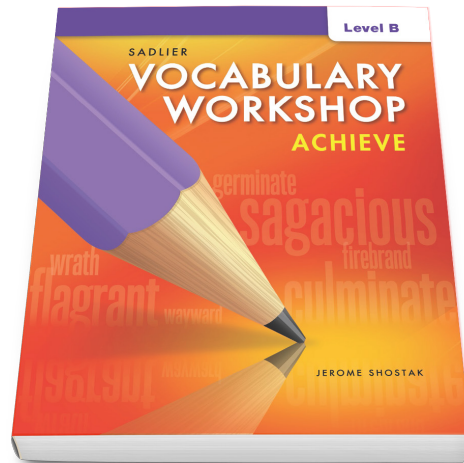


Sadlier

# Vocabulary Workshop® Achieve

Grade 7 / Level B



Aligned to the

## 2016 Alabama Course of Study English Language Arts

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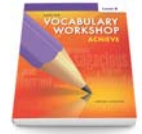
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**GRADE 7 / LEVEL B**

**KEY ALIGNED CONTENT**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

39. 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. [L.7.4]
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

DESCRIPTION

**Vocabulary in Context: Overview**, 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:

“My view of the situation may be far too rosy,” I admitted.  
“On the other hand, yours may be a bit (**optimistic, bleak**).”

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

The **Reading Passages** as well as the **Using Context, Choosing the Right Word, Vocabulary in Context, and Vocabulary for Comprehension** exercises that appear in the Units, the Reviews, and the Final Mastery Test provide practice in using context to decode and to determine the meaning of unfamiliar words.

There are three types of context clues emphasized at this level of the program: a **restatement clue**, a **contrast clue**, and an **inference clue**.

**Reading Passages:** Unit 1 "The Times of Zheng He" (Narrative Nonfiction), pp. 12–13; Unit 2 "In Poor Taste" (Letter to the Editor), pp. 24–25; Unit 3 "Lunch at Delmonico’s" (Diary Entry), pp. 36–37; Unit 4 "Coyotes in Legend and Myth" (Informational Essay), pp. 56–57; Unit 5 "The “Elephant Man” is Dead" (Obituary), pp. 68–69; Unit 6 "Nazca Lines" (Persuasive Essay), pp. 80–81; Unit 7 "Everything That Happens, Happens as It Should" (First-Person Narrative), pp. 100–101; Unit 8 "A Fish That Fishes" (Magazine Article), pp. 112–113; Unit 9 "Marc Chagall" (Biographical Sketch), pp. 124–125; Unit 10 "The Straight History of Orthodontics" (Historical Nonfiction), pp. 144–145; Unit 11 "The Babe Is Here" (Magazine Article), pp. 156–157; Unit 12 "Hero From the Wrong Side of the Track Retires" (Profile), pp. 168–169; Unit 13 "The Last Flight of the Hindenburg" (Radio Broadcast Transcription), pp. 188–189; Unit 14 "Celebrating the Death of a Killer" (Online Article), pp. 200–201; Unit 15 "A Brief History of Gold" (Informational Essay), pp. 212–213

*Example [Level B, Unit 4, pp. 56–57]*

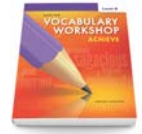
In some of the most **spirited** Native American myths and legends, the main character is a trickster figure named Coyote. In these tales, Coyote is nearly always **controversial**, inspiring

— continued —

Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

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

As emphasized throughout the program, students use context clues to determine the meanings of unfamiliar words in each passage then apply what they learn throughout the Unit and the Review.



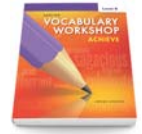
**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p>both admiration and disapproval. Sometimes he is wily and ingenious, while at other times he plays the <b>buffoon</b>. At first glance, such paradoxes may seem <b>bewildering</b>.</p> <p><b>Definitions:</b> Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219</p> <p><u>Example [Level B, Unit 10 Set B, p. 150]</u></p> <p>4. <b>farce</b> (n.) a play filled with ridiculous or absurd happenings; broad or far-fetched humor; a ridiculous sham</p> <p>The humor in the play was so broad and the plot so ridiculous that the critic termed the play a <b>farce</b>.</p>	<p>In each unit, there is a <b>Definitions</b> section for the 10 new words in Set A and for 10 additional words in Set B. 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><b>Using Context:</b> Unit 1 Set A, p. 15, Unit 1 Set B, p. 19; Unit 2 Set A, p. 27, Unit 2 Set B, p. 31; Unit 3 Set A, p. 39, Unit 3 Set B, p. 43; Unit 4 Set A, p. 59, Unit 4 Set B, p. 63; Unit 5 Set A, p. 71, Unit 5 Set B, p. 75; Unit 6 Set A, p. 83, Unit 6 Set B, p. 87; Unit 7 Set A, p. 103, Unit 7 Set B, p. 107; Unit 8 Set A, p. 115, Unit 8 Set B, p. 119; Unit 9 Set A, p. 127, Unit 9 Set B, p. 131; Unit 10 Set A, p. 147, Unit 10 Set B, p. 151; Unit 11 Set A, p. 159, Unit 11 Set B, p. 163; Unit 12 Set A, p. 171, Unit 12 Set B, p. 175; Unit 13 Set A, p. 191, Unit 13 Set B, p. 195; Unit 14 Set A, p. 203, Unit 14 Set B, p. 207; Unit 15 Set A, p. 215, Unit 15 Set B, p. 219</p> <p><u>Example [Level B, Unit 5 Set B, p. 75]</u></p> <p>10. My <b>ultimate</b> goal in working out is to lose weight, but I’ve found exercising comes with many additional benefits.</p>	<p>There are two <b>Using Context</b> activities for each unit, covering words in Set A and Set B. It is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.</p>



