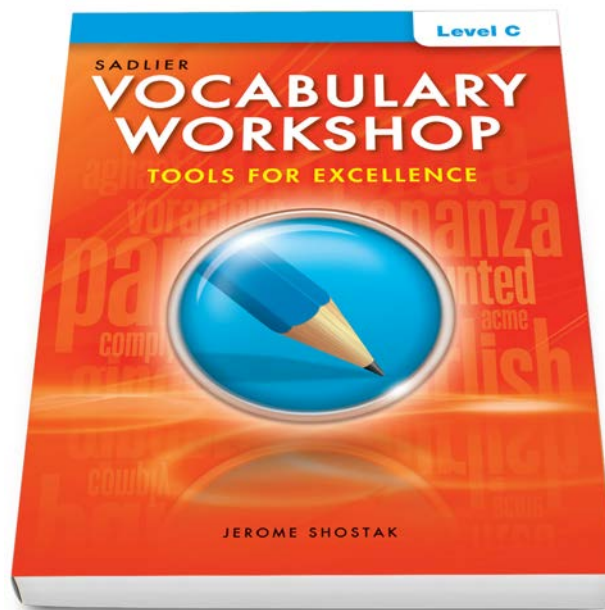


Vocabulary Workshop

Tools for Excellence

Correlation to the Virginia 2024 English Standards of Learning

Grade 8



Key Aligned Content

Reading and Vocabulary 2

Additional Aligned Standards / Unaligned Standards

Developing Skilled Readers and Building Reading Stamina 15
Reading Literary Text 20
Reading Informational Text 23
Writing 25
Language Usage 29
Communication and Multimodal Literacies 31
Research 34

Key Aligned Content

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Develop and accurately use general and academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-eight texts and topics.</p>	<p>Throughout the <i>Vocabulary Workshop</i> program, students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning <u>extended and short reading selections</u> for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. <u>Students practice regularly selecting and using the right words in their speaking and writing.</u></p> <p>Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for <u>independent development of general academic and content-specific words and phrases.</u></p> <p>TEACHER'S EDITION</p> <p>Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> Daily Discussion and Review Teachers may model vocabulary usage by including vocabulary words in their instructions or conversations with students. The more frequently the teacher uses a word, the easier it becomes for students to understand its meaning and usage. <u>During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</u> <ul style="list-style-type: none"> TE p. T21 Differentiating Daily Instruction for Striving and ELL Students Provide opportunities for oral practice: <u>Engaging students in actively using the new vocabulary in classroom discussions and conversations</u> allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies. <ul style="list-style-type: none"> TE p. T23 Differentiating Exercises and Assignments for Above Grade-Level Students <u>Use words in conversations:</u> During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas. <ul style="list-style-type: none"> TE p. T24 Reading Passages in Level C: Questions for Critical Thinking Questions for Critical Thinking, two comprehension questions for each Reading Passage, are available on page T29 of this Teacher's Edition. Teachers may choose to <u>use these questions to spur discussion</u>, or assign the questions as homework prior to class if students are reading the passage independently. <ul style="list-style-type: none"> TE p. T29 <p>DIGITAL RESOURCES*</p> <p>Units 1–15</p> <ul style="list-style-type: none"> Student Resources <ul style="list-style-type: none"> 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. Teachers should <u>engage students in discussions about each word and its definition</u> as well as its use in various contexts.

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Vocabulary In Context Students learn to <u>recognize and use context clues</u> 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 <u>restatement clue, contrast clue, and inference clue.</u></p> <ul style="list-style-type: none"> • Three Types of Context Clues, SE p. 7 <p>Unit Passage (Reading Passage) At least 15 of the 20 <u>Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage.</u> (A shorter version of the Unit Passage with a lower Lexile® level, Unit Passage: Abridged is available online, see Digital Resources below.) Students <u>read the words in context</u> to activate prior knowledge, <u>draw on context clues</u> 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, SE pp. 12–13; Unit 2, SE pp. 22–23; Unit 3, SE pp. 32–33; Unit 4, SE pp. 50–51; Unit 5, SE pp. 60–61; Unit 6, SE pp. 70–71; Unit 7, SE pp. 88–89; Unit 8, SE pp. 98–99; Unit 9, SE pp. 108–109; Unit 10, SE pp. 126–127; Unit 11, SE pp. 136–137; Unit 12, SE pp. 146–147; Unit 13, SE pp. 164–165; Unit 14, SE pp. 174–175; Unit 15, SE pp. 184–185 <p>Definitions Definitions are clear, useful, and informal explanations, giving students each word’s meaning without extensive detail or secondary connotations. Definitions often include synonyms to better situate the taught word in a semantic family of words closely related in meaning. A simple abbreviation provides the part of speech with each definition. When a word functions as multiple parts of speech, the appropriate abbreviation appears before the corresponding definition. Located directly following each Unit Passage, <u>students see the importance of context</u> 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 <u>require the use of context clues to determine the meaning of unfamiliar words.</u></p> <ul style="list-style-type: none"> • Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188 <p>Choosing the Right Word In place of a missing word in each exercise, students find a pair of bold-face words in parentheses. They consider figurative, extended, or abstract meanings before <u>selecting the word that best fits the context of the given sentence.</u></p> <ul style="list-style-type: none"> • Unit 1, SE pp. 17–18; Unit 2, SE pp. 27–28; Unit 3, SE pp. 37–38; Unit 4, SE pp. 55–56; Unit 5, SE pp. 65–66; Unit 6, SE pp. 75–76; Unit 7, SE pp. 93–94; Unit 8, SE pp. 103–104; Unit 9, SE pp. 113–114; Unit 10, SE pp. 131–132; Unit 11, SE pp. 141–142; Unit 12, SE pp. 151–152; Unit 13, SE pp. 169–170; Unit 14, SE pp. 179–180; Unit 15, SE pp. 189–190 <p style="text-align: right;"><i>continued</i></p>

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Synonyms The Synonyms activity requires students to <u>rely on context clues</u> to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190 <p>Antonyms This activity requires students to <u>use context clues</u> to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p> <ul style="list-style-type: none"> Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191 <p>Completing the Sentence Students <u>rely on embedded context clues</u> to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 19–20; Unit 2, SE pp. 29–30; Unit 3, SE pp. 39–40; Unit 4, SE pp. 57–58; Unit 5, SE pp. 67–68; Unit 6, SE pp. 77–78; Unit 7, SE pp. 95–96; Unit 8, SE pp. 105–106; Unit 9, SE pp. 115–116; Unit 10, SE pp. 133–134; Unit 11, SE pp. 143–144; Unit 12, SE pp. 153–154; Unit 13, SE pp. 171–172; Unit 14, SE pp. 181–182; Unit 15, SE pp. 191–192 <p>Vocabulary in Context: Literary Text These exercises feature excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the <u>vocabulary in the context of authentic literature</u>.</p> <ul style="list-style-type: none"> Unit 1, SE p. 21; Unit 2, SE p. 31; Unit 3, SE p. 41; Unit 4, SE p. 59; Unit 5, SE p. 69; Unit 6, SE p. 79; Unit 7, SE p. 97; Unit 8, SE p. 107; Unit 9, SE p. 117; Unit 10, SE p. 135; Unit 11, SE p. 145; Unit 12, SE p. 155; Unit 13, SE p. 173; Unit 14, SE p. 183; Unit 15, SE p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then <u>answer vocabulary-in-context questions</u>.</p> <ul style="list-style-type: none"> Review Units 1–3, SE pp. 42–45; Review Units 4–6, SE pp. 80–83; Review Units 7–9, SE pp. 118–121; Review Units 10–12, SE pp. 156–159; Review Units 13–15, SE pp. 194–197 <p>Word Study: Denotation and Connotation For the Expressing the Connotation exercises, students read each sentence then <u>consider context clues</u> before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). In Challenge: Using Connotation, students <u>use context clues</u> to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p> <ul style="list-style-type: none"> Expressing the Connotation/Challenge: Using Connotation <ul style="list-style-type: none"> Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199 <p style="text-align: center;"><i>continued</i></p>

