



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level B**

Aligned to the  
**Texas Essential Knowledge and Skills for  
Language Arts and Reading, Middle School —  
§110.19. English Language Arts and Reading  
and  
STAAR Grade 7 Reading and Writing Assessments**

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**KEY ALIGNED CONTENT**

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| <p>(2) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> | <p>(2) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p>                 |  |             |         |              |            |                |                     |            |         |              |       |      |            |   |
| <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>            | <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <b>Readiness Standard</b></p> | <p><b>Vocabulary Strategy: Word Structure</b>—p. 7</p> <p><i>Examples [Level B, p. 8]</i></p> <p><b>Prefixes, suffixes, and roots, or bases,</b> are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1" data-bbox="1058 1003 1499 1101"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A <b>base</b> or <b>root</b> is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="1058 1295 1499 1369"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table> | Prefix      | Meaning | Sample Words | com-, con- | together, with | compatriot, contact | Greek Root | Meaning | Sample Words | -gnos | know | diagnostic | <p>In <b>Vocabulary Strategy: Word Structure</b>, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the <b>Classical Roots</b> page of the <b>Word Study</b> section.</p> |
| Prefix  | Meaning  | Sample Words   |             |         |              |            |                |                     |            |         |              |       |      |            |   |
| com-, con-  | together, with   | compatriot, contact  |             |         |              |            |                |                     |            |         |              |       |      |            |   |
| Greek Root  | Meaning  | Sample Words   |             |         |              |            |                |                     |            |         |              |       |      |            |   |
| -gnos   | know   | diagnostic   |             |         |              |            |                |                     |            |         |              |       |      |            |   |

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|  |   | Latin Root<br>-tain-, -ten,<br>-tin-   | Meaning<br>hold, keep | Sample Words<br>contain, tenure,<br>retinue   | <p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p> <p><b>Word Study: Classical Roots—</b><br/>Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), p. 87; Review Units 7–9 (graph, graphy), p. 125; Review Units 10–12 (note, not), p. 163; Review Units 13–15 (rupt), p. 201</p> <p><i>Example [Level B, Review Units 1–3, p. 49]</i></p> <p>3. a place where medicines are made or given out ("<i>place from which things are weighed out</i>")</p> <p>The nurse obtained the medicine she needed in the hospital <u>dispensary</u>.</p> |
| (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; | (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;<br><b>Readiness Standard</b> | <b>Vocabulary Strategy: Using Context—</b> p. 7<br><i>Example [Level B, p. 7]</i><br>A <b>contrast clue</b> consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:<br>"It seemed to me that the race was easy," I said.<br>"But many of the runners found ( <b>grueling</b> , |                       | In <b>Vocabulary Strategy: Using Context</b> , students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.<br>The three types of context clues taught in the program include <b>restatement clue, contrast clue,</b> |   |

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|   |   | <p>transparent)."</p> <p>In this sentence, <i>easy</i> is an antonym of the missing word, <i>grueling</i>. This is confirmed by the presence of the word <i>but</i>, which indicates that the answer must be the opposite of <i>easy</i>.</p>   | <p>and <b>inference clue</b>.</p>   |
|   |   | <p><b>Reading Passages</b>—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</p> | <p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.</p> |

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|   |   | <p>Side of the Track Retires" [Profile], pp. 146–147; Unit 13 "The Last Flight of the Hindenburg" [Radio Broadcast Transcription], pp. 164–165; Unit 14 "Celebrating the Death of a Killer" [Online Article], pp. 174–175; Unit 15 "A Brief History of Gold" [Informational Essay], pp. 184–185</p> <p><i>Example [Level B, Unit 4, p. 50]</i></p> <p>In some of the most spirited Native American myths and legends, the main character is a trickster figure named Coyote. In these tales, Coyote is nearly always <b>controversial</b>, 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 <b>bewildering</b>.</p> |   |
|   |   | <p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level B, Unit 6, p. 74]</i></p>  | <p>In the <b>Definitions</b> section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each</p> |

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|   |   | The attorney called the <u>reluctant</u> witness to the stand.   | Unit.   |
|   |   | <p><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level B, Unit 7, p. 93]</i></p> <p>15. I can forgive an honest mistake, but I (<b>presume, detest</b>) any attempt to cover up errors by lying.</p> | The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence. |
|   |   | <p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level B, Unit 3, p. 38]</i></p> <p>5. offered a <b>singular</b> opportunity <u>unique</u></p>  | The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.   |