## GRADE 7 / LEVEL B

### LANGUAGE STANDARDS

#### Vocabulary Acquisition and Use

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- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

#### SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Choosing the Right Word:** Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

*Example [Level B, Unit 7 Set A, p. 104]*

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

**Completing the Sentence:** Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

*Example [Level B, Unit 1 Set B, p. 21]*

1. Although they lived in a house adjacent, we never really got to know them well.

**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level B, Unit 15 Sets A & B, p. 222]*

4. would **quibble** over a penny  
haggle

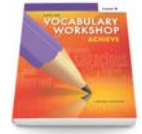
#### DESCRIPTION

The **Choosing the Right Word** exercises for sets A and B 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.

For **Completing the Sentence** for Set A and Set B, 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.

Drawing 15 words from both sets in each unit, the **Synonyms** activity requires students to rely on context clues to help find a unit word to match each given synonym.

In each unit review, the **Synonyms** exercises feature complete sentences that reinforce meanings while providing students with examples of usage and context.



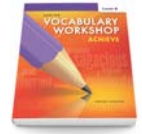
**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

39. 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. [L.7.4]
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p><b>Synonyms:</b> Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><i>Example [Level B, Review Units 13–15, p. 228]</i></p> <p>4. I was determined to <b>conquer</b> my fear of heights so that I could go on a helicopter ride with my family.</p> <p>_____ <b>vanquish</b> _____</p> <p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level B, Unit 6, p. 90]</i></p> <p>2. heard the <b>pleasant</b> news on the radio</p> <p>_____ <b>grim</b> _____</p>	<p>The <b>Antonyms</b> activity for each unit requires students to use context clues to help find a unit word to match each given antonym.</p>
<p><b>Vocabulary in Context:</b> Unit 1 Sets A &amp; B (Ancient Chinese Architecture), p. 23; Unit 2 Sets A &amp; B (Food Guide Pyramid), p. 35; Unit 3 Sets A &amp; B (Hunger Relief), p. 47; Unit 4 Sets A &amp; B (Cahokia), p. 67; Unit 5 Sets A &amp; B (The London Hospital), p. 79; Unit 6 Sets A &amp; B (The Moorehead Circle), p. 91; Unit 7 Sets A &amp; B (Marcus Aurelius), p. 111; Unit 8 Sets A &amp; B (The Giant Pacific Octopus), p. 123; Unit 9 Sets A &amp; B (Stained Glass), p. 135; Unit 10 Sets A &amp; B (The Father of Modern Dentistry), p. 155; Unit 11 Sets A &amp; B (Olympic Games in Ancient Greece), p. 167; Unit 12 Sets A &amp; B (Horses), p. 179; Unit 13 Sets A &amp; B (The Airlander 10), p. 199; Unit 14 Sets A &amp; B (Smallpox Vaccinations), p. 211; Unit 15 Sets A &amp; B (The Staffordshire Hoard), p. 223</p> <p><i>Example [Level B, Unit 10, p. 155]</i></p> <p>After this term, he decided to <b>veto</b> the study of medicine in favor of dentistry.</p> <p>5. <b>Veto</b> comes from the Latin word <b>vetare</b>. <b>Vetare</b> most likely means</p> <p>a. to forbid                      c. to enhance b. to observe                    d. to select</p>	<p>Located at the end of each unit, the <b>Vocabulary in Context</b> reading selection is related in theme to the <b>Reading Passage</b>. It incorporates at least six words, including words not introduced earlier in the <b>Reading Passage</b>, thereby ensuring that all unit words are presented in context.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p>



**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

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

**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"; Unit 7 "The Space Race"; Unit 8 "Also a Woman's War"; Unit 9 "Giants of the Desert"; Unit 10 "The Giant 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"; Unit 15 "As American as Hot Dogs"

Example [Level B, Unit 7]

NASA faced its first great challenge in 1961. In April the Soviet cosmonaut Yuri Gagarin became the first person to orbit the earth, giving the space race new momentum.

4. **Momentum** is best defined as
- a. perfection
  - b. minute
  - c. importance
  - d. impetus

**Vocabulary in Context: Literary Text** (online\*): Unit 1 Edgar Allan Poe (several works); Unit 2 O. Henry (several works); Unit 3 Sir Arthur Conan Doyle ("The Lost World"); Unit 4 Jack London ("The Sea-Wolf"); Unit 5 Charles Dickens ("Oliver Twist"); Unit 6 Sir Arthur Conan Doyle ("The Adventures of Sherlock Holmes"); Unit 7 Mark Twain ("A Connecticut Yankee in King Arthur's Court"); Unit 8 Jules Verne ("A Journey to the Center of the Earth"); Unit 9 Bram Stoker ("Dracula"); Unit 10 Victor Hugo ("The Hunchback of Notre Dame"); Unit 11 Mary Wollstonecraft Shelley ("Frankenstein"); Unit 12 Victor Hugo ("Les Misérables"); Unit 13 Jules Verne ("Around the World in 80 Days"); Unit 14 Christian Andersen ("Andersen's Fairy Tales by Hans"); Unit 15 Sir Arthur Conan Doyle ("The Hound of the Baskervilles" and "The Adventures of Sherlock Holmes")

Example [Level B, Unit 15]

2. He rushes to some secret **hoard**, where he has accumulated the fruits of his beggary, and he stuffs all the coins upon which he can lay his hands into the pockets to make sure of the coat’s sinking. ("The Man with the Twisted Lip")

**DESCRIPTION**

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words. The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item. Students may reference a pop-out wordlist at any time.