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VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study: Idioms/Proverbs/Adages The Choosing the Right Idiom/Proverb/Adage activities help students <u>practice using context clues</u> to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> • Idioms <ul style="list-style-type: none"> ○ Review Units 1-3 Choosing the Right Idiom, SE p. 48; Review Units 4-6 Choosing the Right Idiom, SE p. 86; Review Units 10-12 Choosing the Right Idiom, SE p. 162 • Proverbs <ul style="list-style-type: none"> ○ Review Units 7-9 Choosing the Right Proverb, SE p. 124 • Adages <ul style="list-style-type: none"> ○ Review Units 13-15 Choosing the Right Adage, SE p. 200 <p>Word Study: Classical Roots Students <u>rely on context clues</u> to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.</p> <ul style="list-style-type: none"> • vers, vert <ul style="list-style-type: none"> ○ Review Units 1-3, SE p. 49 • cur, curr, curse, cour <ul style="list-style-type: none"> ○ Review Units 4-6, SE p. 87 • chron, cryph, crypt <ul style="list-style-type: none"> ○ Review Units 7-9, SE p. 125 • ven, vent <ul style="list-style-type: none"> ○ Review Units 10-12, SE p. 163 • fect, fic, fy <ul style="list-style-type: none"> ○ Review Units 13-15, SE p. 201 <p>Final Mastery Test</p> <ul style="list-style-type: none"> • Two-Word Completions For these word-omission exercises, students <u>use embedded context clues</u> to identify the correct choices. ○ p. 203 • Supplying Words in Context Students <u>use context clues</u> to select the word that best completes each sentence. ○ p. 204 • Choosing the Right Meaning Students read each sentence, <u>consider context clues</u>, then select from four choices a synonym for the featured word in bold type. ○ p. 206 <p>DIGITAL RESOURCES*</p> <p>Assessment: Test Prep for SAT® & ACT® Students read a passage of informational or literary text then answer comprehension and <u>vocabulary-in-context questions</u>.</p> <ul style="list-style-type: none"> • SAT® Test Prep 1-5, Cumulative Test Prep • ACT® Test Prep 1-5, Cumulative Test Prep <p>Reviews (Units 1-3, 4-6, 7-9, 10-12, 13-15)</p> <ul style="list-style-type: none"> • Student Practice <ul style="list-style-type: none"> ○ Two-Word Completions Students <u>use embedded context clues</u> to identify the pair of words that best completes the meaning of each sentence. <p style="text-align: center;"><i>continued</i></p>

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of words or phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Units 1–15</p> <ul style="list-style-type: none"> Unit Passage: Abridged A shorter version of each Unit Passage, the printable Unit Passage: Abridged with a lower Lexile® level are designed for striving readers and ELL students. As with the Unit Passage, students read Unit words in context to activate prior knowledge and <u>draw on context clues</u> to determine the meaning of unfamiliar word. Additional Practice <ul style="list-style-type: none"> Passage-Based Reading (Units 1-10) Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and <u>vocabulary-in-context questions</u>. <i>Example (Unit 4 Passage-Based Reading)</i> <ol style="list-style-type: none"> In paragraph 1, the word <u>sustain</u> means e. keep up Practice Quiz (Units 1-15) Students read a short passage then <u>use clues to answer questions</u> about the italicized study words that appear in context in the text. <i>Example (Unit 4 Practice Quiz)</i> <ol style="list-style-type: none"> In sentence 3, <i>peruse</i> means b. study Practice Worksheet (Units 1-15) Students read a short passage then <u>use clues to answer questions</u> about the italicized study words that appear in context in the text. <i>Example (Unit 4 Practice Worksheet)</i> <ol style="list-style-type: none"> If you no longer <i>deplore</i> (line 9) something, you no longer b. disapprove of it
<p>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <p>Instruction in classical roots will help students unlock the meanings of thousands of English words derived from Latin and Greek roots. Students will develop a useful and transferable strategy with which to make sense of a multitude of unfamiliar academic words. Combined with an understanding of common affixes, familiarity with Latin and Greek roots can furnish students with a valuable tool in analyzing and decoding new vocabulary. Students examine one or more roots then complete sentences using other words based on the same root, referencing an online or print dictionary when necessary.</p> <ul style="list-style-type: none"> vers, vert <ul style="list-style-type: none"> Review Units 1–3, SE p. 49 cur, curr, curse, cour <ul style="list-style-type: none"> Review Units 4–6, SE p. 87 chron, cryph, crypt <ul style="list-style-type: none"> Review Units 7–9, SE p. 125 ven, vent <ul style="list-style-type: none"> Review Units 10–12, SE p. 163 fect, fic, fy <ul style="list-style-type: none"> Review Units 13–15, SE p. 201 <p style="text-align: center;"><i>continued</i></p>

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.</p>	<p style="text-align: center;"><i>continued</i></p> <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 <i>Word Structure: Greek and Latin Roots</i> Students see how to build vocabulary by learning the meaning of word parts that make up many English words. These word parts include prefixes, suffixes, and roots, or bases. A useful strategy for determining the meaning of an unknown word is to “take apart the word and think about the parts.” Students examine the meaning of several common prefixes and see how those prefixes appear in sample words. Next, students learn how many common suffixes signal a word’s grammatical function as a noun, verb, or adjective. Adjacent to each suffix form and meaning are several samples words with suffixes. The final section focuses on Greek and Latin roots, meanings, and sample words. <p>Word Study</p> <ul style="list-style-type: none"> • Word Study (Units 1–3, Units 4–6, Units 7–9, Units 10–12, Units 13–15) <ul style="list-style-type: none"> ○ Interactive Activities <i>Word Part Gallery</i> In order to expose students to a deeper knowledge of word parts, <i>Vocabulary Workshop</i> includes a Word Part Gallery, available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with <u>Latin roots</u>, <u>Greek roots</u>, <u>prefixes</u>, and <u>suffixes</u> through interactive lessons. <i>Word Part Gallery: Teaching Suggestions</i> <ul style="list-style-type: none"> • How to Use the Word Part Gallery • The Word Part Gallery can be used to support these instructional approaches: <ul style="list-style-type: none"> ○ Teacher-Led Instruction ○ Independent Learning ○ More Instruction and Practice (Classical Roots/Solve It!)
<p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Definitions</p> <p>Definitions feature <u>synonyms</u> and <u>antonyms</u> to better situate the taught word in a semantic family of words closely related or nearly opposite in meaning.</p> <p><i>Example</i></p> <p>18. vilify (Unit 13, SE p. 168) SYNONYMS: malign, defame, denigrate, traduce ANTONYMS: glorify, extol, lionize</p> <ul style="list-style-type: none"> ○ Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188 <p style="text-align: center;"><i>continued</i></p>

