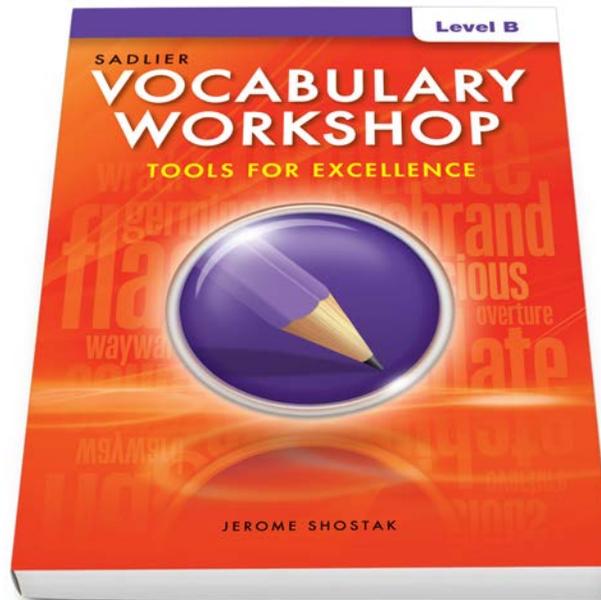


Vocabulary Workshop

Tools for Excellence

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 7



Key Aligned Content

- (2) Developing and sustaining foundational language skills—vocabulary. 2

Additional Aligned Content

- (1) Developing and sustaining foundational language skills—oral language. 8
- (5) Comprehension skills. 9
- (6) Response skills. 12
- (8) Multiple genres—genres. 14
- (9) Author’s purpose and craft. 17
- (10) Composition—writing process. 20
- (11) Composition—genres. 21

Key Aligned Content

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(2) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>ANNOTATED ANNOTATED TEACHER’S EDITION Word Lists</p> <ul style="list-style-type: none"> • Dictionary and Reference Sources, TAE p. T10 <p>Units</p> <ul style="list-style-type: none"> • Synonyms (use a thesaurus or dictionary), TAE p. T13 • Antonyms (use a thesaurus or dictionary), TAE p. T13 • Denotation and Connotation (dictionary definition), TAE p. T15 <p>STUDENT EDITION Pronunciation Key</p> <p>Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted <i>Webster’s Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.</p> <p>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.</p> <p>Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> • P. 11 <p>Definitions</p> <p>The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, syllabication, pronunciation, part or parts of speech, and meaning 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> <ul style="list-style-type: none"> • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <p>Synonyms</p> <p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • 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; <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level B / Grade 7

Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190

Antonyms

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

- 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

Word Study: Classical Roots

Students are directed to use a dictionary as needed.

- Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201

Word List

A list of all the words taught in the units of this level of the program is located on the last two pages of the book. The number after each entry indicates the page on which the word is defined.

- Pages 207–208

DIGITAL RESOURCES

Overview

- Student Program Overview and Resources
 - Pronunciation Key
The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.
 - Program Word List
Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

Instruction (each Unit)

Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.

- Instructional Videos*
Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.

*Available with Vocabulary Workshop Interactive Edition (optional purchase).

Student Resources (each Unit)

- iWords Audio Program
The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. This program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(B) use context such as contrast or cause and effect to clarify the meaning of words; and</p>	<p>STUDENT EDITION</p> <p>Vocabulary In Context</p> <p>Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue.</p> <ul style="list-style-type: none"> • Three Types of Context Clues—p. 7 <p>Unit Introductory Passage (Reading Passage)</p> <p>At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)</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 unit reviews.</p> <ul style="list-style-type: none"> • Unit 1, pp. 12–13, Unit 2, pp. 22–23, Unit 3, pp. 32–33, Unit 4, pp. 50–51, Unit 5, pp. 60–61, Unit 6, pp. 70–71, Unit 7, pp. 88–89, Unit 8, pp. 98–99, Unit 9, pp. 108–109, Unit 10, pp. 126–127, Unit 11, pp. 136–137, Unit 12, pp. 146–147, Unit 13, pp. 164–165, Unit 14, pp. 174–175, Unit 15, pp. 184–185 <p>Definitions</p> <p>In the Definitions section after each Unit Introductory Passage, students see the importance of context as they write each Unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <p>Choosing the Right Word</p> <p>These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p> <ul style="list-style-type: none"> • 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>Synonyms</p> <p>The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> • 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 style="text-align: right;"><i>continued</i></p>

® and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level B / Grade 7

Antonyms

This activity requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.