The **Vocabulary in Context: Literary Text** activities 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 American and British writers in their careful choice and use of words in relation to the elements of story.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 7 / LEVEL B**

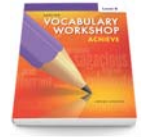
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p>A <b>hoard</b> is a</p> <p>O a. friend</p> <p>O b. cellar</p> <p>O c. stockpile</p> <p>O d. dwelling</p>	
<p><b>Vocabulary for Comprehension:</b> Review Units 1–3: Part 1 (The Llama’s Odd Job), pp. 48–49; Review Units 1–3: Part 2 (The Treaty of Paris), pp. 50–51; Review Units 4–6: Part 1 (Totem Poles), pp. 92–93; Review Units 4–6: Part 2 (Investigative Journalism), pp. 94–95; Review Units 7–9: Part 1 (Anne Brontë, from “Agnes Grey”), pp. 136–137; Review Units 7–9: Part 2 (Charles Dickens, from “Great Expectations”), pp. 138–139; Review Units 10–12: Part 1 (Champions of Equality), pp. 180–181; Review Units 10–12: Part 2 (Food Waste), pp. 182–183; Review Units 13–15: Part 1 (The Athletic Career of Jim Thorpe), pp. 224–225; Review Units 13–15: Part 2 (The Tango), pp. 226–227</p> <p><i>Example [Level B, Review Units 1–3, Part 2, pp. 50–51]</i></p> <p>The Treaty of Paris was an <b>indispensable</b> document in American history because it established the foundation of the United States.</p> <p>9. As it is used in line 66, the word “indispensable” means</p> <p>A) formally written.</p> <p>B) absolutely necessary.</p> <p>C) selectively enforced.</p> <p>D) fairly negotiated.</p>	<p><b>Vocabulary for Comprehension, Part 1</b> provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.</p> <p>In addition to providing vocabulary-in-context questions featured in Part 1, some <b>Vocabulary for Comprehension, Part 2</b> exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.</p>
<p><b>Two-Word Completions:</b> Review Units 1–3, p. 53; Review Units 4–6, p. 97; Review Units 7–9, p. 141; Review Units 10–12, p. 185; Review Units 13–15, p. 229</p> <p><i>Example [Level B, Review Units 1–3, p. 53]</i></p> <p>5. Running our country is full of all kinds of hidden _____ and traps for the unwary. For that reason, no president, no matter how alert or cautious, ever leaves office entirely _____ by the experience.</p> <p>a. firebrands ... poised                      c. hazards ... unscathed</p> <p>b. regimes ... lubricated                     d. orations ... animated</p> <p><b>Two-Word Completions:</b> (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p>	<p>In <b>Two-Word Completions</b>, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.</p> <p>Additional <b>Two-Word Completions</b> exercises are provided in each Cumulative Review, as well as on the Final Mastery Test.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

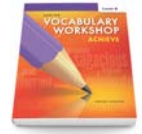
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p><b>Final Mastery Test: Two-Word Completions:</b> pp. 232–236</p> <p><i>Example [Level B, Final Mastery Test, p. 233]</i></p> <p>27. Taking the _____ to make friends with new students at school can really help them _____ the changes happening in their lives.</p> <p>a. illusion ... tarry                      c. terrain ... abstain from b. onset ... repent                      d. initiative ... cope with</p>	
<p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level B, Word Study Units 13–15, p. 230]</i></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>3. With increased gas and food prices, we must <b>tighten our belts</b> around here. _____ <b>spend less money than usual</b> _____</p>	<p>As part of the Word Study lessons in alternating unit reviews, the <b>Choosing the Right Idiom</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p><b>Word Study: Denotation and Connotation:</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level B, Review Units 4–6, p. 98]</i></p> <p><b>positive</b> 3. The speaker’s use of video and audio made for a(n) <b>(interesting, dynamic)</b> presentation.</p>	<p>Alternating with the Idioms in the Word Study section that follows each unit review, <b>Word Study: Denotation and Connotation</b> helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.</p> <p>In the <b>Expressing the Connotation</b> 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><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>pend, pens</i>—to hang, weigh; to pay; to set aside), p. 55; Word Study Units 4–6 (<i>scrib, scribe, script</i>— to write), p. 99; Word Study Units 7–9 (<i>graph, graphy</i>—to write), p. 143; Word Study Units 10–12 (<i>note, not</i>—to know, recognize, or mark), p. 187; Word Study Units 13–15 (<i>rupt</i>—to break), p. 231</p> <p><i>Example [Level B, Word Study Units 4–6, p. 99]</i></p> <p>6. to sign one’s name; to express agreement or approval; to promise to take or to pay for</p> <p>My parents _____ <b>subscribe</b> _____ to several newspapers and magazines.</p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. 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. [L.7.4]
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]

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

**Choosing the Right Meaning** (online\*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

*Example [Level B, Cumulative Review II]*

One side of the packing material was molded to form a pattern of tiny plastic **nubs** to absorb shock.