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Synonyms The Synonyms section further allows students to demonstrate their understanding of the new vocabulary words. This exercise reinforces meanings and provides students with examples of usage and context. <i>Example</i> 4. a lackadaisical approach to studying (Unit 11, SE p. 142) _____ <u>shiftless</u> _____ ○ Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190</p> <p>Antonyms Not all words have antonyms. For those that do, however, practice with antonyms reinforces meanings and provides students with further examples of usage and context. The Antonyms section asks students to draw from the Unit's 20 words the five most nearly opposite in meaning to highlighted antonyms presented in phrases. <i>Example</i> 4. tablets that will purify the water (Unit 11, SE p. 143) _____ <u>taint</u> _____ ○ Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191</p> <p>Final Mastery Test</p> <ul style="list-style-type: none"> ● Synonyms Students select the two words or expressions that are most nearly the same in meaning. ○ p. 202 ● Antonyms Students select the two words that are most nearly opposite in meaning. ○ p. 202 ● Analogies Students select the item that best completes the comparison. ○ p. 203 ● Word Associations Students select the word or expression that best completes the meaning of the sentence or answers the question, with particular reference to the meaning of the word in boldface type. ○ p. 205 <p style="text-align: center;"><i>continued</i></p>

Reading and Vocabulary

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<p style="text-align: center;"><i>continued</i></p> <p>D. Use the relationship between particular words, including synonyms, antonyms, and analogies to better understand each word.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>DIGITAL RESOURCES*</u></p> <p>Assessment</p> <ul style="list-style-type: none"> • Benchmark Assessments <ul style="list-style-type: none"> ○ Beginning-of-Year Diagnostic Test <i>Synonyms</i> <i>Antonyms</i> ○ Beginning-of-Year Pre-Test Definition <i>Synonym</i> Completing the Sentence ○ Post-Test Definition <i>Synonym</i> Completing the Sentence ○ Final Mastery Test <i>Synonyms</i> <i>Antonyms</i> <i>Analogies</i> Two-Word Completions Supplying Words in Context Word Associations Choosing the Right Meaning ○ Cumulative Test (1–5) <ul style="list-style-type: none"> I. Vocabulary in Context II. Definitions <i>III Synonyms</i> <i>IV. Antonyms</i> V. Completing the Sentence VI. Framing Sentences (Optional) <p>Units 1–15</p> <ul style="list-style-type: none"> • Interactive Activities <ul style="list-style-type: none"> ○ Word Search Students read a clue in the form of a synonym or antonym. They enter the correct Unit word to fill each of the 10 empty cells. Next, they search for the words hidden in the grid. Each time they find a Unit word, they click on the first letter and drag to highlight the full word. Words can be found across, down, or diagonally. • Interactive Graphic Organizers <ul style="list-style-type: none"> ○ Word Web Students type a Unit word in the center oval then enter related words, including synonyms, antonyms, or definitions, in the surrounding ovals, adding or deleting ovals as needed. ○ Word Web Teaching Suggestions ○ Word Chart Students may select or enter a Unit word for the upper-left corner of the Word Chart. Direct students to use the drop-down menu to choose the part of speech for the Unit word. Prompt students to enter their own or the Unit's definition of the word. Explain that any synonyms or antonyms may be entered to complete the chart. ○ Word Chart Teaching Suggestions Teachers can use the Word Chart to help students explore and understand the complete definition of each Unit word. Words with multiple parts of speech will have multiple word charts.

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<p>E. Analyze the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification</p>	<p><u>STUDENT EDITION</u> Word Study: Idioms/Proverbs/Adages Each of the following Word Study activities present 10 sentences with figurative language. Using context clues to help determine the meaning of a figure of speech (in boldface print), they write the letter of the definition for the idiom, proverb, or adage in each sentence.</p> <ul style="list-style-type: none"> • Idioms “Mad as a March hare” is an idiom that means “showing little reason” or “foolish.” An idiom is a figure of speech; the words are not to be interpreted literally. Idioms are informal expressions that are unique to every language. Although idioms are colorful and expressive, they should be used sparingly in formal writing. <ul style="list-style-type: none"> ○ Review Units 1–3 Choosing the Right Idiom, SE p. 48; Review Units 4–6 Choosing the Right Idiom, SE p. 86; Review Units 10–12 Choosing the Right Idiom, SE p. 162 • Proverbs A proverb is a short saying that summarizes or encapsulates a universal truth. Proverbs often reflect cultural values. <ul style="list-style-type: none"> ○ Review Units 7–9 Choosing the Right Proverb, SE p. 124 • Adages Expressions such as “you get what you pay for” are adages. An adage is a brief saying that offers a bit of down-to-earth advice. Adages can be insightful, skeptical, or practical. Because adages have been used so often, they strike us as sensible wisdom spoken by our elders. If overused, however, adages can become clichés. <ul style="list-style-type: none"> ○ Review Units 13–15 Choosing the Right Adage, SE p. 200
<p>F. Distinguish among the nuances in the meaning of connotations of words with similar denotations.</p>	<p><u>STUDENT EDITION</u> Word Study: Denotation and Connotation In this part of the Word Study section, students 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"> • Shades of Meaning In Shades of Meaning, students identify words that have a positive, negative, or neutral connotation. <ul style="list-style-type: none"> ○ Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198 • Expressing the 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). <ul style="list-style-type: none"> ○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199 • Challenge: Using Connotation In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. Next, they explain how the connotation of the replacement word changes the tone of the sentence. <ul style="list-style-type: none"> ○ Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

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<p>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Pronunciation Key</p> <p>Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s <i>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"> SE 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, 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> <ul style="list-style-type: none"> Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188 <p>Synonyms</p> <p>For the Synonyms activity in each Unit, students are directed to <u>use a dictionary</u> if necessary.</p> <ul style="list-style-type: none"> Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190 <p>Antonyms</p> <p>For the Antonyms activity in each Unit, students are directed to <u>use a dictionary</u> if necessary.</p> <ul style="list-style-type: none"> Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191 <p>Word Study: Classical Roots</p> <p>Students are directed to <u>use a print or online dictionary</u> as needed to clarify definitions.</p> <ul style="list-style-type: none"> Review Units 1–3, SE p. 49; Review Units 4–6, SE p. 87; Review Units 7–9, SE p. 125; Review Units 10–12, SE p. 163; Review Units 13–15, SE p. 201 <p style="text-align: right;"><i>continued</i></p>

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Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>G. Use general and specialized word-reference materials, print and digital, to identify word origins and derivations, pronunciations, precise meanings, and their parts of speech.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word List An alphabetical 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.</p> <ul style="list-style-type: none"> pp. 207–208 <hr/> <p>DIGITAL RESOURCES*</p> <p>Overview</p> <ul style="list-style-type: none"> Student Program Overview and Resources <ul style="list-style-type: none"> 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. <p>Units 1–15</p> <ul style="list-style-type: none"> Instruction <ul style="list-style-type: none"> Instructional Videos* Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers. 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. <i>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</i> Student Resources <ul style="list-style-type: none"> 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. 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. 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. Words Have a History, Too Students learn that language is constantly changing. They examine word origins to better understand how words have taken on new definitions or parts of speech.

