



# SADLIER VOCABULARY WORKSHOP

 Common Core Enriched Edition

**Level B**

Aligned to the

## Common Core State Standards for English Language Arts Grade 7

### Contents

#### KEY ALIGNED CONTENT

- 2 **READING:** LITERATURE
- 3 **READING:** INFORMATIONAL TEXT
- 6 **WRITING**
- 8 **LANGUAGE:** Vocabulary Acquisition and Use

#### ADDITIONAL ALIGNED CONTENT

- 21 **LANGUAGE:** Conventions of Standard English



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

KEY ALIGNED CONTENT

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.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.

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

**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

*Example [Level B, Unit 5, p. 69]*

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. (*Oliver Twist*)

A grimy cellar is

- a. dim
- b. dirty
- c. deep
- d. damp

**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

*Example [Level B, Review Units 1–3, p. 47]*

**Shades of Meaning**

- 1. animated +
- 2. plague –
- 3. barren –
- 4. trivial –

DESCRIPTION

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. Furthermore, they are able 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.

Each **Word Study: Denotation and Connotation** lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, **Shades of Meaning**.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.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.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**Vocabulary and Reading:** pp. 9–10

*Example [Level B, p. 9]*

**Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

- It can be inferred from the passage that . . .
- The author implies that . . .
- Evidently the author feels that . . .

*Example [Level B, p. 10]*

**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 *indifferent, ambivalent, scornful, astonished, respectful*. These are typical questions:

- The author's attitude toward . . . is best described as . . .
- Which word best describes the author's tone?

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).

**Reading Passages:** Unit 1 "Times of Zheng He" [Narrative Nonfiction], pp. 12–13; Unit 2 "In Poor Taste" [Letter to the Editor], pp. 22–23; Unit 3 "Lunch at Delmonico's" [Diary Entry], pp. 32–33; Unit 4 "Coyotes in Legend and Myth" [Informational Essay], pp. 50–51; Unit 5 "The Elephant Man Is Dead" [Obituary], pp. 60–61; Unit 6 "What Are Those Nazca Lines" [Persuasive Essay], pp. 70–71; Unit 7 "Everything That Happens, Happens as it Should" [First-Person Narrative], pp. 88–89; Unit 8 "A Fish That Fishes" [Magazine Article], pp. 98–99; Unit 9 "Marc Chagall" [Biographical Sketch], pp. 108–109; Unit 10 "The Straight History of Orthodontics" [Historical Nonfiction], pp. 126–127; Unit 11 "The Babe Is Here" [Magazine Article], pp. 136–137; Unit 12 "Hero From the Wrong Side of the Track Retires" [Profile], pp. 146–147; Unit 13 "The Last Flight of the Hindenburg" [Radio Broadcast Transcription], pp. 164–165; Unit 14 "Celebrating the Death of a Killer" [Online Article], pp. 174–175; Unit 15 "A Brief History of Gold"

**DESCRIPTION**

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.

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.**

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.

They are also given five general strategies to help as they read the passages and answer the questions.

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.

Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.

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.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.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.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

[Informational Essay], pp. 184–185

*Example [Level B, Unit 4, p. 50]*

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**.

**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

*Example [Level B, Review Units 13–15, pp. 194–195]*

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.

**6. Partial** (line 38) most nearly means

- a. small
- b. instant
- c. elusive
- d. fond of
- e. incomplete

*Example [Level B, Review Units 13–15, pp. 194–195]*

**12.** The author’s tone is best described as

- a. critical
- b. respectful
- c. indifferent
- d. skeptical

**DESCRIPTION**

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 and comprehension questions.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.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.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

e. enthusiastic

**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

*Example [Level B, Review Units 1–3, p. 47]*

**Shades of Meaning**

1. animated + 2. plague – 3. barren – 4. trivial –

**DESCRIPTION**

Each **Word Study: Denotation and Connotation** lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, **Shades of Meaning**.

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

### SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

**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

*Example [Level B, Unit 14, p.182]*

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.