2. The word **nubs** most nearly means
- a. cores
  - b. cruxes
  - c. hearts
  - d. knobs

**Final Mastery Test:** pp. 232–236

*Example [Level B, p. 236]*

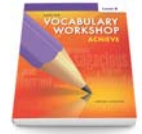
**Choosing the Right Meaning**

65. The fisherman decided to move to a town by a sea that was rumored to **abound** with fish.
- The word **abound** most nearly means
- a. be plentiful   b. be polluted   c. be reinforced   d. be domestic

**DESCRIPTION**

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.

The **Final Mastery Test** provides practice in using context to decode and determine the meaning of unfamiliar words presented in the following sections: **Two-Word Completions**, **Supplying Words in Context**, and **Choosing the Right Meaning**.



**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

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

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

**DESCRIPTION**

**Student Resources: Word Structure: Greek and Latin Roots** (online\*)

Example [Level B, Unit 1, Student Resources, Word Structure: Greek and Latin Roots]

Prefix	Meaning	Sample Words
bi-	two	bicycle
com-, con-	together, with	compatriot, contact
Verb Suffix	Meaning	Sample Words
-ate	to become, produce, or treat	validate, salivate, chlorinate

**Word Study: Classical Roots:** Word Study Units 1–3 (*pend, pens*—to hang, weigh; to pay; to set aside), p. 55; Word Study Units 4–6 (*scrib, scribe, script*— to write), p. 99; Word Study Units 7–9 (*graph, graphy*—to write), p. 143; Word Study Units 10–12 (*note, not*—to know, recognize, or mark), p. 187; Word Study Units 13–15 (*rupt*—to break), p. 231

Example [Level B, Word Study Units 4–6, p. 99]

6. to sign one’s name; to express agreement or approval; to promise to take or to pay for
- My parents subscribe to several newspapers and magazines.

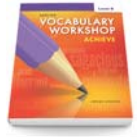
**Games and Study Aids: Matching Challenge – Greek Roots and Matching Challenge – Latin Roots** (online\*)

In **Word Structure: Greek and Latin Roots**, 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.

Two online video games, **Greek Roots – Matching Challenge** and **Latin Roots – Matching Challenge**, 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.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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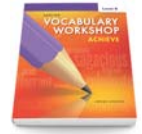
**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. 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. [L.7.4]
- c. 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. [L.7.4c]
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p><b>Vocabulary in Context:</b> p. 7</p> <p><i>Example [Level B, p. 7]</i></p> <p>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter                      c. wealth . . . surgeon b. wisdom . . . beginner                      d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <hr/> <p><b>Definitions:</b> Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219</p> <p><i>Example [Level B, Unit 10 Set B, p. 150]</i></p> <p>4. <b>farce</b> (färs) (n.) a play filled with ridiculous or absurd happenings; broad or far-fetched humor; a ridiculous sham</p> <p>The humor in the play was so broad and the plot so ridiculous that the critic termed the play a <b>farce</b>.</p>	<p>In the <b>Vocabulary in Context</b> overview notes, students review the importance of studying a word’s context to find clues to its meaning. Students learn to use inference clues to arrive at a preliminary understanding of an unknown word or phrase, which may subsequently be checked using various print or online resources.</p> <hr/> <p>The <b>Definitions</b> section at the beginning of each unit serves as a master reference of information for each of the unit words. Presented in two 10-word sets, each entry in the numbered study list is 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>



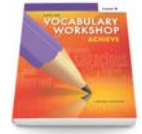
**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. 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. [L.7.4]
- c. 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. [L.7.4c]
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level B, Unit 15 Sets A &amp; B, p. 222]</i></p> <p>4. would <b>quibble</b> over a penny     <u>    haggle    </u></p>	<p>For the <b>Synonyms</b> activity in each unit, students are directed to use a dictionary if necessary.</p>
<p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level B, Unit 6, p. 90]</i></p> <p>2. heard the <b>pleasant</b> news on the radio     <u>    grim    </u></p>	<p>For the <b>Antonyms</b> activity in each unit, students are directed to use a dictionary as needed.</p>
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>pend, pens</i>—to hang, weigh; to pay; to set aside), p. 55; Word Study Units 4–6 (<i>scrib, scribe, script</i>— to write), p. 99; Word Study Units 7–9 (<i>graph, graphy</i>—to write), p. 143; Word Study Units 10–12 (<i>note, not</i>—to know, recognize, or mark), p. 187; Word Study Units 13–15 (<i>rupt</i>—to break), p. 231</p> <p><i>Example [Level B, Word Study Units 4–6, p. 99]</i></p> <p>6. to sign one’s name; to express agreement or approval; to promise to take or to pay for     My parents <u>    <b>subscribe</b>    </u> to several newspapers and magazines.</p>	<p>For <b>Word Study: Classical Roots</b>, students are directed to use a print or online dictionary as needed.</p>



**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. 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. [L.7.4]
- c. 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. [L.7.4c]
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

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

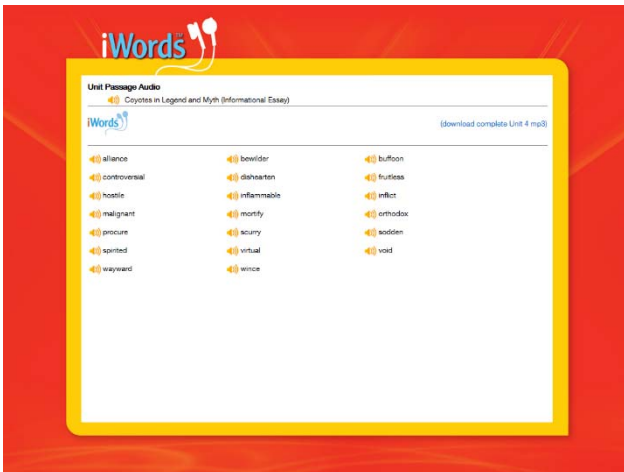
**DESCRIPTION**

**Study Aids: iWords Audio Program (online\*)**

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, part or parts of speech, and examples of usage for every vocabulary word presented at this level.

