

COMMON CORE VOCABULARY TOOLKIT

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GRADE 7



**WORKSHEETS
SYLLABICATION
CONTEXT CLUES
ASSESSMENTS**



Vocabulary Worksheet #1

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words Definitions

- | | |
|----------|---|
| suit (v) | 1. To fit a particular need. |
| suit (n) | 2. A matching jacket and pants or jacket and skirt. |

The woman wore her blue suit ____ to the job interview. Her clothes seemed to suit ____ the dress requirements of the office.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	pac		peace	_____
		(i)fic	make	_____
pacific _____				

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

pacific () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom: “in the ballpark.” “Were her estimated costs even in the ballpark of our budget?” she asked.

Vocabulary Worksheet #2

Word Relationships: Synonyms

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words

pragmatic (adj)

realistic (adj)

Definitions

Dealing with issues in a practical, realistic way.

Seeing things as they are, not as one thinks they should be.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words

confident (adj)

self-assured (adj)

Definitions

Self-assurance and belief in one's abilities.

Complete confidence in oneself and one's abilities.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: error (n) Definition: A mistake.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: despite (prep) Definition: Not affected by.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Study Cards #1 and #2

suit	to fit a particular need	suit	a matching jacket and pants or jacket and skirt
pac	peace	fic	make
pragmatic	dealing with issues in a practical, realistic way	realistic	seeing things as they are, not as one thinks they should be
confident	self-assured; having belief in one's abilities	self-assured	complete confidence in oneself and one's abilities
error	a mistake	despite	not affected by

Vocabulary Test: Lessons 1–4

Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|------------------|--|
| ___ 1. suit | A. To fit a particular need |
| ___ 2. pac | B. Dealing with issues in a practical, realistic way |
| ___ 3. (i)fic | C. A mistake |
| ___ 4. pragmatic | D. Peace |
| ___ 5. confident | E. Not affected by |
| ___ 6. error | AB. Self-assurance and belief in one's abilities |
| ___ 7. despite | AC. Make |

Directions: Place the capital letter(s) that best matches to the left of the number.

- | | |
|-------------------|--|
| ___ 8. board | A. The mechanical or complex nature of how something works |
| ___ 9. oc | B. Completely disinterested; without emotion or commitment |
| ___ 10. cur | C. To get in a vehicle or on a ship |
| ___ 11. routine | D. Run |
| ___ 12. apathetic | E. Toward |
| ___ 13. technical | AB. A regular way of doing things, a procedure |
| ___ 14. technique | AC. A special way of doing something |

Directions: Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “in the ballpark.” _____

16. Write a sentence showing the meaning of this idiom: “All that glitters is not gold.”

17. Write a sentence showing the meaning of this word: “pacific.” _____

18. Write a sentence showing the meaning of this word: “occur.” _____

Vowel Pronunciation Shift Syllable Division

- | | | |
|----------------|-----------------|----------------|
| 1. compete | 2. competitive | 3. competition |
| 4. repeating | 5. repetitive | 6. repetitious |
| 7. hypnotize | 8. hypnotic | 9. hypnosis |
| 10. metal | 11. metallic | |
| 12. extremity | 13. extreme | |
| 14. local | 15. locality | |
| 16. dining | 17. dinner | |
| 18. insanity | 19. insane | |
| 20. pleasant | 21. pleasing | |
| 22. presume | 23. presumption | |
| 24. defining | 25. definition | |
| 26. recitation | 27. recite | |

Vowel Pronunciation Rule: Vowel sounds sometimes change pronunciation between related words.