### DESCRIPTION

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.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.

### SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

**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

*Example [Level B, Unit 13, p. 172]*

1. People often face both man-made and natural disasters. What should people do to prepare for disasters? How can people help others after a disaster? Write a brief essay about disaster preparedness and assistance. Support your ideas with specific examples, observations, your studies, the reading (refer to pages 164–165), or personal experience. Write at least three paragraphs, and use three or more words from this Unit.

### DESCRIPTION

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.



**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**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

Example [Level B, Unit 10, p. 134]

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.

**DESCRIPTION**

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4a** 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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**Vocabulary Strategy: Using Context:** p. 7

*Example [Level B, p. 7]*

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

"It seemed to me that the race was easy," I said.

"But many of the runners found (**grueling, transparent**)."

In this sentence, *easy* is an antonym of the missing word, *grueling*. This is confirmed by the presence of the word *but*, which indicates that the answer must be the opposite of *easy*.

**Reading Passages:** Unit 1 “Times of Zheng He” [Narrative Nonfiction], pp. 12–13; Unit 2 “In Poor Taste” [Letter to the Editor], pp. 22–23; Unit 3 “Lunch at Delmonico’s” [Diary Entry], pp. 32–33; Unit 4 “Coyotes in Legend and Myth” [Informational Essay], pp. 50–51; Unit 5 “The Elephant Man Is Dead” [Obituary], pp. 60–61; Unit 6 “What Are Those Nazca Lines” [Persuasive Essay], pp. 70–71; Unit 7 “Everything That Happens, Happens as it Should” [First-Person Narrative], pp. 88–89; Unit 8 “A Fish That Fishes” [Magazine Article], pp. 98–99; Unit 9 “Marc Chagall” [Biographical Sketch], pp. 108–109; Unit 10 “The Straight History of Orthodontics” [Historical Nonfiction], pp. 126–127; Unit 11 “The Babe Is Here” [Magazine Article], pp. 136–137; Unit 12 “Hero From the Wrong Side of the Track Retires” [Profile], pp. 146–147; Unit 13 “The Last Flight of the Hindenburg” [Radio Broadcast Transcription], pp. 164–165; Unit 14 “Celebrating the Death of a Killer” [Online Article], pp. 174–175; Unit 15 “A Brief History of Gold” [Informational Essay], pp. 184–185

*Example [Level B, Unit 4, p. 50]*

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**.

**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;

**DESCRIPTION**

In **Vocabulary Strategy: Using Context**, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.

The three types of context clues emphasized at this level of the program include **restatement clue**, **contrast clue**, and **inference clue**.

At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph **Reading Passage**.

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.

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-



**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4a** 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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

Unit 15, pp. 186–188

*Example [Level B, Unit 6, p. 74]*

The attorney called the reluctant witness to the stand.

**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

*Example [Level B, Unit 7, p. 93]*

**15.** I can forgive an honest mistake, but I (**presume, detest**) any attempt to cover up errors by lying.

**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

*Example [Level B, Unit 3, p. 38]*

**5.** offered a **singular** opportunity unique

**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

*Example [Level B, Unit 3, p. 39]*

**4.** the **receding** danger looming

**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

*Example [Level B, Unit 7, p. 95]*

**4.** In most respects she is a fine person, but excessive stubbornness is the one important flaw in her character.

**Vocabulary in Context: Literary Text:** Unit 1 [Edgar Allan Poe], p. 21; Unit 2 [O. Henry], p. 31; Unit 3 [Sir Arthur Conan

**DESCRIPTION**

using-context-clues" exercises in each Unit.

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.

The **Synonyms** activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.

The **Antonyms** activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.

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.

The **Vocabulary in Context: Literary Text** pages contain excerpts from classic literature. Each excerpt uses one of the

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4a** 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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

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

*Example [Level B, Unit 5, p. 69]*

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. (*Oliver Twist*)

A grimy cellar is

- a. dim
- b. dirty
- c. deep
- d. damp

**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

*Example [Level B, Review Units 13–15, pp. 194–195]*

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.