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RV.1-Vocabulary Development and Word Analysis

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<p>H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>TEACHER'S EDITION</u></p> <p>Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> <p>Daily Discussion and Review</p> <p>Teachers may model vocabulary usage by including vocabulary words in their instructions or conversations with students. The more frequently the teacher uses a word, the easier it becomes for students to understand its meaning and usage.</p> <p><u>During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.</u></p> <ul style="list-style-type: none"> TE p. T21 <p>Differentiating Daily Instruction for Striving and ELL Students</p> <p>Provide opportunities for oral practice: <u>Engaging students in actively using the new vocabulary in classroom discussions and conversations</u> allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.</p> <ul style="list-style-type: none"> TE p. T23 <p>Differentiating Exercises and Assignments for Above Grade-Level Students</p> <p><u>Use words in conversations:</u> <u>During discussions of current events or literature,</u> teachers can require students to use vocabulary words when making claims and expressing ideas.</p> <ul style="list-style-type: none"> TE p. T24 <p><u>STUDENT EDITION</u></p> <p>Definitions</p> <p>Students write each Unit word in the blank in order to complete an illustrative sentence.</p> <p><i>Example</i></p> <p>3. audacious (adj.) bold, adventurous, recklessly daring The audience cheered the <u>audacious</u> feats of the trapeze artists. (Unit 3, SE p. 34)</p> <ul style="list-style-type: none"> Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188 <p>Synonyms</p> <p>Students choose the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in the phrase. They write that word on the line.</p> <p><i>Example</i></p> <p>5. accumulated a huge collection of folk art <u>amassed</u> (Unit 3, SE p. 38)</p> <ul style="list-style-type: none"> Unit 1, SE p. 18; Unit 2, SE p. 28; Unit 3, SE p. 38; Unit 4, SE p. 56; Unit 5, SE p. 66; Unit 6, SE p. 76; Unit 7, SE p. 94; Unit 8, SE p. 104; Unit 9, SE p. 114; Unit 10, SE p. 132; Unit 11, SE p. 142; Unit 12, SE p. 152; Unit 13, SE p. 170; Unit 14, SE p. 180; Unit 15, SE p. 190 <p style="text-align: right;"><i>continued</i></p>

Reading and Vocabulary

RV.1-Vocabulary Development and Word Analysis

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>H. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Antonyms Students choose the Unit word that is most nearly opposite in meaning as the boldface word or expression in the phrase. They write that word on the line.</p> <p><i>Example</i></p> <p>3. left the army restored _____ incapacitated _____ (Unit 3, SE p. 39)</p> <ul style="list-style-type: none"> ▪ Unit 1, SE p. 19; Unit 2, SE p. 29; Unit 3, SE p. 39; Unit 4, SE p. 57; Unit 5, SE p. 67; Unit 6, SE p. 77; Unit 7, SE p. 95; Unit 8, SE p. 105; Unit 9, SE p. 115; Unit 10, SE p. 133; Unit 11, SE p. 143; Unit 12, SE p. 153; Unit 13, SE p. 171; Unit 14, SE p. 181; Unit 15, SE p. 191 <p>Completing the Sentence Students choose the Unit word that best completes each of the 10 sentences. They write the correct word form in the space provided.</p> <p><i>Example</i></p> <p>13. The autumn night sky, with its _____ myriad _____ stars, always fills me with awe and wonder. (Unit 3, SE p. 40)</p> <ul style="list-style-type: none"> ▪ Unit 1, SE pp. 19–20; Unit 2, SE pp. 29–30; Unit 3, SE pp. 39–40; Unit 4, SE pp. 57–58; Unit 5, SE pp. 67–68; Unit 6, SE pp. 77–78; Unit 7, SE pp. 95–96; Unit 8, SE pp. 105–106; Unit 9, SE pp. 115–116; Unit 10, SE pp. 133–134; Unit 11, SE pp. 143–144; Unit 12, SE pp. 153–154; Unit 13, SE pp. 171–172; Unit 14, SE pp. 181–182; Unit 15, SE pp. 191–192 <p>Writing: Words in Action Students are directed to use at least three Unit words in their written responses to the Unit Passage.</p> <ul style="list-style-type: none"> • Writing Prompts <ul style="list-style-type: none"> ○ Unit 1 Writing Prompts #1 and #2, SE p. 20; Unit 2 Writing Prompts #1 and #2, SE p. 30; Unit 3 Writing Prompts #1 and #2, SE p. 40; Unit 4 Writing Prompts #1 and #2, SE p. 58; Unit 5 Writing Prompts #1 and #2, SE p. 68; Unit 6 Writing Prompts #1 and #2, SE p. 78; Unit 7 Writing Prompts #1 and #2, SE p. 96; Unit 8 Writing Prompts #1 and #2, SE p. 106; Unit 9 Writing Prompts #1 and #2, SE p. 116; Unit 10 Writing Prompts #1 and #2, SE p. 134; Unit 11 Writing Prompts #1 and #2, SE p. 144; Unit 12 Writing Prompts #1 and #2, SE p. 154; Unit 13 Writing Prompts #1 and #2, SE p. 172; Unit 14 Writing Prompts #1 and #2, SE p. 182; Unit 15 Writing Prompts #1 and #2, SE p. 192

Additional Key Aligned Content

Developing Skilled Readers and Building Reading Stamina

DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (Reading Fluency, K-12).</p>	<p><i>Teacher modeling and observation.</i></p>
<p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12). (Reading Fluency, K-12).</p> <p style="text-align: right;"><i>continued</i></p>	<p style="text-align: center;">LITERARY TEXTS: PASSAGES</p> <p>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7-9 <ul style="list-style-type: none"> ○ Part 1 Sarah Orne Jewett (from <i>The Queen's Twin: And Other Stories</i>) <ul style="list-style-type: none"> ▪ SE pp. 118-119 ○ Part 2 Charles Brockden Brown (from <i>Arthur Mervyn, or, Memoirs of the Year 1793</i>) <ul style="list-style-type: none"> ▪ SE pp. 120-121 <p>DIGITAL RESOURCES* Assessment</p> <ul style="list-style-type: none"> • Test Prep <ul style="list-style-type: none"> ○ Test Prep for Standardized Exams Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence. <i>Example (Test Prep 8)</i> <ol style="list-style-type: none"> 1. Which of these inferences is best supported by paragraph 3? A) Wealth and liberty will encourage William to be lenient with his oppressors. <ul style="list-style-type: none"> ▪ Test Prep for Standardized Exams 1 H. G. Wells ["A Mystery at Iping," from <i>The Invisible Man</i>] ▪ Test Prep for Standardized Exams 2 Elizabeth Gaskell ["Two Cousins," from <i>North and South</i>] ▪ Test Prep for Standardized Exams 7 Samuel Johnson ["The Difficulties of Being a Poet," from <i>The History of Rasselas, Prince of Abyssinia</i>] ▪ Test Prep for Standardized Exams 8 Richmal Crompton ["William Runs Away to Sea," from <i>Just William</i>] • Unit 14 <ul style="list-style-type: none"> ○ Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions. <ul style="list-style-type: none"> ▪ Unit 14 Prose Fiction [Untitled] (Kayaking) <p style="text-align: right;"><i>continued</i></p>