Examples: equal and equality

Vowel Pronunciation Syllable Division Worksheet

Directions: Print the Vowel Pronunciation Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Vowel Pronunciation Rule: Vowel sounds sometimes change pronunciation between related words. **Examples:** equal and equality

- | | | |
|-----------|-----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | |
| 12. _____ | 13. _____ | |
| 14. _____ | 15. _____ | |
| 16. _____ | 17. _____ | |
| 18. _____ | 19. _____ | |
| 20. _____ | 21. _____ | |
| 22. _____ | 23. _____ | |
| 24. _____ | 25. _____ | |
| 26. _____ | 27. _____ | |

Vowel Pronunciation Shift Syllable Division Answers

- | | | |
|-------------------|-------------------|-------------------|
| 1. com/péte | 2. com/pé/ti/tive | 3. com/pe/tí/tion |
| 4. re/péa/ting | 5. re/pé/ti/tive | 6. re/pe/tí/tious |
| 7. hýp/no/tize | 8. hyp/nó/tic | 9. hyp/nó/sis |
| 10. mé/tal | 11. me/tál/lic | |
| 12. ex/tré/mi/ty | 13. ex/tréme | |
| 14. ló/cal | 15. lo/cál/i/ty | |
| 16. dí/ning | 17. dín/ner | |
| 18. in/sá/ni/ty | 19. in/sáne | |
| 20. pléa/sant | 21. pléa/sing | |
| 22. pre/súme | 23. pre/súmp/tion | |
| 24. de/fí/ning | 25. dé/fí/ni/tion | |
| 26. re/ci/tá/tion | 27. re/cíte | |

Vowel Pronunciation Rule: Vowel sounds sometimes change pronunciation between related words.

Examples: equal and equality

Context Clues Strategies and Worksheets

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

Often a sentence will have two clauses with one clause listing the word and the other clause defining it.

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Mofftof

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ where the players watch the game.

The **hozejoy**, _____ not the visiting team was favored to win the series. With the fastest **munzer** _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ because we had the baby with us.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ stadium _____ Logic _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ field _____ Example _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ dugout _____, _____ Synonym _____ where the players watch the game.

The **hozejoy**, _____ visitors _____, _____ Antonym _____ not the home team was favored to win the series. With the fastest **munzer** _____ pitcher _____ Example _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ batter _____ Logic _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ innings _____ Example _____ because we had the baby with us.

Vocabulary Review Games

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

Spell and Define Challenge Bowl

Divide your students into two groups and select one student as the host. Give the vocabulary review list to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must first spell then define the word part. If the student is unsure of either the spelling or definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets both the spelling and definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

Baseball

The teacher needs to assign each word or word part according to difficulty, from easy to hard, as a single, double, triple, or home run. Hint: Have many more singles cards than the others. Divide your students into two teams and establish four bases. When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the word part and the batter must give the definition within five seconds or the batter is out. Mix it up by giving definitions and having students come up with the matching word part. Three outs per each team per inning. Select a student to serve as scorekeeper, and have that student keep the team scores on the board.

Inventive Vocabulary Writing

Referencing the Greek and Latin prefixes, roots, and suffixes that students have already practiced, ask students to invent words that use each Greek and Latin word part in a sentence that uses context clues to show the meaning of each nonsense word. Encourage students to use “real” word parts to combine with each targeted word part to form multi-syllabic words. Award extra points for words used from prior week’s words. For variety, require students to write in different genre. Examples: brief narratives, classified ads, game directions, how-to paragraphs, dialogues, journals, advice columns.