*Example [Level B, Unit 4, Games and Study Aids: iWords]*

In addition to hearing the pronunciation of each of the 20 vocabulary words for every unit, students can listen to the entire **Reading Passage** for every unit. The iWords oral models and practice are especially helpful to ELL students.



**Student Resources: Pronunciation Key—p. 11 & online\***

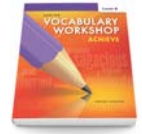
The pronunciation is indicated for every basic word in the program. Symbols used in the **Pronunciation Key** are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s Third New International Dictionary and The Random House Dictionary of the English Language (Unabridged). Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb project is pronounced **prə jekt’**, and the noun form is pronounced **prāj’ ekt**.

*Example [Level B, Unit 1, Student Resources: Pronunciation Key]*

<b>Vowels</b>	ā	lake	e	stress	ú	loot, new
	a	mat	ī	knife	ú	foot, pull
	â	care	i	sit	e	jump, broken
	ā	bark, bottle	ō	flow	er	bird, better
	au	doubt	ô	all, cord		
	ē	beat, wordy	oi	oil		

<b>Consonants</b>	ch	child, lecture	s	cellar	wh	what
	g	give	sh	shun	y	yearn
	j	gentle, bridge	th	thank	z	is
	rj	sing	th	those	zh	measure

All other consonants are sounded as in the alphabet.



**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]  
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Word Study: Idioms:** Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230

*Example [Level B, Word Study Units 13–15, p. 230]*

*Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.*

3. With increased gas and food prices, we must **tighten our belts** around here. spend less money than usual

**Enriching Your Vocabulary** (online\*): Cumulative Review I ("Once Upon a Time . . ."); Cumulative Review II ("Our Debt to the Greeks"); Cumulative Review III ("Bravo! Words from Italian"); Cumulative Review VI ("The Language of Science")

*Example [Level B, Cumulative Review III]*

*In the column on the left are 9 more words and names with roots in Greek and Roman mythology. With or without a dictionary, line up each word to its meaning in the column on the right.*

9. maestro  
a master in an art, especially a musical art

DESCRIPTION

As part of the **Word Study** lessons in each review, students learn about figures of speech in the form of idioms.

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," and "a dark horse."

After introductory instruction, students practice **Choosing the Right Idiom** by matching an idiom used in context with its definition (in the adjacent column).

Located in the online Cumulative Reviews, each **Enriching Your Vocabulary** activity includes a reading passage explaining the origin and meaning of colorful expressions, figures of speech, or technical terminology. After reading the introduction, students match each phrase with its definition.

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]  
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

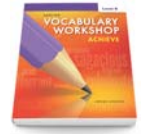
**Program Overview: Denotation, Connotation, and Shades of Meaning:** Teacher's Edition, p. T39

*Example [Level B, Program Overview: Denotation, Connotation, and Shades of Meaning, online\*]*

Word	Denotation
hospitable	courteous
plague	pester
constituent	essential part

DESCRIPTION

Located in the TE front matter and online, **Overview: Denotation and Connotation** 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.



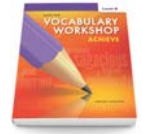
**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION		DESCRIPTION
<b>Word</b>	<b>Connotation</b>	
hospitable	favorable	
plague	unfavorable	
constituent	neutral	
<p><b>Choosing the Right Word:</b> Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220</p> <p><u>Example [Level B, Unit 7 Set A, p. 104]</u></p> <p>6. I can forgive an honest mistake, but I (<b>brawl, detest</b>) any attempt to cover up errors by lying.</p>		<p>The <b>Choosing the Right Word</b> exercises for sets A and B 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><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><u>Example [Level B, Unit 15 Sets A &amp; B, p. 222]</u></p> <p>4. would <b>quibble</b> over a penny     <u>haggle</u></p>		<p>In the <b>Synonyms</b> 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 <b>Word Study: Denotation and Connotation</b> lessons provided in the review at the end of every three units.</p>
<p><b>Synonyms:</b> Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><u>Example [Level B, Review Units 13–15, p. 228]</u></p> <p>4. I was determined to <b>conquer</b> my fear of heights so that I could go on a helicopter ride with my family.     <u>vanquish</u></p>		



**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]

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

**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level B, Unit 6, p. 90]*

2. heard the **pleasant** news on the radio  
        grim

**Word Study: Denotation and Connotation:** Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186

*Example [Level B, Review Units 4–6, p. 98]*

- negative** 6. After two inches of rain, the golf course was (**wet, sodden**).

**Overview: Vocabulary Strategies: Working with Analogies:** p. 11

**Analogies** (online\*)

Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

*Example [Level B, Cumulative Review I]*

1. **incentive** is to **goad** as
- O a. potential is to mortify  
O b. quibble is to dishearten  
O c. flaw is to entice  
O d. hazzard is to dissuade

**DESCRIPTION**

For the **Antonyms** activity, students examine 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.

Alternating with the Idioms in the Word Study section that follows each unit review, **Word Study: Denotation and Connotation** helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—with emotional associations that are positive, negative, or neutral.

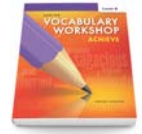
In the **Expressing the Connotation** exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).