- 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

Completing the Sentence

Students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

- 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

Vocabulary in Context: Literary Text

These pages feature 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.

- Unit 1, p. 21; Unit 2, p. 31; Unit 3, p. 41; Unit 4, p. 59; Unit 5, p. 69; Unit 6, p. 79; Unit 7, p. 97; Unit 8, p. 107; Unit 9, p. 117; Unit 10, p. 135; Unit 11, p. 145; Unit 12, p. 155; Unit 13, p. 173; Unit 14, p. 183; Unit 15, p. 193

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of informational or literary text then answer vocabulary-in-context questions.

- Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197

Word Study: Denotation and Connotation

For 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).

In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.

- Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199
- Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199

continued

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Vocabulary Workshop, Level B / Grade 7

Word Study: Idioms/Proverbs/Adages

Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.

- Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 10–12 Choosing the Right Idiom, p. 162; Review Units 13–15 Choosing the Right Idiom, p. 200
- Proverbs: Review Units 4–6 Choosing the Right Proverb, p. 86
- Adages: Review Units 7–9 Choosing the Right Adage, p. 124

Word Study: Classical Roots

Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.

- Classical Roots: Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201

Two-Word Completions

In Two-Word Completions, students practice with word-omission exercises. Students use embedded context clues to identify the correct choices.

- Final Mastery Test, p. 203

Supplying Words in Context

Students select the word that best completes each sentence.

- Final Mastery Test, p. 204

Choosing the Right Meaning

Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.

- Final Mastery Test, p. 206

DIGITAL RESOURCES

Instruction (each Unit)

- Introducing the Words: Differentiated Passage
A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.

As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.

Additional Practice (each Unit)

- Passage-Based Reading
Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

Reviews (each Unit Review)

- Student Practice
 - Two-Word Completions
Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>omni</i>, <i>log/logue</i>, <i>gen</i>, <i>vid/vis</i>, <i>phil</i>, <i>luc</i>, and <i>sens/sent</i>.</p>	<p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <p>Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> Classical Roots: Review Units 1–3 (<i>pend</i>, <i>pens</i>), p. 49; Review Units 4–6 (<i>cur</i>, <i>curr</i>, <i>curs</i>, <i>cour</i>), p. 87; Review Units 7–9 (<i>graph</i>, <i>graphy</i>), p. 125; Review Units 10–12 (<i>note</i>, <i>not</i>), p. 163; Review Units 13–15 (<i>rupt</i>), p. 201 <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> Student Program Overview and Resources <ul style="list-style-type: none"> Greek and Latin Roots Reference Guide <p>Students see how to build vocabulary by learning the meaning of word parts that make up many English words.</p> <p>They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p> <p>Word Study (each Unit Review)</p> <ul style="list-style-type: none"> Interactive Activities <ul style="list-style-type: none"> Word Part Gallery <p>In order to expose students to a deeper knowledge of word parts, Vocabulary Workshop includes a Word Part Gallery, available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons.</p> <p>Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct instruction to help students learn, explore, and practice with these word parts.</p> Word Part Gallery: Teaching Suggestions