Figures of Speech Brain-teasers

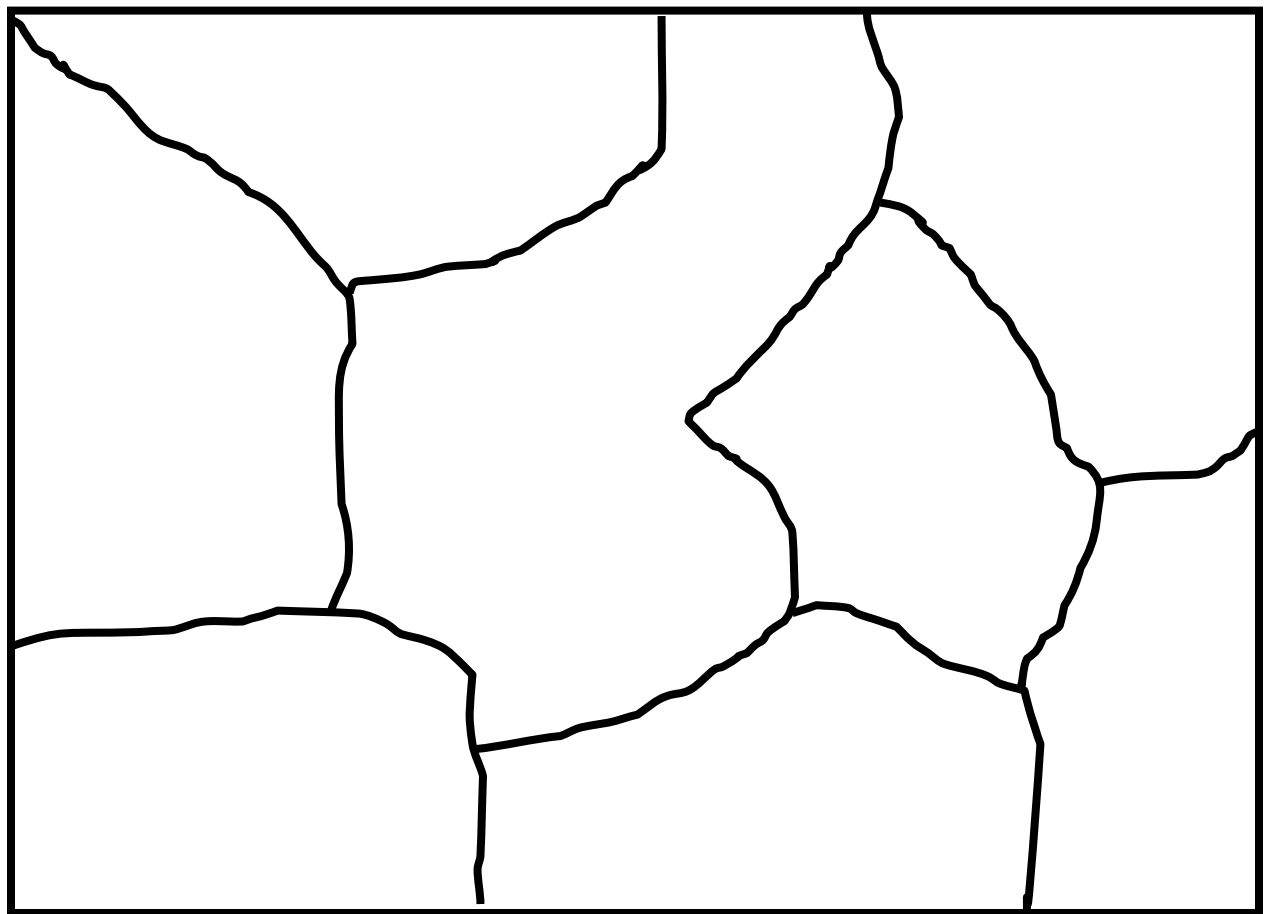
Referencing the idioms learned from their CCV Vocabulary Worksheets, students use pictures, symbols, and parts of words to represent these expressions on the front of a 3 x 5 card. On the rear of the card, translate the idiomatic expression and use the expression in a context clue sentence to show its meaning.

Word Part Puzzles

Pass out construction paper, rulers, and scissors to each student. Tell your students that they will use the Greek and Latin Prefixes, Roots, and Suffixes list to make a jigsaw puzzle with word parts and their definitions.

Directions:

1. Draw jigsaw puzzle lines on one side of light color construction paper so that you can fit the word parts and their definitions. Avoid small puzzle pieces.
2. Print the word part in dark pen or pencil at the edge of one puzzle piece and its matching definition at the edge of another puzzle piece that touches it, just like the model shows. Finish labeling the puzzle.
3. Cut out the puzzle pieces and place the word parts and their matching definitions face down on your desk. Put together the puzzle.
4. Label another set of word parts and their definitions on the blank side of the puzzle. You now have created two separate Word Part Puzzles.