Located in the online **Overview: Vocabulary Strategies** section, **Working with Analogies** helps students better understand comparisons between sets of related words.

The first feature of each online Cumulative Review, **Analogies** exercises test a student’s ability to analyze the relationship between pairs of related words then choose the letter of the item that best completes the comparison.

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





**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Choosing the Right Meaning** (online\*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Example [Level B, Cumulative Review II]

One side of the packing material was molded to form a pattern of tiny plastic **nubs** to absorb shock.

2. The word **nubs** most nearly means
- O a. cores
  - O b. cruxes
  - O c. hearts
  - O d. knobs

DESCRIPTION

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]

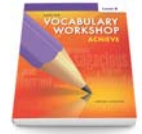
SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**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.



**GRADE 7 / LEVEL B**

**ADDITIONAL ALIGNED CONTENT**

**READING STANDARDS FOR LITERATURE**

Craft and Structure

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. [RL.7.4]

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

DESCRIPTION

**Overview: Vocabulary and Reading:** pp. 8–9

*Example [Level B, p. 8]*

**Vocabulary in Context Questions** check your ability to use context to identify a word’s meaning. For example:

- As it is used in paragraph 2, “adherents” most nearly means . . . Use the word’s context in a passage to select the best answer, particularly when the vocabulary word has more than one meaning. The answer choices may contain two (or more) correct meanings of the word in question. Choose the meaning that best fits the context.

**Questions About Tone** show your understanding of the author’s attitude toward the topic of the passage. To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (distant). These are typical questions:

- The author’s primary purpose in the passage is to . . .
- Which word best describes the author’s tone?

**Vocabulary in Context: Literary Text** (online\*): Unit 1 Edgar Allan Poe (several works); Unit 2 O. Henry (several works); Unit 3 Sir Arthur Conan Doyle ("The Lost World"); Unit 4 Jack London ("The Sea-Wolf"); Unit 5 Charles Dickens ("Oliver Twist"); Unit 6 Sir Arthur Conan Doyle ("The Adventures of Sherlock Holmes"); Unit 7 Mark Twain ("A Connecticut Yankee in King Arthur’s Court"); Unit 8 Jules Verne ("A Journey to the Center of the Earth"); Unit 9 Bram Stoker ("Dracula"); Unit 10 Victor Hugo ("The Hunchback of Notre Dame"); Unit 11 Mary Wollstonecraft Shelley ("Frankenstein"); Unit 12 Victor Hugo ("Les Misérables"); Unit 13 Jules Verne ("Around the World in 80 Days"); Unit 14 Christian Andersen ("Andersen’s Fairy Tales by Hans"); Unit 15 Sir Arthur Conan Doyle ("The Hound of the Baskervilles" and "The Adventures of Sherlock Holmes")

*Example [Level B, Unit 15]*

2. He rushes to some secret **hoard**, where he has accumulated the fruits of his beggary, and he stuffs all the coins upon which he can lay his hands into the pockets to make sure of the boat’s sinking. ("The Man with the Twisted Lip")

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.

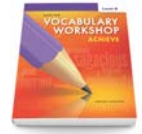
There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

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.

The **Vocabulary in Context: Literary Text** activities 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 American and British writers in their careful choice and use of words in relation to the elements of story.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 7 / LEVEL B**

**READING STANDARDS FOR LITERATURE**

Craft and Structure

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. [RL.7.4]

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

DESCRIPTION

A **hoard** is a

- O a. friend
- O b. cellar
- O c. stockpile
- O d. dwelling

**Vocabulary for Comprehension:** Review Units 7–9: Part 1 (Anne Brontë, from "Agnes Grey"), pp. 136–137; Review Units 7–9: Part 2 (Charles Dickens, from "Great Expectations"), pp. 138–139

*Example [Level B, Review Units 7–9, Part 1, pp. 136–137]*

"But, mamma," I **persisted**, "I am above eighteen, and quite able to take care of myself, and others too. You do not know half the wisdom and prudence I possess, because I have never been tried."

7. As it is used in line 50, what does **persisted** mean?
- A) corrected
  - B) complained
  - C) continued
  - D) pleaded

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

**Vocabulary for Comprehension Part 1** and **Part 2** for Review Units 7–9 feature literary selections.

**READING STANDARDS FOR INFORMATIONAL TEXT**

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

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

DESCRIPTION

**Overview: Vocabulary and Reading:** pp. 8–9

*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 most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

The inferences you make and the conclusions you draw must be based on the information in the passage. Using the facts you learn from the passage in addition to the knowledge and

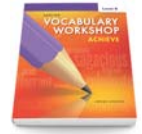
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Located in the textbook front matter and the Overview section online, **Vocabulary and Reading** explains that vocabulary knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning 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

— *continued* —



**GRADE 7 / LEVEL B**

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Craft and Structure**

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

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

reasoning you already have helps you understand what is implied and reach conclusions that are logical.