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

Additional Aligned Content

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;</p> <p>(D) engage in meaningful discourse and provide and accept constructive feedback from others.</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Daily Discussion and Review, TE p. T21 Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> • Differentiating Daily Instruction for Striving and ELL Students, TE p. T23 Provide opportunities for oral practice: Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies. • Differentiating Assignments for Striving and ELL Students, TE p. T23 Students should work at a similar pace and clarify word meaning through discussions over answers. • Differentiating Exercises and Assignments for Above Grade-Level Students, TE p. T24 Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas. <p>Reading Passages in Level B</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, TE p. T29 Thoughtful discussion questions are provided for each Unit Introductory Passage (Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below). <p><u>DIGITAL RESOURCES</u> Overview</p> <ul style="list-style-type: none"> • Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Introductory Passages. <ul style="list-style-type: none"> ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
	<p>Instruction (each Unit) Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> • Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. • Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. • Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p>Student Resources (each Unit)</p> <ul style="list-style-type: none"> • iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.
<p>(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;</p>	<p><u>ANNOTATED ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Daily Discussion and Review, ATE p. T21 Teachers may model vocabulary usage by including vocabulary words in their instructions to students.
<p>(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>STUDENT EDITION</u> Writing: Words in Action Students make connections to personal experiences when writing responses to Unit passages.</p> <p>Example: "In your opinion, is it helpful to learn about the past from a specific person's personal experiences? Explain your reasoning in a short essay. Use examples from your reading (pages 32–33), studies, and personal observations. Write at least three paragraphs, and use three or more words from the Unit" (p. 144).</p> <ul style="list-style-type: none"> • Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
	<p>Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192</p> <p>Vocabulary for Comprehension, Part 2 Paired passages help students make connections between related ideas from different authors. Example: “The authors of Passage 1 and Passage 2 would most likely agree that: A) changing consumer habits can help combat the problem of food waste” (p. 159).</p> <ul style="list-style-type: none"> Review Units 4–6: Part 2 (Passage 1: Qualities of a Journalist/Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 Review Units 10–12: Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 <p>DIGITAL RESOURCES Assessment: Test Prep The Cumulative Test Prep practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.</p> <ul style="list-style-type: none"> Cumulative Test Prep 1: “European Cottages” (from <i>The Poetry of Architecture</i> by John Ruskin)/“English Gothic Buildings” (from <i>Architecture, Gothic and Renaissance</i> by T. Roger Smith) Cumulative Test Prep 2: “Remember the Ladies: Braintree, Massachusetts, 31 March, 1776” (from “Remember the Ladies” by Abigail Adams)/“The Autobiography of Benjamin Franklin” (from <i>The Autobiography of Benjamin Franklin</i>)
<p>(F) make inferences and use evidence to support understanding;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Inference Questions (use facts from text plus knowledge and reasoning to understand what is implied), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: “Based on the passage, what inference can you make about the summer season on the Northwest Coast? B) It was a time of bustling hard work.” (p. 81).</p> <ul style="list-style-type: none"> Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p>DIGITAL RESOURCES Assessment: Test Prep Students read a passage of informational or literary text then answer questions that involve making inferences, drawing conclusions, and identifying supporting evidence.</p> <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 8
	<p>Example: “Which of these inferences about the narrator’s visual perspective is best supported by the text? D) She views the surroundings from the plaza, the center of the town” (Test Prep 1).</p> <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1-10 • Cumulative Test Prep for Standardized Exams 1 & 2 <p>Additional Practice (each Unit) Students read a passage then pick the best answer for questions about making inferences.</p> <p>Example: “From details in the first two paragraphs, you can infer that the writer of the passage resembles the speaker in the poem because a. both have vivid memories of an especially significant experience” (Passage-Based Reading, Unit 4).</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-15
(G) evaluate details read to determine key ideas;	<p><u>STUDENT EDITION</u> Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Detail Questions (answers to detail questions may be restatements or paraphrases of the text), p. 8 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer detail questions.</p> <p>Example: “Which choice provides the best evidence for the answer to the previous question? A) “for your papa to spend a few weeks at a watering-place” (lines 5-7)” (p. 119).</p> <ul style="list-style-type: none"> • Review Units 1-3, pp. 42-45; Review Units 4-6, pp. 80-83; Review Units 7-9, pp. 118-121; Review Units 10-12, pp. 156-159; Review Units 13-15, pp. 194-197 <p><u>DIGITAL RESOURCES</u> Assessment: Test Prep Students read a passage of informational or literary text then answer questions that require identifying supporting evidence.</p> <p>Example: “Which sentence from the passage supports the answer to the previous question? D) “She could not understand the poor woman’s concerns, although her emotion animated Lucia.” (paragraph 4)” (Test Prep 1).</p> <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1-10 • Cumulative Test Prep for Standardized Exams 1 & 2 <p>Additional Practice (each Unit) Students read a passage then pick the best answer for questions about identifying supporting details.</p> <p>Example: “From details in the first two paragraphs, you can infer that the writer of the passage resembles the speaker in the poem because a. both have vivid memories of an especially significant experience” (Passage-Based Reading, Unit 4).</p> <ul style="list-style-type: none"> • Passage-Based Reading, Units 1-10 • Model Reading Test, Units 11-15