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|   |   | <p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level B, Unit 3, p. 39]</i></p> <p>4. the <b>receding</b> danger <u>  <b>looming</b>  </u></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 synonym.</p>  |
|   |   | <p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level B, Unit 7, p. 95]</i></p> <p>4. In most respects she is a fine person, but excessive stubbornness is the one important <u>  <b>flaw</b>  </u> in her character.</p> | <p>For <b>Completing the Sentence</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.</p> |
|   |   | <p><b>Vocabulary in Context: Literary Text</b>— Unit 1 [Edgar Allan Poe], p. 21; Unit 2 [O. Henry], p. 31; Unit 3</p>  | <p>The <b>Vocabulary in Context: Literary Text</b> pages contain excerpts from classic literature.</p>  |

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|   |   | <p>[Sir Arthur Conan Doyle], p. 41; Unit 4 [Jack London], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Mark Twain], p. 97; Unit 8 [Jules Verne], p. 107; Unit 9 [Bram Stoker], p. 117; Unit 10 [Victor Hugo], p. 135; Unit 11 [Mary Wollstonecraft Shelley], p. 145; Unit 12 [Victor Hugo], p. 155; Unit 13 [Jules Verne], p. 173; Unit 14 [Hans Christian Andersen], p. 183; Unit 15 [Sir Arthur Conan Doyle], p. 193</p> <p><i>Example [Level B, Unit 5, p. 69]</i></p> <p>1. Here, the clothesman, the shoe-vamper, and the rag-merchant, display their goods . . . here, stores of old iron and bones, and heaps of mildewy fragments of woollen-stuff and linen, rust and rot in the <b>grimy</b> cellars. (<i>Oliver Twist</i>)</p> <p>A <b>grimy</b> cellar is</p> <p>a. dim                      c. deep<br/>b. dirty                     d. damp</p> | <p>Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> |
|   |   | <p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [The Llama], pp. 42–43; Review Units 4–6 [Nelly Bly], pp. 80–81; Review Units 7–9 [Civilian</p>   | <p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of</p>  |



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|   |   | <p>Conservation Corps], pp. 118–119; Review Units 10–12 [The Great Migration], pp. 156–157; Review Units 13–15 [Jim Thorpe], pp. 194–195</p> <p><u>Example [Level B, Review Units 13–15, pp. 194–195]</u></p> <p>Jim Thorpe left Carlisle in 1909 to play baseball for two seasons in the East Carolina minor league, a decision that would affect his whole life. His greatest achievement would come, however, in the 1912 Olympic Games in Stockholm, Sweden. There, he would win two gold medals—in the pentathlon and the decathlon. “Sir, you are the greatest athlete in the world,” said King Gustav V of Sweden, who was <b>officiating</b> at the games. Yet as events would show, Thorpe’s triumph would be only a <b>partial</b> victory.</p> <p><b>6 Partial</b> (line 38) most nearly means</p> <ul style="list-style-type: none"> <li>a. small</li> <li>b. instant</li> <li>c. elusive</li> <li>d. fond of</li> <li>e. incomplete</li> </ul> | <p>standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> |
|   |   | <p><b>Two-Word Completions</b>—Review Units 1–3, p. 44; Review Units 4–6, p.</p>  | <p>In <b>Two-Word Completions</b>, students practice with word-</p>   |

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|   |   | <p>82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level B, Review Units 1–3, p. 44]</i></p> <p>3. The speaker showed complete _____ to the record heat and heavy downpour. He was _____, however, when hecklers interrupted his speech for the fourth time.</p> <p>a. recompense . . . indispensable<br/> b. indifference . . . indignant<br/> c. constituent . . . posed<br/> d. oration . . . literate</p> | <p>omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>  |
|   |   | <p><b>Word Study: Adages, Idioms, and Proverbs</b>— Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84; Review Units 7–9 [Adages], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198</p> <p><i>Example [Level B, Review Units 1–3, p. 45]</i></p> <p><b>Choosing the Right Idiom</b></p> <p>5. After you graduate, what do you plan to</p>   | <p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p> |

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|   |   | do to bring home the bacon?<br>_____   |   |
|   |   | <p><b>Word Study: Expressing the Connotation/ Challenge: Using Connotation</b>—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level B, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation neutral 6.</b> I did not mean to (<b>insinuate, suggest</b>) that your friend is untrustworthy.</p>                            | <p>In <b>Word Study: Expressing the Connotation</b>, 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>—Review Units 1–3 (pend, pens), p. 49; Review Units 4–6 (cur, curr, curs, cour), p. 87; Review Units 7–9 (graph, graphy), p. 125; Review Units 10–12 (note, not), p. 163; Review Units 13–15 (rupt), p. 201</p> <p><i>Example [Level B, Review Units 13–15, p. 201]</i></p> <p><b>3.</b> a breaking; to break</p> <p>The engineers worked frantically to repair the <b>rupture</b> in the wall of the</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>  |

