Units 1–10 Model Reading Test (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>The Passage-Based Reading activity opens with a multiple-paragraph reading selection followed by a variety of comprehension questions.</p> <p>For each Model Reading Test, students read the passage then select the best answer for each of the comprehension questions.</p>

WRITING

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Writing: Words in Action</p> <p>ARGUMENTS 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>INFORMATIVE/EXPLANATORY TEXTS 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>NARRATIVES 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>Writing: Words in Action has students use the vocabulary words in an extended context. Writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Reading 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.</p>
<p>Additional Practice</p> <p>Timed Essay (online*) Units 1-15</p>	<p>The Timed Essay for each Unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:</p> <ol style="list-style-type: none"> 1. Writing Your Thesis Statement (1-2 minutes) 2. Prewriting (3-4 minutes) 3. Writing Your Draft (17-18 minutes) 4. Editing and Revising Your Draft (2-3 minutes) <p>The Timed Essay page includes a pop-out list of Unit words for easy reference.</p>

WRITING

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

(f) Use correct spelling for commonly used words.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>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>Synonym Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>	<p>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.</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>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</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>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.</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>pend, pens</i>), p. 49; Review Units 4–6 (<i>cur, curr, curs, cour</i>), p. 87; Review Units 7–9 (<i>graph, graphy</i>), p. 125; Review Units 10–12 (<i>note, not</i>), p. 163; Review Units 13–15 (<i>rupt</i>), p. 201</p>	<p>After studying the featured classical base or affix in Word Study: Classical Roots, students consider the list of choices then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.</p>

WRITING

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

VOCABULARY WORKSHOP LEVEL B / GRADE 7 FEATURE	DESCRIPTION
<p>Additional Practice Identifying Sentence Errors (online*) Units 1–5 Improving Sentences (online*) Units 6–10 English Text (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>There are three groups of activities with opportunities for students to practice identifying and correcting errors in mechanics, grammar, and usage: Identifying Sentence Errors, Improving Sentences, and English Test.</p> <p>Identifying Sentence Errors features 10 sentences, each with four underscored words or phrases. Students examine each sentence then select one of five lettered responses that identifies the error—or “no error.”</p> <p>In Improving Sentences, students read the original sentence plus four alternatives before determining which phrasing produces the better sentence.</p> <p>For the English Test, students read a passage with sections that are underlined and numbered. In the exercises that follow, they mark the letter corresponding to the word or phrase that improves each numbered section—or select “no change” if they decide there is no problem with the original.</p>