**Reading Passages:** Unit 1 "The Times of Zheng He" (Narrative Nonfiction), pp. 12–13; Unit 2 "In Poor Taste" (Letter to the Editor), pp. 24–25; Unit 3 "Lunch at Delmonico's" (Diary Entry), pp. 36–37; Unit 4 "Coyotes in Legend and Myth" (Informational Essay), pp. 56–57; Unit 5 "The "Elephant Man" is Dead" (Obituary), pp. 68–69; Unit 6 "Nazca Lines" (Persuasive Essay), pp. 80–81; Unit 7 "Everything That Happens, Happens as It Should" (First-Person Narrative), pp. 100–101; Unit 8 "A Fish That Fishes" (Magazine Article), pp. 112–113; Unit 9 "Marc Chagall" (Biographical Sketch), pp. 124–125; Unit 10 "The Straight History of Orthodontics" (Historical Nonfiction), pp. 144–145; Unit 11 "The Babe Is Here" (Magazine Article), pp. 156–157; Unit 12 "Hero From the Wrong Side of the Track Retires" (Profile), pp. 168–169; Unit 13 "The Last Flight of the Hindenburg" (Radio Broadcast Transcription), pp. 188–189; Unit 14 "Celebrating the Death of a Killer" (Online Article), pp. 200–201; Unit 15 "A Brief History of Gold" (Informational Essay), pp. 212–213

*Example [Level B, Unit 4, pp. 56–57]*

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 in Context:** Unit 1 Sets A & B (Ancient Chinese Architecture), p. 23; Unit 2 Sets A & B (Food Guide Pyramid), p. 35; Unit 3 Sets A & B (Hunger Relief), p. 47; Unit 4 Sets A & B (Cahokia), p. 67; Unit 5 Sets A & B (The London Hospital), p. 79; Unit 6 Sets A & B (The Moorehead Circle), p. 91; Unit 7 Sets A & B (Marcus Aurelius), p. 111; Unit 8 Sets A & B (The Giant Pacific Octopus), p. 123; Unit 9 Sets A & B (Stained Glass), p. 135; Unit 10 Sets A & B (The Father of Modern Dentistry), p. 155; Unit 11 Sets A & B (Olympic Games in Ancient Greece), p. 167; Unit 12 Sets A & B (Horses), p. 179; Unit 13 Sets A & B (The Airliner 10), p. 199; Unit 14 Sets A & B (Smallpox Vaccinations), p. 211; Unit 15 Sets A & B (The Staffordshire Hoard), p. 223

*Example [Level B, Unit 10, p. 155]*

After this term, he decided to **veto** the study of medicine in favor of dentistry.

**DESCRIPTION**

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.

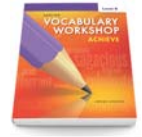
Each of the 15 **Reading Passages** is a two-page informational text that introduces at least 15 of the 20 unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.

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.

Located at the end of each unit, the **Vocabulary in Context** reading selection is related in theme to the **Reading Passage**. It incorporates at least six words, including words not introduced earlier in the **Reading Passage**, thereby ensuring that all unit words are presented in context.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.



**GRADE 7 / LEVEL B**

**READING STANDARDS FOR INFORMATIONAL TEXT**

**Craft and Structure**

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

DESCRIPTION

5. **Veto** comes from the Latin word **vetare**. **Vetare** most likely means
- a. to forbid
  - b. to observe
  - c. to enhance
  - d. to select

**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"; Unit 7 "The Space Race"; Unit 8 "Also a Woman's War"; Unit 9 "Giants of the Desert"; Unit 10 "The Giant 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"; Unit 15 "As American as Hot Dogs"

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

Students may reference a pop-out wordlist at any time.

Example [Level B, Unit 7]

NASA faced its first great challenge in 1961. In April the Soviet cosmonaut Yuri Gagarin became the first person to orbit the earth, giving the space race new momentum.

4. **Momentum** is best defined as
- a. perfection
  - b. minute
  - c. importance
  - d. impetus

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (The Llama's Odd Job), pp. 48–49; Review Units 1–3: Part 2 (The Treaty of Paris), pp. 50–51; Review Units 4–6: Part 1 (Totem Poles), pp. 92–93; Review Units 4–6: Part 2 (Investigative Journalism), pp. 94–95; Review Units 7–9: Part 1 (Anne Brontë, from "Agnes Grey"), pp. 136–137; Review Units 7–9: Part 2 (Charles Dickens, from "Great Expectations"), pp. 138–139; Review Units 10–12: Part 1 (Champions of Equality), pp. 180–181; Review Units 10–12: Part 2 (Food Waste), pp. 182–183; Review Units 13–15: Part 1 (The Athletic Career of Jim Thorpe), pp. 224–225; Review Units 13–15: Part 2 (The Tango), pp. 226–227

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

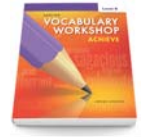
In **Vocabulary for Comprehension: Part 1**, students are presented with a single nonfiction passage similar to those that appear in the SAT® and ACT® exams. Based on their reading of that passage, students must answer questions assessing reading comprehension and vocabulary skills. These assessment items mirror those found in the SAT® and ACT® exams and require students to refer to the passage, and occasionally to cite text evidence, in order to answer them.

In **Vocabulary for Comprehension: Part 2**, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts, including questions requiring comparative analysis and evaluation. Again, both passages and assessment items are modeled on those that appear in the SAT® and ACT® exams.

Example [Level B, Review Units 1–3, Part 2, pp. 50–51]

The Treaty of Paris was an **indispensable** document in American history because it established the foundation of the United States.

9. As it is used in line 66, the word "indispensable" means
- A) formally written.
  - B) absolutely necessary.



**GRADE 7 / LEVEL B**

**READING STANDARDS FOR INFORMATIONAL TEXT**

Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
C) selectively enforced. D) fairly negotiated.	