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| <p>(C) complete analogies that describe part to whole or whole to part;</p>  | <p>[No corresponding STAAR student expectation.]</p> | <p>dam.</p> <p><b>Working with Analogies</b>—p. 11<br/> <i>Example [Level B, p. 11]</i><br/> <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <table border="1" data-bbox="1052 662 1514 816"> <thead> <tr> <th data-bbox="1052 662 1276 699">Analogy</th> <th data-bbox="1276 662 1514 699">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 699 1276 760">eyes are to see as</td> <td data-bbox="1276 699 1514 760">You use your eyes to see with, just as</td> </tr> <tr> <td data-bbox="1052 760 1276 816">ears are to hear</td> <td data-bbox="1276 760 1514 816">you use your ears to hear with.</td> </tr> </tbody> </table> | Analogy   | Key Relationship | eyes are to see as | You use your eyes to see with, just as | ears are to hear | you use your ears to hear with. | <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> |
| Analogy  | Key Relationship                                     |  |   |                  |                    |  |                  |                                 |  |
| eyes are to see as   | You use your eyes to see with, just as               |  |   |                  |                    |  |                  |                                 |  |
| ears are to hear   | you use your ears to hear with.                      |  |   |                  |                    |  |                  |                                 |  |
| <p>(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i>, <i>e pluribus unum</i>, <i>bona fide</i>, <i>nemesis</i>); and</p> | <p>[No corresponding STAAR student expectation.]</p> | <p>[Not addressed at this level.]</p>  | <p>For <b>Final Mastery Test: Analogies</b>, students select the item that best completes the comparison of two pairs of related words.</p> |                  |                    |  |                  |                                 |  |

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| <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p> | <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. <b>Readiness Standard</b></p> | <p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><b>Example [Level B, Units 4, p. 53]</b></p> <p><b>9. inflict</b> (in flikt') (v.) to give or cause something unpleasant, impose</p> <p>Despite all the jokes, doctors do not like to <u>inflict</u> on their patients.</p> <p>SYNONYMS: deal out, visit upon</p> <p>ANTONYMS: suffer, undergo, sustain</p> | <p>The three-page <b>Definitions</b> section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> |
|   |   | <p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>   | <p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>   |

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|---|---|--|---|
| §110.19. English Language Arts and Reading, Grade 7       | Understanding and Analysis Across Genres            | Feature / Location   | Description   |
|   |   | <p><i>Example [Level B, Unit 12, p. 152]</i><br/> <b>3.</b> a loud <b>harangue</b> that persuaded no one <u>rant</u></p>   |   |
|   |   | <p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level B, Unit 12, p. 153]</i><br/> <b>2.</b> will <b>safeguard</b> the company's money <u>embezzle</u></p> | <p>For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p> |
|   |   | <p><b>Word Study: Writing with Idioms</b>—Review Units 1–3, p. 46; <b>Writing with Proverbs</b>—Review Units 4–6, p. 84; <b>Writing with Idioms</b>—Review Units 7–9, p. 122; <b>Writing with Idioms</b>—Review Units 10–12, p. 160; <b>Writing with Adages</b>—Review Units 13–15, p. 198</p>   | <p>Students are directed to use a dictionary as needed.</p>   |
|   |   | <p><b>Word Study: Classical Roots</b>—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163;</p>  | <p>Students are directed to use a dictionary as needed.</p>   |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 READING ASSESSMENT<br>Reporting Category 1 | SADLIER<br><i>VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B</i>      |   |
|---|--|--|---|
| §110.19. English Language Arts and Reading, Grade 7       | Understanding and Analysis<br>Across Genres            | Feature / Location   | Description   |
|   |  | Review Units 13–15, p. 201   |   |
|   |  | <b>Online Components: iWords Audio Program</b> —vocabularyworkshop.com | The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level. |