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VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12). (Reading Fluency, K-12).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">LITERARY TEXTS: EXCERPTS</p> <p><u>STUDENT EDITION</u> Vocabulary in Context: Literary Text</p> <p>These pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</p> <ul style="list-style-type: none"> • Unit 1 Baroness Orczy [from “The Balloon-Hoax,” “The Mystery of Marie Roget,” “Ms. Found in a Bottle,” and “The Gold-Bug”], p. 21 • Unit 2 O. Henry [from <i>The Trimmed Lamp and Other Stories of the Four Million</i>], p. 31 • Unit 3 Henry David Thoreau [from <i>Walden</i>], p. 41 • Unit 4 Edgar Allan Poe [from <i>The Works of Edgar Allan Poe, Volume 2</i>], p. 59 • Unit 5 Charles Dickens [from <i>A Christmas Carol</i>], p. 69 • Unit 6 Jack London [from <i>The Call of the Wild and White Fang</i>], p. 79 • Unit 7 Louisa May Alcott [from <i>Little Women</i>], p. 97 • Unit 8 Stephen Crane [from <i>The Monster and Other Stories and The Red Badge of Courage</i>], p. 107 • Unit 9 Mark Twain [from <i>Life on the Mississippi</i>], p. 117 • Unit 10 Edgar Rice Burroughs [from <i>Tarzan of the Apes</i>], p. Unit 11 E.M. Forster [from <i>Where Angels Fear to Tread</i>], p. 145 • Unit 12 Sir Arthur Conan Doyle [from <i>The Lost World</i>], p. 155 • Unit 13 George Eliot [from <i>Silas Marner and The Mill on the Floss</i>], p. 173 • Unit 14 Robert Louis Stevenson [from <i>Strange Case of Dr. Jekyll and Mr. Hyde</i>], p. 183 • Unit 15 Henry James [from <i>The Turn of the Screw</i>], p. 193 <hr/> <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION</u> Unit Passage</p> <p>At least 15 of the 20 Unit vocabulary words appear in each passage. Students are introduced to taught words in context. Content-rich and engaging texts prompt student interest and provide examples of proper usage. (A shorter Unit Passage: Abridged is available online.)</p> <ul style="list-style-type: none"> • Unit 1 “Greetings from the WPA” [Letters] <ul style="list-style-type: none"> ○ SE pp. 12-13 • “Instant Cash” [Expository Essay] <ul style="list-style-type: none"> ○ SE pp. 22-23 • Unit 3 “Grand Columbian Carnival United the World” [Press Release] <ul style="list-style-type: none"> ○ SE pp. 32-33 • Unit 4 “Toni Cade Bambara” [Author Profile] <ul style="list-style-type: none"> ○ SE pp. 50-51 • Unit 5 “Reality Check” [Persuasive Essay] <ul style="list-style-type: none"> ○ SE pp. 60-61 • Unit 6 “Diary of a Young Migrant Worker” [Diary Entry] <ul style="list-style-type: none"> ○ SE pp. 70-71 • Unit 7 “The Discrimination Pigeon” [Magazine Article] <ul style="list-style-type: none"> ○ SE pp. 88-89 <p style="text-align: center;"><i>continued</i></p>

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DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12). (Reading Fluency, K-12).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p style="text-align: center;">INFORMATIONAL TEXTS (cont.)</p> <ul style="list-style-type: none"> • Unit 8 “Aquatic Robotics” [Technical Essay] <ul style="list-style-type: none"> ○ SE pp. 98–99 • Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch] <ul style="list-style-type: none"> ○ SE pp. 108–109 • Unit 10 “The Adventures of Narváez and Cabeza de Vaca in the New World” [Historical Nonfiction] <ul style="list-style-type: none"> ○ SE pp. 126–127 • Unit 11 “Working Like a Dog” [Interview] <ul style="list-style-type: none"> ○ SE pp. 136–137 • Unit 12 “To the Bat Cave!” [Informational Essay] <ul style="list-style-type: none"> ○ SE pp. 146–147 • Unit 13 “Steven P. Jobs” [Obituary] <ul style="list-style-type: none"> ○ SE pp. 164–165 • Unit 14 “Now Arriving on Track 1: New York Dry Goods” [Letters] <ul style="list-style-type: none"> ○ SE pp. 174–175 • Unit 15 “Muckraking Journalist Ida M. Tarbell” [Biographical Sketch] <ul style="list-style-type: none"> ○ SE pp. 184–185 <hr/> <p>TEACHER’S EDITION</p> <p>Ask students the following questions to monitor comprehension of the Unit Passages in Level C.</p> <p>Unit Passages in Level C</p> <ul style="list-style-type: none"> • Questions for Critical Thinking <i>Example (Unit 5)</i> Unit 13 Steven P. Jobs: 1955–2011, SE pp. 164–165 <ol style="list-style-type: none"> 1. What is evidence of Steve Jobs’s wry sense of humor? 2. What examples of Jobs’s success in business does the obituary offer? <ul style="list-style-type: none"> ○ TE p. T29 <hr/> <p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational text then answer explicit main idea and inference questions.</p> <p><i>Example (Review Units 13–15, SE p. 195)</i></p> <ol style="list-style-type: none"> 1. Which sentence best provides an inference supported by lines 11–16? <ul style="list-style-type: none"> D) Archaeologists study ancient civilizations. <ul style="list-style-type: none"> • Review Units 1–3 <ul style="list-style-type: none"> ○ Part 1 “How News Travels” <ul style="list-style-type: none"> ▪ SE pp. 42–43 ○ Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence) <ul style="list-style-type: none"> ▪ SE pp. 44–45 • Review Units 4–6 <ul style="list-style-type: none"> ○ Part 1 “The Umbrella: A Portable Roof” <ul style="list-style-type: none"> ▪ SE pp. 80–81 ○ Part 2 [Untitled] <ul style="list-style-type: none"> ▪ Passage 1 (Musicals) ▪ Passage 2: (People behind Successful Musicals) <ul style="list-style-type: none"> ○ SE pp. 158–159 <p style="text-align: center;"><i>continued</i></p>

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DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12). (Reading Fluency, K-12).</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p>Vocabulary for Comprehension, Parts 1 and 2 (cont.)</p> <ul style="list-style-type: none"> • Review Units 10–12 <ul style="list-style-type: none"> ○ Part 1 “Kabuki: An Enduring Art Form” <ul style="list-style-type: none"> ▪ SE pp. 156–157 ○ Part 2 [Untitled] <ul style="list-style-type: none"> ▪ Passage 1: [Untitled] (Discovery and Use of Synchotrons) ▪ Passage 2: [Untitled] (Using Synchotrons to Unlock Secrets of the Past) <ul style="list-style-type: none"> ○ SE pp. 158–159 • Review Units 13–15 <ul style="list-style-type: none"> ○ Part 1 “The Mummies of the Inca Empire” <ul style="list-style-type: none"> ▪ SE pp. 194–195 ○ Part 2 [Untitled] (Psychology) <ul style="list-style-type: none"> ▪ SE pp. 196–197 <p>DIGITAL RESOURCES*</p> <p>Assessment</p> <ul style="list-style-type: none"> • Test Prep <ul style="list-style-type: none"> ○ Test Prep for Standardized Exams Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence. <i>Example (Test Prep 3)</i> 9. Which sentence does not belong in a summary of this passage? A) The people of Nuremberg suspect that Kaspar was raised without human contact. <ul style="list-style-type: none"> ▪ Test Prep for Standardized Exams 3 Anselm von Feuerbach [“The Mystery of Kaspar Hauser,” from <i>Kaspar Hauser, the Foundling of Nuremberg</i>] ▪ Test Prep for Standardized Exams 4 Harriet Martineau [“Good Sense Aboard Ship,” from <i>Retrospect of Western Travel</i>] ▪ Test Prep for Standardized Exams 5 Helena Westermarck [“Some Finnish Women Painters,” from <i>Women Painters of the World</i>] ▪ Test Prep for Standardized Exams 6 Margaret Cavendish [“Philosophical Letters,” from <i>Philosophical Letters</i>] ▪ Test Prep for Standardized Exams 9 John Muir [“A Boyhood in Scotland,” from <i>The Story of My Boyhood and Youth</i>] ▪ Test Prep for Standardized Exams 10 Ida M. Tarbell [“Origin of the Lincoln Family,” from <i>The Life of Abraham Lincoln</i>] ▪ Cumulative Test Prep 1 George Henry Blore [“Charles Dickens” from <i>Victorian Worthies</i>] and Ednah B. Cheney (editor) [“Louisa May Alcott” from <i>Louisa May Alcott: Her Life, Letters, and Journals</i>] ▪ Cumulative Test Prep 2 Units 1–15 Lewis Clinton Strang [“Maude Adams” from <i>Famous Actresses of the Day in America</i>] and Charles Townsend Copeland [“Edwin Booth” from <i>Edwin Booth</i>] <p style="text-align: center;"><i>continued</i></p>