**6 Partial** (line 38) most nearly means

- a. small
- b. instant
- c. elusive
- d. fond of
- e. incomplete

**DESCRIPTION**

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.

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.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4a** 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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**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

*Example [Level B, Review Units 1–3, p. 44]*

3. The speaker showed complete \_\_\_\_\_ to the record heat and heavy downpour. He was \_\_\_\_\_, however, when hecklers interrupted his speech for the fourth time.
- a. recompense . . . indispensable
  - b. indifference . . . indignant
  - c. constituent . . . posed
  - d. oration . . . literate

**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

*Example [Level B, Review Units 1–3, p. 45]*

**Choosing the Right Idiom**

5. After you graduate, what do you plan to do to **bring home the bacon**? \_\_\_\_\_

**Word Study: Expressing the 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

*Example [Level B, Review Units 1–3, p. 48]*

**Expressing the Connotation**

- neutral 6.** I did not mean to (**insinuate, suggest**) that your friend is untrustworthy.

**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

*Example [Level B, Review Units 13–15, p. 201]*

3. a breaking; to break

The engineers worked frantically to repair the **rupture** in

**DESCRIPTION**

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.

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.

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).

In **Word Study: Classical Roots**, students use context clues to help choose which word based on the featured root best completes the sentence.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4a** 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.

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

the wall of the dam.

DESCRIPTION

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

**Vocabulary Strategy: Word Structure, p. 8**

Example [Level B, p. 8]

Adjective Suffix	Meaning	Sample Words
- able, -ible	able, capable of	believable, incredible
Greek Root	Meaning	Sample Words
- dem-, -demo-	people	epidemic, democracy
Latin Root	Meaning	Sample Words
- cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient

**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

Example [Level B, Review Units 13–15, p. 201]

3. a breaking; to break

The engineers worked frantically to repair the rupture in the wall of the dam.

**Vocabulary Strategy: Word Structure, TE p. T36**

DESCRIPTION

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. The first section in the lesson introduces a variety of prefixes and suffixes. The second section focuses on Greek and Roman roots.

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.

**Vocabulary Strategy: Word Structure** teaches how to build vocabulary by learning the meaning of word parts that make up many English words. The first section of the guide presents common prefixes and suffixes, their grammatical function, their meaning, and how they appear in sample words. The second section lists Greek and Latin roots, meanings, and sample words.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

SADLIER **VOCABULARY WORKSHOP LEVEL B** FEATURE & LOCATION

**Online Components: Greek and Latin Roots Reference Guide:**  
vocabularyworkshop.com

DESCRIPTION

The online **Greek and Latin Roots Reference Guide** mirrors the **Vocabulary Strategy: Word Structure** resource found in the Teacher’s Edition.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4c** 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.
- **CCSS.ELA-Literacy.L.7.4d** 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).

SADLIER **VOCABULARY WORKSHOP LEVEL B** FEATURE & LOCATION

**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

[Example \[Level B, Units 3, p. 36\]](#)

**12. singe** (sinj) (v.) to burn slightly; (n.) a burn at the ends or edges

Getting too close to the flame of the campfire caused the camper to singe his eyelashes.

A singe from a cigar ash had destroyed the last word in the document.

SYNONYMS: (v.) scorch, char

ANTONYMS: (v.) incinerate

**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.

DESCRIPTION

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.

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.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

For the **Synonyms** activity in each Unit, students are directed to use a dictionary if necessary.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4c** 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.
- **CCSS.ELA-Literacy.L.7.4d** 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).

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190

*Example [Level B, Unit 3, p. 38]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

5. offered a **singular** opportunity unique

**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

*Example [Level B, Unit 3, p. 39]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

4. the **receding** danger looming

**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

*Example [Level B, Review Units 1–3, p. 46]*

Find the meaning of each idiom. (Use a dictionary if necessary.) Then write a sentence for each idiom. Answers will vary.