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 8
<p>(H) synthesize information to create new understanding; and</p>	<p>Vocabulary for Comprehension, Part 2 Paired passages help students consider and compare perspectives then create new understanding.</p> <ul style="list-style-type: none"> Review Units 4–6: Part 2 (Passage 1: Qualities of a Journalist/ Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 Review Units 10–12: Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 <p>DIGITAL RESOURCES Assessment: Test Prep Students create new understanding after compare paired passages related in topic or theme.</p> <ul style="list-style-type: none"> Cumulative Test Prep 1: “European Cottages” (from <i>The Poetry of Architecture</i> by John Ruskin)/“English Gothic Buildings” (from <i>Architecture, Gothic and Renaissance</i> by T. Roger Smith) Cumulative Test Prep 2: “Remember the Ladies: Braintree, Massachusetts, 31 March, 1776” (from “Remember the Ladies” by Abigail Adams)/“The Autobiography of Benjamin Franklin” (from <i>The Autobiography of Benjamin Franklin</i>)
<p>(6) Response skills: listening, speaking, reading, writing, and thinking using texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p> <p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p> <p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <p>Example: “Write an essay in which you examine the consequences of a decline in other marine species and suggest one or more possible solutions to the problem. Support your points with examples from your observations, studies, reading (refer to pages 98–99), or personal experience. Write at least three paragraphs, and use three or more Unit words” (Unit 8, Writing Prompt #2, p. 106).</p> <ul style="list-style-type: none"> Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, p. 78; Unit 7 <p style="text-align: right;"><i>continued</i></p>

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
	<p>Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompts #1 & #2, p. 134; Unit 11 Writing Prompts #1 & #2, p. 144; Unit 12 Writing Prompts #1 & #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192</p>
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p>STUDENT EDITION Word Study: Denotation and Connotation In this part of the Word Study section, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word. Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author’s purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices.</p> <ul style="list-style-type: none"> • Instruction/Shades of Meaning: Review Units 1–3, p. 46; Review Units 4–6, p. 84; Review Units 7–9, p. 122; Review Units 10–12, p. 160; Review Units 13–15, p. 198 Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>. • Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 For 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). • Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.

\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as references or acknowledgements; and (iii) organizational patterns that support multiple topics, categories, and subcategories; 	<p style="text-align: center;">Unit Introductory Passage</p> <p>ANNOTATED TEACHER'S EDITION Reading Passages in Level B Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class discussion, or assign the questions as homework prior to class if students are reading the passage independently.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p>STUDENT EDITION Unit Introductory Passage (Reading Passage)</p> <ul style="list-style-type: none"> • Unit 1 “The Times of Zheng He” [Narrative Nonfiction], pp. 12–13 • 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 8 “A Fish That Fishes” [Magazine Article], pp. 98–99 • Unit 9 “Marc Chagall” [Biographical Sketch], pp. 108–109 • Unit 10 “The Straight History of Orthodontics” [Historical Nonfiction], pp. 126–127 • Unit 11 “The Babe Is Here” [Magazine Article], pp. 136–137 • Unit 12 “Hero From the Wrong Side of the Track Retires” [Profile], pp. 146–147 • Unit 13 “The Last Flight of the <i>Hindenburg</i>” [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>DIGITAL RESOURCES Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking <p>Instruction (each Unit)</p> <ul style="list-style-type: none"> • Introducing the Words: Differentiated Passage The printable Differentiated Passage is a shorter version of each Unit Introductory Passage with a lower Lexile® level. They are designed for striving readers and ELL students. <p style="text-align: right;"><i>continued</i></p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