Developing Skilled Readers and Building Reading Stamina

DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (Text Complexity, 2-12). (Reading Fluency, K-12).</p>	<p style="text-align: center;"><i>continued</i></p> <p>Units 1-10</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Passage-Based Reading <ul style="list-style-type: none"> ▪ Unit 1 [Untitled] (Dolley Madison) ▪ Unit 2 [Untitled] (Compulsory Voting) ▪ Unit 3 [Untitled] (Violence on TV) ▪ Unit 4 [Untitled] (Japanese Theater: No and Kabuki) ▪ Unit 5 [Untitled] (Tasmanian Tiger) ▪ Unit 6 [Untitled] (The Eight) ▪ Unit 7 [Untitled] (National Identity Card) ▪ Unit 8 [Untitled] (Becoming a Birder) ▪ Unit 9 [Untitled] (Ben Franklin) ▪ Unit 10 [Untitled] (Bats) • Units 11-13, 15 <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test <ul style="list-style-type: none"> ▪ Unit 11 Humanities [Untitled] (Minuet vs. Waltz) ▪ Unit 12 Social Studies [Untitled] (Thomas Jefferson: Democracy and the Alternate Point of View) ▪ Unit 13 Natural Science [Untitled] (Ivory-Billed Woodpecker) ▪ Unit 15 Humanities [Untitled] (Virtual Museums)
<p>C. When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action</p> <p>The first of two Writing: Words in Action prompts is presented in the form of a text-dependent question. In their written response, students support their claims and conclusions by citing supporting evidence from the Unit Passage.</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"> • Response to Texts <ul style="list-style-type: none"> ○ Unit 1 Writing Prompt #1, SE p. 20; Unit 2 Writing Prompt #1, SE p. 30; Unit 3 Writing Prompt #1, SE p. 40; Unit 4 Writing Prompt #1, SE p. 58; Unit 5 Writing Prompt #1, SE p. 68; Unit 6 Writing Prompt #1, SE p. 78; Unit 7 Writing Prompt #1, SE p. 96; Unit 8 Writing Prompt #1, SE p. 106; Unit 9 Writing Prompt #1, SE p. 116; Unit 10 Writing Prompt #1, SE p. 134; Unit 11 Writing Prompt #1, SE p. 144; Unit 12 Writing Prompt #1, SE p. 154; Unit 13 Writing Prompt #1, SE p. 172; Unit 14 Writing Prompt #1, SE p. 182; Unit 15 Writing Prompt #1, SE p. 192

Developing Skilled Readers and Building Reading Stamina

DSR.1

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).</p>	<p>STUDENT EDITION Vocabulary for Comprehension, Part 2 Students read paired passages, two texts related in subject matter or theme, then answer questions about those texts, including questions requiring comparative analysis and evaluation. <i>Example (Review Units 10-12)</i> 7. Passage 1 and Passage 2 are similar in that both passages stress B) the unexpectedly broad range of the applications of synchotrons.</p> <ul style="list-style-type: none"> • Review Units 4-6 <ul style="list-style-type: none"> ○ Passage 1: Musicals, An American Art Form ○ Passage 2: Four Key Artists Behind Musical Productions <ul style="list-style-type: none"> ▪ SE pp. 82-83 • Review Units 10-12 <ul style="list-style-type: none"> ○ Passage 1: History and Use of the Synchotron ○ Passage 2: Using the Synchotron to Read Ancient Scrolls <ul style="list-style-type: none"> ▪ SE pp. 158-159
<p>E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies 3-12).</p>	<p>STUDENT EDITION Vocabulary and Reading There is a strong connection between vocabulary knowledge and reading comprehension. Although comprehension is much more than recognizing words and knowing their meanings, comprehension is nearly impossible if students do not know an adequate number of words in the text they are reading or have the vocabulary skills to figure out meaning of those words. The Reading Passages in this level provide extra practice with vocabulary words. Vocabulary words are in boldface to draw attention to their uses and contexts. Context clues embedded in the passages encourage students to figure out the meanings of words before they read the definitions provided after the passages.</p> <ul style="list-style-type: none"> • SE p. 8

Reading Literary Text

RL.1-Key Ideas and Plot Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Analyze and explain the development of theme(s) over the course of texts and their relationship to the characters, settings, plots, and overall messages.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Explain how different plot patterns (e.g., comedy, drama, tragedy) and subplots create meaning and examine their influence on characters, theme, pacing, and point of view.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Reading Literary Text

RL.1-Key Ideas and Plot Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
C. Justify the decisions and actions of dynamic versus static characters using dialogue or specific events from the text.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

RL.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Interpret the meaning and analyze the impact of poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) on the reader.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Analyze how the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.	<p>STUDENT EDITION Vocabulary and Reading There is a strong connection between vocabulary knowledge and reading comprehension. Although comprehension is much more than recognizing words and knowing their meanings, comprehension is nearly impossible if students do not know an adequate number of words in the text they are reading or have the vocabulary skills to figure out their meaning.</p> <ul style="list-style-type: none"> • Types of Questions To determine the tone, students should pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (distant). <ul style="list-style-type: none"> ◦ Questions About Tone, SE p. 9 <p>Word Study: Idioms/Adages/Proverbs The Choosing the Right Idiom/Adage/Proverb activities help students understand how authors’ use figurative language impacts the tone of their writing.</p> <ul style="list-style-type: none"> • Idioms <ul style="list-style-type: none"> ◦ Review Units 1-3 Choosing the Right Idiom, SE p. 48; Review Units 4-6 Choosing the Right Idiom, SE p. 86; Review Units 10-12 Choosing the Right Idiom, SE p. 162 • Adages <ul style="list-style-type: none"> ◦ Review Units 7-9 Choosing the Right Adage, SE p. 124 • Proverbs <ul style="list-style-type: none"> ◦ Review Units 13-15 Choosing the Right Proverb, SE p. 200 <p>Word Study: Denotation and Connotation On the first page of the Word Study: Denotation and Connotation activity, 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.</p> <p style="text-align: center;"><i>continued</i></p>

Reading Literary Text

RL.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>B. Analyze how the elements of an author’s style (e.g., dialogue, sentence structure and word choices) are used to influence and develop tone and voice.</p>	<p style="text-align: center;"><i>continued</i></p> <p>Word Study: Denotation and Connotation (cont.) 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. 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.</p> <ul style="list-style-type: none"> • Instruction/Shades of Meaning <ul style="list-style-type: none"> ○ Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198
<p>C. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>D. Analyze how an author’s use of literary devices including foreshadowing, flashback, symbolism, and irony are used to build mystery, suspense, or surprise.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

RL.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Compare and contrast fictional portrayals of a time, place, or character with historical accounts of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>C. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; literary nonfiction and informational) in terms of their approaches to similar themes and topics.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Reading Informational Text