1. it just goes to show

Sample answer: Terra has every advantage in life but is still dissatisfied; it just goes to show that money and status aren't everything.

**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

*Example [Level B, Review Units 1–3, p. 49]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the

**DESCRIPTION**

For the **Antonyms** activity in each Unit, students are directed to use a dictionary if necessary.

For **Word Study: Writing with Idioms/Adages/Proverbs**, students are directed to use a print or online dictionary as needed.

For **Word Study: Classical Roots**, students are directed to use a print or online dictionary as needed.



**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.L.7.4c** 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.
- **CCSS.ELA-Literacy.L.7.4d** 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).

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

blank space in the illustrative sentence below the definition. Use a dictionary if necessary.

**7.** to give out, distribute

It is a judge’s duty to **dispense** justice with an even hand.

**Online Components: iWords Audio Program:**  
vocabularyworkshop.com

**DESCRIPTION**

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 students.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**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

*Example [Level B, Review Units 1–3, p. 45]*

**Choosing the Right Idiom**

**2.** After an hour of his scrubbing and polishing, the bathroom is **as clean as a whistle**. \_\_\_\_\_

*Example [Level B, Review Units 7–9, p. 121]*

**Choosing the Right Adages**

**5.** Granddad’s success was based on the belief that **fortune favors the bold**. \_\_\_\_\_

*Example [Level B, Review Units 4–6, p. 84]*

**DESCRIPTION**

As part of the **Word Study** lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.

An idiom is an informal expression whose literal 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.”

An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”

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.”

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

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION
<p><b>Writing with Proverbs</b></p> <p>9. A penny is a lot of money, if you haven't got a penny</p> <p>_____</p> <p><i>Example [Level B, Review Units 13–15, p. 198]</i></p> <p><b>Writing with Idioms</b></p> <p>10. ride on someone's coat tails.</p> <p>_____</p>

DESCRIPTION
<p>column).</p> <p>In <b>Writing with Adages/Idioms/Proverbs</b>, 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>

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION
<p><b>Working with Analogies:</b> p. 11</p> <p><i>Example [Level B, p. 11]</i></p> <p>A verbal analogy expresses a relationship or comparison between sets of words. Normally, an analogy contains two pairs of words linked by a word or symbol that stands for an equal (=) sign. A complete analogy compares the two pairs of words and makes a statement about them. It asserts that the relationship between the first—or key—pair of words is the same as the relationship between the second pair.</p> <p>1. <b>maple</b> is to <b>tree</b> as                      2. <b>joyful</b> is to <b>gloomy</b> as</p> <p>a. acorn is to oak                              a. cheerful is to happy</p> <p>b. hen is to rooster                            b. strong is to weak</p> <p>c. rose is to flower                            c. quick is to famous</p> <p>d. shrub is to lilac                              d. hungry is to starving</p> <p>In order to find the correct answer to exercise 1, you must first determine the relationship between the two key words, <b>maple</b> and <b>tree</b>. In this case, that relationship might be expressed as “a maple is a kind (or type) of tree.” The next step is to select from choices a, b, c, and d the pair of words that best reflects</p>

DESCRIPTION
<p>Located in the textbook front matter, <b>Working with Analogies</b> 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 <b>Final Mastery Test</b>.</p>

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

the same relationship. The correct answer is c; it is the only pair whose relationship parallels the one in the key words: A rose is a kind (or type) of flower, just as a maple is a kind (or type) of tree. The other choices do not express the same relationship.

In exercise 2, the relationship between the key words can be expressed as “joyful means the opposite of gloomy.” Which of the choices best represents the same relationship? The answer is b: “strong means the opposite of weak.”

Here are examples of some other common analogy relationships:

Analogy	Key Relationship
<b>big</b> is to <b>large</b> as <b>little</b> is to <b>small</b>	<b>Big</b> means the same thing as <b>large</b> , just as <b>little</b> means the same thing as <b>small</b> .
<b>eyes</b> are to <b>see</b> as <b>ears</b> are to <b>hear</b>	You use your <b>eyes</b> to <b>see</b> with, just as you use your <b>ears</b> to <b>hear</b> with.