**ADDITIONAL ALIGNED CONTENT**

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL  | STAAR GR. 7 READING ASSESSMENT Reporting Category 3  | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B  |  |
|--|--|--|--|
| §110.19. English Language Arts and Reading, Grade 7  | Understanding and Analysis of Informational Texts  | Feature / Location   | Description  |
| <p><b>(10) Comprehension of Informational Text/ Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p> | <p>(Figure 19)<br/> <b>Reading/Comprehension Skills.</b><br/>                     Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to</p> |  |  |
|  | <p>(D) make inferences about text and use textual evidence to support understanding;<br/> <b>Readiness Standard</b> (Expository) / <b>Supporting Standard</b> (Persuasive)</p>   | <p><b>Vocabulary and Reading</b>—pp. 9–10<br/> <i>Example [Level B, p. 9]</i><br/> <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that . . .</li> <li>• The author implies that . . .</li> <li>• Evidently the author feels that . . .</li> </ul> | <p>Located in the textbook front matter, <b>Vocabulary and Reading</b> explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities</p> |



| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 READING ASSESSMENT Reporting Category 3 | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B   |   |
|---|---|---|---|
| §110.19. English Language Arts and Reading, Grade 7       | Understanding and Analysis of Informational Texts   | Feature / Location  | Description   |
|   |   | <p><i>Example [Level B, p. 10]</i></p> <p><b>Questions About Tone</b> show your understanding of the author’s attitude toward the subject of the passage. Words that describe tone, or attitude, are “feeling” words, such as <i>indifferent, ambivalent, scornful, astonished, respectful</i>. These are typical questions:</p> <ul style="list-style-type: none"> <li>• The author’s attitude toward . . . is best described as . . .</li> <li>• Which word best describes the author’s tone?</li> </ul> <p>To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).</p> | <p>or lessons in the program that combine vocabulary development and reading comprehension: <b>Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</b></p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author’s Technique.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p> |
|   |   | <p><b>Vocabulary for Comprehension—</b> 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</p>  | <p>The <b>Vocabulary for Comprehension</b> 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</p>   |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 READING ASSESSMENT Reporting Category 3 | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B  |   |
|---|---|--|---|
| §110.19. English Language Arts and Reading, Grade 7       | Understanding and Analysis of Informational Texts   | Feature / Location   | Description   |
|   |   | <p>Units 13–15 [Jim Thorpe], pp. 194–195</p> <p><u>Example [Level B, Review Units 7–9, p.119]</u></p> <p>One of the first and most successful of these programs was the Civilian Conservation Corps, or CCC, which operated from 1933 to 1942. This was a massive public works project that addressed two of the President’s interests: promoting conservation and providing jobs for the nation’s unemployed youths. Calling the CCC a civilian “tree army,” Roosevelt put the program under the Army’s control. Guided by engineers and experts in forestry and agriculture, nearly 3 million young men between the ages of 17 and 28 went to work. They planted trees, dug canals, conserved soil, cleared beaches and campgrounds, stocked lakes and rivers with fish, and even restored historic battlefields. And they did it for just thirty dollars a month, warm clothing, and three meals a day.</p> <p><u>Example [Level B, Review Units 7–9, p.119]</u></p> <p>9. From paragraph 3 (lines 29–51), you can infer that the main reason for joining the CCC was</p> <ul style="list-style-type: none"> <li>a. to join the army</li> <li>b. to leave home</li> </ul> | <p>vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p> |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 READING ASSESSMENT Reporting Category 3 | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B        |             |
|---|---|--|-------------|
| §110.19. English Language Arts and Reading, Grade 7       | Understanding and Analysis of Informational Texts   | Feature / Location   | Description |
|   |   | c. to see the country<br>d. to be outdoors<br>e. to have a job |             |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL  | STAAR GR. 7 WRITING ASSESSMENT Reporting Category 1   | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B   |   |
|--|---|---|---|
| §110.19. English Language Arts and Reading, Grade 7  | Composition   | Feature / Location  | Description   |
| (16) <b>Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. | (16) <b>Writing.</b> Students write about their own experiences. Students are expected to<br><br>(A) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. <b>Readiness Standard</b> | <p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #1 [imaginary journal entry], p. 20; Unit 3, Writing Prompt #1 [imaginary diary entry], p. 40; Unit 9, Writing Prompt #1 [imaginary memoir], p. 116; Unit 10, Writing Prompt #1 [personal narrative], p. 134</p> <p><i>Example [Level B, Unit 2, p. 134]</i></p> <p>2. The subject of “The Straight History of Orthodontics” is one that anyone who has visited the dentist can identify with. Write a one-page personal narrative about your experiences with an orthodontist or dentist. Your narrative may be humorous or serious. Include specific examples from your</p> | <p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks</p> |