RI.1-Key Ideas and Confirming Details

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Create a main idea statement and provide an accurate summary, clarifying the relationships among the key details and ideas or events.</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, SE p. 8 ○ Detail Questions, SE p. 8 ○ Inference Questions (make inferences or draw conclusions from the passage), SE p. 9 ○ Evidence-Based Questions, SE p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational text then answer explicit main idea and inference questions. <i>Example (Review Units 13–15, SE p. 195)</i></p> <ol style="list-style-type: none"> 1. Which sentence best provides an inference supported by lines 11–16? D) Archaeologists study ancient civilizations. <ul style="list-style-type: none"> • Review Units 1–3 <ul style="list-style-type: none"> ○ Part 1 “How News Travels” <ul style="list-style-type: none"> ▪ SE pp. 42–43 ○ Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence) <ul style="list-style-type: none"> ▪ SE pp. 44–45 • Review Units 4–6 <ul style="list-style-type: none"> ○ Part 1 “The Umbrella: A Portable Roof” <ul style="list-style-type: none"> ▪ SE pp. 80–81 ○ Part 2 [Untitled] <ul style="list-style-type: none"> ▪ Passage 1 (Musicals) ▪ Passage 2: (People behind Successful Musicals) <ul style="list-style-type: none"> ○ SE pp. 158–159 • Review Units 10–12 <ul style="list-style-type: none"> ○ Part 1 “Kabuki: An Enduring Art Form” <ul style="list-style-type: none"> ▪ SE pp. 156–157 ○ Part 2 [Untitled] <ul style="list-style-type: none"> ▪ Passage 1: [Untitled] (Discovery and Use of Synchotrons) ▪ Passage 2: [Untitled] (Using Synchotrons to Unlock Secrets of the Past) <ul style="list-style-type: none"> ○ SE pp. 158–159 • Review Units 13–15 <ul style="list-style-type: none"> ○ Part 1 “The Mummies of the Inca Empire” <ul style="list-style-type: none"> ▪ SE pp. 194–195 ○ Part 2 [Untitled] (Psychology) <ul style="list-style-type: none"> ▪ SE pp. 196–197
<p>B. Analyze how the author unfolds a perspective or series of ideas or events in historical, scientific, or technical texts, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>C. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning and evidence are relevant and sufficient to support the claims</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Reading Informational Text

RI.2-Craft and Style

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Evaluate an author’s use of text features (e.g., boldface and italics; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; footnotes and annotations) to enhance and support the reader’s comprehension.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Analyze how an author’s word choice, organizational pattern, language structure, viewpoints, and qualifications impact meaning and credibility of a text.</p>	<p>STUDENT EDITION Word Study: Denotation and Connotation On the first page of the Word Study: Denotation and Connotation activity, 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. 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.</p> <ul style="list-style-type: none"> • Instruction/Shades of Meaning <ul style="list-style-type: none"> ○ Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198
<p>C. Analyze how an author establishes and conveys a perspective or purpose in a text and acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

RI.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Analyze ideas within and between selections including how specific sentences, paragraphs, sections, and text features contribute to the development and refinement of the ideas presented.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Reading Informational Text

RI.3-Intergration of Concepts

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>B. Compare and contrast how two or more authors present conflicting information on the same topic by assessing where the texts disagree in reasoning and evidence.</p>	<p>STUDENT EDITION Vocabulary for Comprehension, Part 2 Students read paired passages, two texts related in subject matter or theme, then answer questions about those texts, including questions requiring comparative analysis and evaluation. <i>Example (Review Units 10–12)</i></p> <p>7. Passage 1 and Passage 2 are similar in that both passages stress B) the unexpectedly broad range of the applications of synchotrons.</p> <ul style="list-style-type: none"> • Review Units 4–6 <ul style="list-style-type: none"> ○ Passage 1: Musicals, An American Art Form ○ Passage 2: Four Key Artists Behind Musical Productions <ul style="list-style-type: none"> ▪ SE pp. 82–83 • Review Units 10–12 <ul style="list-style-type: none"> ○ Passage 1: History and Use of the Synchotron ○ Passage 2: Using the Synchotron to Read Ancient Scrolls <ul style="list-style-type: none"> ▪ SE pp. 158–159 <p>DIGITAL RESOURCES* Assessment</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Cumulative Test Prep 1 George Henry Blore [“Charles Dickens” from <i>Victorian Worthies</i>] and Ednah B. Cheney (editor) [“Louisa May Alcott” from <i>Louisa May Alcott: Her Life, Letters, and Journals</i>] ○ Cumulative Test Prep 2 Units 1–15 Lewis Clinton Strang [“Maude Adams” from <i>Famous Actresses of the Day in America</i>] and Charles Townsend Copeland [“Edwin Booth” from <i>Edwin Booth</i>]

Writing

W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.</p> <p style="text-align: right;"><i>continued</i></p>	<p>TEACHER’S EDITION Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Writing with Vocabulary Ask students to write myths about the origins of individual words or groups of words. <ul style="list-style-type: none"> ○ TE pp. T21–T22 <p style="text-align: right;"><i>continued</i></p>

Writing

W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>A. Write narratives to develop real or imagined experiences or to alter an existing text, using well-structured event sequences, precise words and phrases, and transitional words to develop the characters, convey sequence, and capture the action.</p>	<p style="text-align: center;"><i>continued</i></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 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"> • Narrative Writing <ul style="list-style-type: none"> ○ Unit 4 Writing Prompt #1, SE p. 58
<p>B. Write expository texts to examine a topic or concept that conveys ideas and information by maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple credible sources, using structures and patterns (e.g., description, enumeration, classification, comparison, problem-solution, or cause-effect) to clarify relationships among ideas and concepts.</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 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"> • Expository/Informative Writing <ul style="list-style-type: none"> ○ Unit 6 Writing Prompt #1, SE p. 78; Unit 11 Writing Prompt #1, SE p. 144; Unit 12 Writing Prompt #2, SE p. 154; Unit 13 Writing Prompts #1 & #2, SE p. 172; Unit 14 Writing Prompt #2, SE p. 182; Unit 15 Writing Prompt #1, SE p. 192
<p>C. Write persuasively, supporting well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made.</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 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"> • Persuasive Writing (state a claim, argument, or opinion/cite valid and relevant evidence) <ul style="list-style-type: none"> ○ Unit 1 Writing Prompts #1 & #2, SE p. 20; Unit 2 Writing Prompts #1 & #2, SE p. 30; Unit 3 Writing Prompts #1 & #2, SE p. 40; Unit 5 Writing Prompts #1 & #2, SE p. 68; Unit 6 Writing Prompt #2, SE p. 78; Unit 7 Writing Prompts #1 & #2, SE p. 96; Unit 9 Writing Prompt #2, SE p. 116; Unit 10 Writing Prompt #1 & #2, SE p. 134; Unit 11 Writing Prompt #2, SE p. 144; Unit 12 Writing Prompt #1, SE p. 154; Unit 15 Writing Prompts #1 & #2, SE p. 182

Writing

W.1-Modes and Purposes for Writing

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>D. Write reflectively in response to reading to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p><u>STUDENT EDITION</u> Writing: Words in Action The first of two Writing: Words in Action prompts is presented in the form of a text-dependent question. Students demonstrating reflective thinking in their written response by supporting their answer to the question with supporting evidence from the Unit Passage.</p> <ul style="list-style-type: none"> • Response to Texts <ul style="list-style-type: none"> ○ Unit 1 Writing Prompt #1, SE p. 20; Unit 2 Writing Prompt #1, SE p. 30; Unit 3 Writing Prompt #1, SE p. 40; Unit 4 Writing Prompt #1, SE p. 58; Unit 5 Writing Prompt #1, SE p. 68; Unit 6 Writing Prompt #1, SE p. 78; Unit 7 Writing Prompt #1, SE p. 96; Unit 8 Writing Prompt #1, SE p. 106; Unit 9 Writing Prompt #1, SE p. 116; Unit 10 Writing Prompt #1, SE p. 134; Unit 11 Writing Prompt #1, SE p. 144; Unit 12 Writing Prompt #1, SE p. 154; Unit 13 Writing Prompt #1, SE p. 172; Unit 14 Writing Prompt #1, SE p. 182; Unit 15 Writing Prompt #1, SE p. 192

W.2-Organization and Composition

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:</p>	
<p>i. Composing a thesis statement that states a position or explains the purpose.</p>	<p><u>DIGITAL RESOURCES*</u> Units 1–15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Timed Essay 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)
<p>ii. Establishing a central idea that aligns with the thesis and maintaining an organized structure and formal style to fit form and topic, providing elaboration and unity throughout the writing and maintaining a consistent point of view.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>iii. Stating and defending conclusions or positions with reasons and precise, relevant evidence and complete explanation of how evidence and details support a position addressing counterclaims when appropriate.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Writing