	<p>As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.</p> <p style="text-align: center;">Vocabulary for Comprehension</p> <p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Main Idea Questions, p. 8 ○ Detail Questions, p. 8 ○ Evidence-Based Questions, p. 9 ○ Questions About Tone (word choice, author’s attitude), p. 9 ○ Questions About Author’s Technique (structure and function/text organization), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational text then answer comprehension and text-in-context questions</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 “A Llama’s Odd Job,” pp. 42–43/Part 2 (The Treaty of Paris), pp. 44–45 • Review Units 4–6: Part 1 “Totem Poles,” pp. 80–81/Part 2 (Passage 1: Qualities of a Journalist/Passage 2: Nelly Bly, Investigative Reporter), pp. 82–83 • Review Units 10–12: Part 1 “Champions of Equality,” pp. 156–157/Part 2 (Passage 1: Causes of Food Waste in the United States/Passage 2: Impact of Food Waste), pp. 158–159 • Review Units 13–15: Part 1 “The Athletic Career of Jim Thorpe,” pp. 194–195/Part 2 (The Tango and Buenos Aires), pp. 196–197 <p style="text-align: center;">Test Prep</p> <p>DIGITAL RESOURCES</p> <p>Assessment: Test Prep</p> <p>Students read a passage of informational then answer questions about main or controlling idea, supporting evidence, and text organization.</p> <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1–10 • Cumulative Test Prep for Standardized Exams 1 & 2 <p style="text-align: center;">Passage-Based Reading/Model Reading Test</p> <p>DIGITAL RESOURCES</p> <p>Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Passage-Based Reading (Units 1–10)/Model Reading Test (Units 11–13, 15) <p>Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension questions.</p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and (iii) identifying the intended audience or reader; and 	<p>STUDENT EDITION Unit Introductory Passage (Reading Passage)</p> <ul style="list-style-type: none"> • Unit 2 “In Poor Taste” [Letter to the Editor], pp. 22–23 • Unit 6 “Nazca Lines” [Persuasive Essay], pp. 70–71 <p>DIGITAL RESOURCES Additional Practice (each Unit) Students read a passage of argumentative or persuasive text then answer comprehension questions. Example: “Which of the following best states the writer’s main idea, or thesis, in the passage? b. Solitude can offer some uniquely valuable opportunities” (Passage-Based Reading, Unit 4).</p> <ul style="list-style-type: none"> • Passage-Based Reading <ul style="list-style-type: none"> ○ Unit 4 (reflection on solitude)
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p>DIGITAL RESOURCES Unit Instructional Support QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit Passage • Printable Differentiated Unit Passage • Passage-Based Reading • Identifying Sentence Errors • Improving Sentences • Timed Essay • Model Reading Test • English Test • Practice Quiz (Printable) • Interactive Quizzes • Interactive Flash Cards • i-Words Audio Program • Interactive Activities • Practice Worksheets • Interactive Graphic Organizers • Word Part Gallery • Pronunciation Key • Diagnostic Tests and Cumulative Reviews • Test Prep for Standardized Exams <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p>Vocabulary Workshop Interactive Edition (optional purchase) <i>Vocabulary Workshop Interactive Edition</i> provides all of the program’s print components, including the program’s ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format. <i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p style="text-align: right;"><i>continued</i></p>