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|---|--|---|--|--|--|
| §110.19. English Language Arts and Reading, Grade 7       |  | Composition   |  | Feature / Location   |  |
|   |  |   |  | Description  |  |
|   |  |   |  | experiences, readings (refer to pages 126–127), and observations. Write at least three paragraphs, and use three or more words from this Unit. |  |
|   |  |   |  | found on standardized tests such as the SAT.   |  |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL   |  | STAAR GR. 7 WRITING ASSESSMENT Reporting Category 1  |  | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B   |  |
|---|--|--|--|---|--|
| §110.19. English Language Arts and Reading, Grade 7   |  | Composition  |  | Feature / Location  |  |
|   |  |  |  | Description   |  |
| <b>(17) Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. |  | <b>(17) Writing/Expository [and Procedural] Texts.</b> Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to |  |   |  |
|   |  | (A) write a multi-paragraph essay to convey information about a topic. <b>Readiness Standard</b>   |  | <b>Writing: Words in Action</b> —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. |  |
|   |  |  |  | <b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.<br><br>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the                         |  |

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| §110.19. English Language Arts and Reading, Grade 7       |  | Composition   |  | Feature / Location  |  |
|   |  |   |  | Description   |  |
|   |  |   |  | 172<br><i>Example [Level B, Unit 13, p. 172]</i><br>1. 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. |  |
|   |  |   |  | text in order to respond appropriately.<br><br>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.   |  |

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| §110.19. English Language Arts and Reading, Grade 7   |  | Revision   |  | Feature / Location   |  |
|   |  |  |  | Description  |  |
| <b>(18) Writing/Persuasive Texts.</b><br>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. |  | <b>(18) Writing/Persuasive Texts.</b><br>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that<br><br>(A) establishes a clear thesis or position; <b>Supporting Standard</b> |  | <b>Writing: Words in Action</b> —Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 |  |
|   |  |  |  | <b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two                  |  |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 WRITING ASSESSMENT Reporting Category 2   | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B  |  |
|---|---|--|--|
| §110.19. English Language Arts and Reading, Grade 7       | Revision  | Feature / Location   | Description  |
|   | <p>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion. <b>Supporting Standard</b></p> | <p>[letter to the editor; opinion essay], p. 30; Unit 4, Writing Prompts #1 &amp; #2 [argument; opinion essay], p. 40; Unit 5, Writing Prompt #1 [argument], p. 68; Unit 7, Writing Prompts #1 &amp; #2 [argument; opinion essay], p. 96; Unit 9, Writing Prompt #1 [opinion essay], p. 116; Unit 11, Writing Prompts #1 &amp; #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 &amp; #2 [persuasive editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [persuasive essay; opinion essay], p. 192</p> <p><u>Example [Level B, Unit 14, p.182]</u></p> <p>1. Look back at “Celebrating the Death of a Killer” (pages 174–175). Suppose that you were working for Dr. Henderson. You want to persuade others to join the WHO team, travel to different countries, and assist with vaccinations. Write a persuasive editorial stating why this venture is a worthy cause. Use at least two details from the passage and three Unit words.</p> | <p>writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p> |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL   | STAAR GR. 7 WRITING ASSESSMENT Reporting Category 3  | SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B   |  |
|---|--|---|--|
| §110.19. English Language Arts and Reading, Grade 7   | Editing  | Feature / Location  | Description  |
| <p>(21) <b>Oral and Written Conventions/Spelling.</b><br/>Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> | <p>(21) <b>Oral and Written Conventions/Spelling.</b><br/>Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. Students are expected to</p> |   |  |
|   | <p>(A) spell correctly, including using various resources to determine and check correct spellings. <b>Readiness Standard</b></p>  | <p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level B, Unit 1, p. 14]</i><br/>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.</p> | <p>Each Unit begins with a three-page <b>Definitions</b> section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the illustrative sentence.</p> |
|   |  | <p><b>Synonyms</b>—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</p>  | <p>For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the</p>   |

| TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL | STAAR GR. 7 WRITING ASSESSMENT Reporting Category 2 | SADLIER<br>VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL B   |   |
|---|---|--|---|
| §110.19. English Language Arts and Reading, Grade 7       | Revision  | Feature / Location   | Description   |
|   |   | 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<br><br><i>Example [Level B, Unit 3, p. 38]</i><br>5. offered a <b>singular</b> opportunity<br><u>unique</u>  | <b>Definitions</b> section as needed for the correct spelling of each Unit word.  |
|   |   | <b>Antonyms</b> —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<br><br><i>Example [Level B, Unit 3, p. 39]</i><br>4. the receding danger <u>looming</u> | For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.                          |
|   |   | <b>Completing the Sentence</b> —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.              | For <b>Completing the Sentence</b> , students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling. |



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|---|---|--|-------------|
| §110.19. English Language Arts and Reading, Grade 7       | Revision  | Feature / Location   | Description |
|   |   | 191–192<br><br><i>Example [Level B, Unit 7, p. 96]</i><br>2. Her parents <u>nurtured</u> her musical talents by hiring the finest teachers and taking her to hear the performances of great musicians. |             |