Vocabulary Steps

Directions: Some vocabulary words require a *basic understanding*; others require *full understanding*. Study the example to see how completing the Sentence Frames helps deepen your understanding of the Vocabulary Word. Then complete the sentence frames to define a word that your teacher assigns.

Sentence Frames	Vocabulary Word:	democracy
	<i>full understanding</i>	
	It's important	it's what our levels of
	because...	government practice
	It's different than	a republic because a
	_____ because...	republic has a Constitution
	It's the same as	a republic because both have citizens
	_____ because...	who are allowed to vote
Examples of it	direct democracy like a club, representative	
would be...	democracy like Student Council	
It's an example of the	ways decisions are made in governments and	
following...	organizations.	
<i>basic understanding</i>		

Sentence Frames	Vocabulary Word: _____
	<i>full understanding</i>
	It's important _____
	because... _____
	It's different than _____
	_____ because... _____
	It's the same as _____
	_____ because... _____
Examples of it	_____
would be...	_____
It's an example of the	_____
following...	_____
<i>basic understanding</i>	

Semantic Spectrums

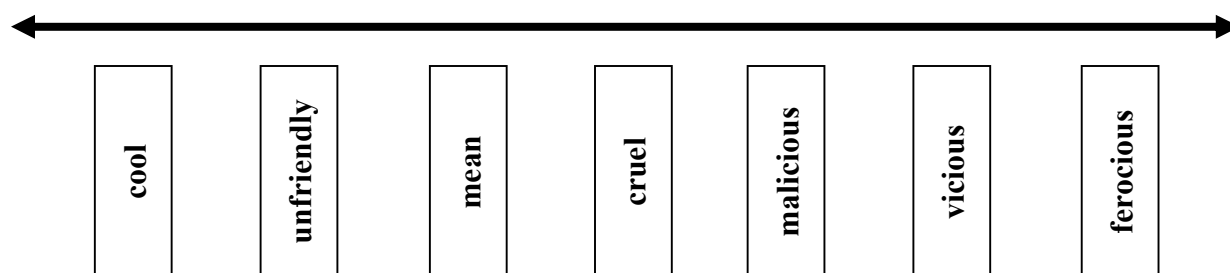
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