\$110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
	<p><i>Vocabulary Workshop Interactive Edition</i> includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of Unit words in multiple contexts, including responding to text-based questions.</p> <p>Instruction (each Unit) Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> • Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. • Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p>Student Resources</p> <ul style="list-style-type: none"> • iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.
<p>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Main Idea Questions (author’s primary or main purpose), p. 8 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of text then consider author’s purpose and message. Example: “Based on the evidence in the passage, what is most likely the author’s purpose in “Champions of Equality”? C) to inform the reader about African Americans’ early struggles to end injustice” (p. 157).</p> <ul style="list-style-type: none"> • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p style="text-align: right;"><i>continued</i></p>

© and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 8
	<p><u>DIGITAL RESOURCES</u></p> <p>Assessment: Test Prep Students read a passage then answer questions about author's purpose. Example: "Which of these best describes the author's purpose in "The American Frontier"? A) to argue that the study of the frontier experience furnishes uniquely valuable insights into American history" (Test Prep 9). <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1-10 • Cumulative Test Prep for Standardized Exams 1 & 2 </p> <p>Additional Practice (each Unit) Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: "The writer's main purpose in the passage is: d. to persuade" (Passage-Based Reading, Unit 3). <ul style="list-style-type: none"> • Passage-Based Reading (Units 1-10) • Model Reading Test (Units 11-15) </p>
<p>(B) analyze how the use of text structure contributes to the author's purpose;</p>	<p><u>STUDENT EDITION</u></p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Questions About Author's Technique (organizational structure and function), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer text structure questions. Example: "Which sentence describes the overall structure of lines 41-55? D) The text provides reasons llamas do a job well" (p. 43). <ul style="list-style-type: none"> • Review Units 1-3, pp. 42-45; Review Units 4-6, pp. 80-83; Review Units 7-9, pp. 118-121; Review Units 10-12, pp. 156-159; Review Units 13-15, pp. 194-197 </p> <p><u>DIGITAL RESOURCES</u></p> <p>Assessment: Test Prep Students read a passage then answer questions about text structure and author's purpose. Example: "In paragraph 5, why does the author describe the character of a warrior? C) to show how Antelope fits the description" (Test Prep 2). <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1-10 • Cumulative Test Prep for Standardized Exams 1 & 2 </p> <p>Additional Practice (each Unit) Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: "According to the first paragraph, which of the following fish are low in fat? b. flounder and cod" (Model Reading Test, Unit 12). <ul style="list-style-type: none"> • Passage-Based Reading (Units 1-10) • Model Reading Test (Units 11-15) </p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 8
<p>(D) describe how the author’s use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p>Word Study: Idioms/Proverbs/Adages The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> • Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 10–12 Choosing the Right Idiom, p. 162; Review Units 13–15 Choosing the Right Idiom, p. 200 • Proverbs: Review Units 4–6 Choosing the Right Proverb, p. 86 • Adages: Review Units 7–9 Choosing the Right Adage, p. 124
<p>(F) analyze how the author’s use of language contributes to mood, voice, and tone; and</p>	<p>STUDENT EDITION Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ◦ Questions About Tone (word choice, author’s attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer questions about author word choice and syntax. Example: “In line 87 of “Totem Poles,” what tone does the phrase “highly respected art” convey? C) admiration” (p. 81).</p> <ul style="list-style-type: none"> • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 <p>Word Study: Denotation and Connotation Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.</p> <ul style="list-style-type: none"> • Review Units 1–3, pp. 46–47; Review Units 4–6, pp. 84–85; Review Units 7–9, pp. 122–123; Review Units 10–12, pp. 160–161; Review Units 13–15, pp. 198–199 <p>DIGITAL RESOURCES Assessment: Test Prep Students read a passage then answer questions about the author’s use of language. Example: “The tone of this passage can best be described as: C) grandiloquent” (Test Prep 7).</p> <ul style="list-style-type: none"> • Test Prep for Standardized Exams 1–10 • Cumulative Test Prep for Standardized Exams 1 & 2 <p>Additional Practice (each Unit) Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: “Which of the following best described the writer’s tone in the final paragraph? a. serious” (Passage-Based Reading, Unit 1).</p> <ul style="list-style-type: none"> • Passage-Based Reading (Units 1-10) • Model Reading Test (Units 11-15)

and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Writing Your Thesis Statement (1-2 minutes) ○ Prewriting (3-4 minutes) ○ Writing Your Draft (17-18 minutes)
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Improving Sentence Errors (Units 6-10) Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes) • English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.
<p>(D) edit drafts using standard English conventions,</p>	<p>DIGITAL RESOURCES Additional Practice (each Unit)</p> <ul style="list-style-type: none"> • Identifying Sentence Errors (Units 1-5) Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all. • Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ Editing and Revising Your Draft (2-3 minutes)

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><u>ANNOTATED TEACHER'S EDITION</u> Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Writing with Vocabulary, TE pp. T21–T22 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words. • Vocabulary Projects and Games, TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels. <p><u>STUDENT EDITION</u> Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 1 Writing Prompt #1, p. 20; Unit 3 Writing Prompt #1, p. 40; Unit 9 Writing Prompt #1, p. 116; Unit 10 Writing Prompt #2, p. 134; Unit 12 Writing Prompt #1, p. 154
<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p><u>STUDENT EDITION</u> Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 1 Writing Prompt #2, p. 20; Unit 4 Writing Prompt #2, p. 58; Unit 6 Writing Prompts 1 & 2, p. 78; Unit 8 Writing Prompts 1 & 2, p. 106; Unit 10 Writing Prompt #1, p. 134; Unit 13 Writing Prompt #2, p. 172

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

§110.23. English Language Arts and Reading, Grade 7, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level B / Grade 7
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.</p> <p>Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.</p> <ul style="list-style-type: none"> • Unit 2 Writing Prompts 1 & 2, p. 30; Unit 3 Writing Prompt #2, p. 40; Unit 4 Writing Prompt #1, p. 58; Unit 5 Writing Prompts 1 & 2, p. 68; Unit 7 Writing Prompts 1 & 2, p. 96; Unit 9 Writing Prompt #2, p. 116; Unit 11 Writing Prompts 1 & 2, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompt #1, p. 172; Unit 14 Writing Prompts 1 & 2, p. 182; Unit 15 Writing Prompts 1 & 2, p. 192
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action prompts include a suggestion for writing a letter to the editor.</p> <ul style="list-style-type: none"> • Unit 2 Writing Prompt 1, p. 30

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).