**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

*Example [Level B, p. 36]*

<b>12. singe</b> (sinj)	(v.) to burn slightly; (n.) a burn at the ends or edges
	Getting too close to the flame of the campfire caused the camper to <u>singe</u> his eyelashes.
	A <u>singe</u> from a cigar ash had destroyed the last word in the document.
	SYNONYMS: (v.) scorch, char
	ANTONYMS: (v.) incinerate

**Synonyms:** Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p.

**DESCRIPTION**

The **Definitions** section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms and antonyms.

In the **Synonyms** activity in each Unit, students learn about the

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

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

*Example [Level B, Unit 3, p. 38]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

5. offered a **singular** opportunity unique

**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

*Example [Level B, Unit 3, p. 39]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

4. the **receding** danger looming

**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

*Example [Level B, Review Units 1–3, p. 49]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use a dictionary if necessary.

7. to give out, distribute

It is a judge's duty to **dispense** justice with an even hand.

**Final Mastery Test: Analogies:** p. 203

**DESCRIPTION**

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.

For the **Antonyms** activity, students learn about the relationship between words and their opposites. They are encouraged to refer back to the **Definitions** section as needed for lists of antonyms of Unit words.

In **Word Study: Classical Roots**, students study groups of words that feature the same or related classical affixes or roots.

For the **Final Mastery Test: Analogies**, students select the item that best completes the comparison of two pairs of related words.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**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

*Example [Level B, p. 36]*

**12. singe** (v.) to burn slightly; (n.) a burn at the ends or edges  
(sinj)

Getting too close to the flame of the campfire caused the camper to singe his eyelashes.

A singe from a cigar ash had destroyed the last word in the document.

SYNONYMS: (v.) scorch, char

ANTONYMS: (v.) incinerate

**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

*Example [Level B, Unit 3, p. 38]*

5. offered a **singular** opportunity unique

**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

*Example [Level B, Review Units 1–3, p. 47]*

**Shades of Meaning**

1. animated + 2. plague – 3. barren – 4. trivial –

**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

**DESCRIPTION**

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.

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.

Each **Word Study: Denotation and Connotation** lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, **Shades of Meaning**.

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).

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

*Example [Level B, Review Units 1–3, p. 48]*

**Expressing the Connotation**

**neutral 3.** After the principal's (**oration, speech**), some students had questions, but there was not time to answer them.

*Example [Level B, Review Units 1–3, p. 48]*

**Challenge: Using the Connotation**

1. Our boss likes to **urge** goad everyone to arrive a half hour early and stay late, but so far no one has complied.

Sample response: *Goad* darkens the tone of the sentence. It suggests a stronger, more controlling, and even bullying kind of urging.

**DESCRIPTION**

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.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.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.

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**Throughout the program**

**DESCRIPTION**

**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 independent development of academic and domain-specific words and phrases.



**ADDITIONAL ALIGNED CONTENT**

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2b** Spell correctly

**SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION**

**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

*Example [Level B, Unit 1, p. 14]*

*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.*

**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

*Example [Level B, Unit 3, p. 38]*

5. offered a **singular** opportunity   **unique**  

**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

*Example [Level B, Unit 3, p. 39]*

4. the **receding** danger   **looming**  

**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

*Example [Level B, Unit 7, p. 95]*

4. In most respects she is a fine person, but excessive stubbornness is the one important   **flaw**   in her character.

**DESCRIPTION**

Each Unit begins with a three-page **Definitions** section. Twenty words in the numbered study list 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.

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.

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.

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

**CCSS.ELA-Literacy.L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.7.2b** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL B FEATURE & LOCATION

**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

*Example [Level B, Review Units 1–3, p. 49]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use a dictionary if necessary.

7. to give out, distribute

It is a judge's duty to dispense justice with an even hand.

DESCRIPTION

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.