Directions: Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

Model

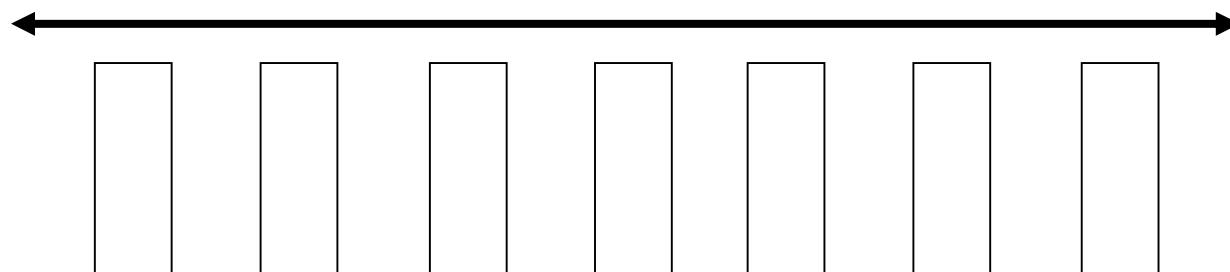


Example: Vocabulary Word *vicious*



Practice

Vocabulary Word _____



CCSS Middle School Vocabulary Scope & Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
1	suit	pac (i) fic		Idioms Expressions		
2			Synonyms: pragmatic realistic		confident self-assured	error despite
3	board	oc cur		Idioms Expressions		
4			Synonyms: routine mundane		apathetic disinterested	technical technique
5	address	phob ia		Idioms Expressions		
6			Antonyms: interfere benefit		persist persevere	technology valid
7	moped	verb ose		Similes Comparisons		
8			Antonyms: opponent ally		stubborn resistant	volume access
9	entrance	as cend		Similes Comparisons		
10			Part to Whole: nucleus cell		luxurious opulent	adequate annual
11	seal	micro cosm		Metaphors Comparisons		
12			Part to Whole: ingredient recipe		inquisitive prying	apparent approximate
13	compact	mal ice		Metaphors Comparisons		
14			Degree: courageous careless		conceited egotistical	attitude attribute
15	drill	ortho dox		Metaphors Comparisons		
16			Degree: self-esteem arrogance		miserly charitable	civil code
17	desert	vir (t)uous		Imagery Pictures		
18			Item to Category: patience character		lethargic industrious	commit communicate

CCSS Middle School Vocabulary Scope & Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
19	exploits	metro polis		Adages Expressions		
20			Item to Category: descendant relative		modest humble	concentrate confer
21	service	per jur(e)		Adages Expressions		
22			Character to Location: warden penitentiary		gaunt emaciated	cycle contrast
23	charge	mort ify		Alliteration Sounds		
24			Character to Location: professor university		distinctive similar	debate dimension
25	bluff	mut ant		Proverbs Expressions		
26			Object to its Use: manure fertilize		disabled handicapped	domestic emerge
27	pupils	matri mony		Proverbs Expressions		
28			Object to its Use: veil obscure		assertive aggressive	ethnic grant
29	range	bon(a) fide		Onomatopoeia Sounds		
30			Source and its Object: lantern illumination		unique rare	hypothesis implicate
31	project	retro spect		Personification Comparisons		
32			Source and its Object: famine malnutrition		ambitious nonchalant	impose integrate
33	produce	acro bat		Personification Comparisons		

CCSS Middle School Vocabulary Scope & Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
34			Worker to Work: attorney judicial		submit yield	internal investigate
35	record	science		Colloquialisms Expressions		
36			Worker to Work: entrepreneur enterprise		shrewd savvy	label mechanism
37	recreation	biped		Colloquialisms Expressions		
38			Problem to Solution: impurity filter		elated ecstatic	obvious occupy
39	present	lucid		*Allusions Sounds		
40			Problem to Solution: dispute compromise		dignified distinguished	option output
41	combine	card(i)ac		*Allusions Sounds		
42			Defining Characteristic: paranoia suspicion		domineering overbearing	parallel parameter
43	excuse	librarian		*Allusions Sounds		
44			Defining Characteristic: piety pilgrim		eccentric bizarre	phase predict
45	contract	solarium		*Consonance Sounds		
46			Lack of to Object: quarantine epidemic		exhilarate rejuvenate	principal prior
47	content	rid(i)cule		*Consonance Sounds		

CCSS Middle School Vocabulary Scope & Sequence

CCSS Levels	Multiple Meanings L.4.a	Greek and Latin Word Parts L.4.a.c.d.	Word Relationships L.4.a.	Figures of Speech L.5.a.	Connotations L.5.c.	Academic Language L.6.0
48			Lack of to Object: hasty deliberate		conform comply	professional overall
49	conduct	tri cycle		*Consonance Sounds		
50			Tool to Worker: scalpel surgeon		appreciate depreciate	promote regime
51	commune	mono gam(y)		*Verbal Irony Word Play		
52			Tool to Worker: router carpenter		resilient rigid	resolve retain
53	stern	juven ile		*Verbal Irony Word Play		
54			Cause-Effect: affect effect		quarrel bicker	series statistic
55	poll	femin ine		*Verbal Irony Word Play		
56			Cause-Effect: meddle interference		minimize maximize	status stress

Boldface denotes Introductory Standard for Seventh Grade Level.