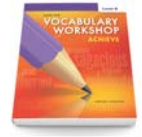
**WRITING STANDARDS**

Text Types and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION	DESCRIPTION
<p><b>Writing: Words in Action:</b> Unit 2 Sets A &amp; B (Persuasive Essay), p. 34; Unit 3 Sets A &amp; B (Opinion), p. 46; Unit 4 Sets A &amp; B (Persuasive Essay), p. 66; Unit 7 Sets A &amp; B (Argument), p. 110; Unit 11 Sets A &amp; B (Opinion), p. 166; Unit 12 Sets A &amp; B (Opinion), p. 178; Unit 13 Sets A &amp; B (Persuasive Essay), p. 198; Unit 14 Sets A &amp; B (Persuasive Editorial), p. 210; Unit 15 Sets A &amp; B (Opinion), p. 222</p> <p><u>Example [Level B, Unit 7, p. 110]</u></p> <p>Relate what you learned about Blasius and his circumstances. Do you agree that everything that happens in Blasius’s world has happened as it should? Write an argument stating and defending your opinion. Use at least three details from the passage (pages 100–101) and three or more words from this Unit.</p>	<p>The <b>Writing: Words in Action</b> activity in each unit presents a writing prompt linked to the <b>Reading Passage</b>. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.</p>
<p><b>Timed Essays</b> (online*): Units 1–15</p> <p><u>Example [Level B, Unit 4]</u></p> <p><b>Statement:</b> If you can’t change your fate, change your attitude. Amy Tan</p> <p><b>Assignment:</b> Sometimes people find themselves in situations—good and bad—that they cannot control. Amy Tan offers a simple piece of advice. Do you agree with her? Plan and write an essay in which you develop your thoughts on the issue. To begin, write a <i>thesis statement</i>. Then take notes and use them to write a clear, firm, full statement of your views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from your reading, studies, experiences, or observations. Use the following pointers to guide you. You have <b>25 minutes</b> total.</p>	<p>The <b>Timed Essay</b> 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"> <li>1. Writing Your Thesis Statement (1-2 minutes)</li> <li>2. Prewriting (3-4 minutes)</li> <li>3. Writing Your Draft (17-18 minutes)</li> <li>4. Editing and Revising Your Draft (2-3 minutes)</li> </ol> <p>The <b>Timed Essay</b> page includes a pop-out list of unit words for easy reference.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 7 / LEVEL B**

**WRITING STANDARDS**

Text Types and Purposes

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Writing: Words in Action:** Unit 5 Sets A & B (Interview Questions), p. 78; Unit 6 Sets A & B (Descriptive Essay), p. 90; Unit 8 Sets A & B (Summary), p. 122

*Example [Level B, Unit 8, p. 122]*

Write a summary of the article about the anglerfish (pages 112–113). Your summary should be no more than half the length of Dr. Cambalda’s original text and should use your own words. Include all the key facts in the article, and omit minor details. Use three or more words from this Unit.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

**WRITING STANDARDS**

Text Types and Purposes

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Writing: Words in Action:** Unit 1 Sets A & B (Journal Entry), p. 22; Unit 9 Sets A & B (Memoir), p. 134

*Example [Level B, Unit 1, p. 22]*

Imagine that you are Zheng He near the end of his life. What do you think are your greatest accomplishments? How would you like to be remembered? Write a journal entry, using at least two details from the passage (pages 12–13) and three or more words from this Unit.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

**LANGUAGE STANDARDS**

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]
- b. Spell correctly. [L.7.2b]

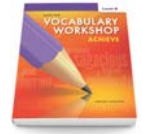
SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

**Definitions:** Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–

— continued —

DESCRIPTION

The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed 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.



## GRADE 7 / LEVEL B

### LANGUAGE STANDARDS

#### Conventions of Standard English

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]
- b. Spell correctly. [L.7.2b]

#### SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL B FEATURE & LOCATION

107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

*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.*

**Completing the Sentence:** Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

*Example [Level B, Unit 1 Set B, p. 21]*

1. Although they lived in a house adjacent, we never really got to know them well.

**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level B, Unit 15 Sets A & B, p. 222]*

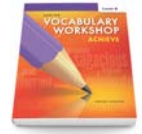
4. would **quibble** over a penny  
haggle

#### DESCRIPTION

For **Completing the Sentence**, students write the unit word that best completes each sentence in the exercise, referring back to the **Definitions** sections as needed for the correct spelling.

For the **Synonyms** activities that follow sets A and B—also in the review at the end of every three units, students write the appropriate synonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.





**GRADE 7 / LEVEL B**

**LANGUAGE STANDARDS**

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]
- b. Spell correctly. [L.7.2b]

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

**Synonyms:** Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

*Example [Level B, Review Units 13–15, p. 228]*

4. I was determined to **conquer** my fear of heights so that I could go on a helicopter ride with my family.

vanquish

**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

*Example [Level B, Unit 6, p. 90]*

2. heard the **pleasant** news on the radio

grim

**Word Study: Classical Roots:** Word Study Units 1–3 (*pend, pens*—to hang, weigh; to pay; to set aside), p. 55; Word Study Units 4–6 (*scrib, scribe, script*—to write), p. 99; Word Study Units 7–9 (*graph, graphy*—to write), p. 143; Word Study Units 10–12 (*note, not*—to know, recognize, or mark), p. 187; Word Study Units 13–15 (*rupt*—to break), p. 231

*Example [Level B, Word Study Units 4–6, p. 99]*

6. to sign one’s name; to express agreement or approval; to promise to take or to pay for

My parents subscribe to several newspapers and magazines.

DESCRIPTION

To complete the **Antonyms** activity for sets A and B, students write the appropriate antonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.

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.