W.2-Organization and Composition

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
iv. Using appropriate and varied transitions to signal shifts in writing to clarify the relationships among ideas and concepts.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Developing voice and tone by using language that provides vivid and precise vocabulary to enhance the meaning of the writing.	<p>STUDENT EDITION Word Study: Denotation and Connotation On the first page of the Word Study: Denotation and Connotation activity, 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.</p> <p>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> <p>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.</p> <p>Words can have different connotations in different contexts. For example, <i>garnish</i> has a positive connotation when used in the context of decoration: <i>We garnished the cupcakes with colorful sprinkles. Garnish</i> can have a negative connotation, though, when used in the context of communication: <i>She garnished the story about her vacation trip with exaggerations and lies.</i> Always keep the context in mind when you’re trying to determine a word’s connotation.</p> <ul style="list-style-type: none"> Instruction/Shades of Meaning <ul style="list-style-type: none"> Review Units 1–3, SE p. 46; Review Units 4–6, SE p. 84; Review Units 7–9, SE p. 122; Review Units 10–12, SE p. 160; Review Units 13–15, SE p. 198 <p>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).</p> <p>In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p> <ul style="list-style-type: none"> Expressing the Connotation/Challenge: Using Connotation <ul style="list-style-type: none"> Review Units 1–3, SE p. 47; Review Units 4–6, SE p. 85; Review Units 7–9, SE p. 123; Review Units 10–12, SE p. 161; Review Units 13–15, SE p. 199
vi. Expanding and embedding ideas to create sentence variety.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vii. Providing a concluding statement or section.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

Writing

W.3-Usage and Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.</p>	<p>DIGITAL RESOURCES* Units 1–15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Timed Essay (Units 1-10) <ul style="list-style-type: none"> • Editing and Revising Your Draft (2-3 minutes) ○ Improving Sentence Errors (Units 6-10) <p>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.</p> ○ English Test (Units 11-15) <p>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>
<p>B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).</p>	<p>TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Writing with Vocabulary <p>Check to make sure that the usage is appropriate, and provide feedback. Students should highlight the vocabulary words in the writing. Read aloud essays and review the use of vocabulary for correct usage. Point out instances where the forms of the words have been changed or a secondary meaning is used. Suggest ways for students to check their usage, such as replacing the vocabulary word in the sentence with its definition to see if it makes sense.</p> <ul style="list-style-type: none"> ○ TE p. T22 <p>DIGITAL RESOURCES* Units 1–15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Identifying Sentence Errors (Units 1-5) <p>Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all.</p> ○ Timed Essay (Units 1-10) <ul style="list-style-type: none"> • Editing and Revising Your Draft (2-3 minutes)

Language Usage

LU.1-Grammar

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>B. Recognize and use pronoun-antecedent agreement, including indefinite, reflexive, and relative pronouns, when speaking and writing.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>C. Use specific adjectives and adverbs to enhance speech and writing.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Language Usage

LU.1-Grammar

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
D. Arrange phrases and clauses within a sentence to improve meaning reader/listener interest, and style in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
E. Maintain consistent verb tense across paragraphs in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

LU.2-Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Use and punctuate dialogue and direct quotations appropriately in writing.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Recognize and consistently spell frequently used words accurately.	<p>STUDENT EDITION Definitions Each Unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format. Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the illustrative sentence.</p> <ul style="list-style-type: none"> Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188
D. Consult reference materials to check and correct spelling.	<p>STUDENT EDITION Definitions 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 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> <ul style="list-style-type: none"> Unit 1, SE pp. 14–16; Unit 2, SE pp. 24–26; Unit 3, SE pp. 34–36; Unit 4, SE pp. 52–54; Unit 5, SE pp. 62–64; Unit 6, SE pp. 72–74; Unit 7, SE pp. 90–92; Unit 8, SE pp. 100–102; Unit 9, SE pp. 110–112; Unit 10, SE pp. 128–130; Unit 11, SE pp. 138–140; Unit 12, SE pp. 148–150; Unit 13, SE pp. 166–168; Unit 14, SE pp. 176–178; Unit 15, SE pp. 186–188
<i>continued</i>	<i>continued</i>

Language Usage

LU.2-Mechanics

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>D. Consult reference materials to check and correct spelling.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES*</p> <p>Units 1–15</p> <ul style="list-style-type: none"> • Instruction <ul style="list-style-type: none"> ○ Instructional Videos* Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers. 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. <i>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</i> • Student Resources <ul style="list-style-type: none"> ○ 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. 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.

Communication and Multimodal Literacies

C.1 Communication, Listening, and Collaboration

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
<p>A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:</p>	
<p>i. Listening actively, offering and seeking ideas, and setting guidelines for presentations and discussions.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>ii. Working effectively and respectfully by actively contributing relevant and well-supported ideas and opinions and sharing responsibility for the collaborative work.</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>
<p>iii. Asking clarifying questions and responding appropriately to others' questions to encourage discussion, foster understanding, and maintain focus on the topic</p>	<p><i>This standard is beyond the scope of a supplemental vocabulary development program.</i></p>

Communication and Multimodal Literacies

C.1 Communication, Listening, and Collaboration

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Thoughtfully paraphrasing and summarizing ideas made during discussions.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vi. Acknowledging new insights expressed by others, and, when justified, modifying their own views	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
vii. Valuing contributions made by each group member while exhibiting a willingness to make necessary concessions to accomplish a common goal.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
viii. Using self-reflection to evaluate one's own role in preparation and participation in small-group activities.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

C.2 Speaking and Presentation of Ideas

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Deliver collaborative and individual formal and informal interactive presentations This includes:	
i. Clearly communicating information in an organized and succinct manner	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
ii. Incorporating pertinent descriptions, facts, details, and examples to support the main ideas.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iii. Using language and vocabulary appropriate to the audience, topic, and purpose, including speaking clearly at an understandable pace with appropriate tone and volume.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iv. Responding to audience questions and comments with relevant evidence, observations, and ideas.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
v. Referencing source material as appropriate during the presentation.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

Communication and Multimodal Literacies

C.3 Integrating Multimodal Literacies

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Plan and present a multimodal presentation that	
i. Sequences ideas logically.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
ii. Uses pertinent descriptions, facts, and details.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iii. Uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
iv. Emphasizes different points of view.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Craft and publish audience-specific media messages that present claims and findings with relevant evidence and reasoning.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

C.4 Examining Media Messages

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Examine how the media can influence beliefs, behaviors, and interpretations by using persuasive techniques (e.g., name calling, innuendo, glittering generalities, card stacking, bandwagon, testimonials, appeal to prestige, snobbery or plain folks, appeal to emotions).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Analyze how similar information is presented in diverse media formats by examining electronic, print, propaganda, and mass media	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Evaluate sources for their relationships, motives, intent, and content (e.g., social, emotional, commercial).	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>

Research

R.1 Evaluation and Synthesis of Information

VIRGINIA 2024 ENGLISH STANDARDS OF LEARNING	VOCABULARY WORKSHOP, LEVEL C / GRADE 8
A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
B. Collect, organize, and synthesize information from multiple sources using various notetaking formats	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
C. Evaluate and analyze the relevance, validity, and credibility of sources (primary, secondary, digital, and print) identifying main and supporting ideas, conflicting information, points of view, and any biases.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
D. Quote, summarize, and paraphrase research findings from primary and secondary sources, avoiding plagiarism by using own words and following ethical and legal guidelines.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
E. Organize and share findings in formal and informal oral or written formats.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
F. Cite primary and secondary sources using the Modern Language Association (MLA) or American Psychological Association (APA) style.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>
G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.	<i>This standard is beyond the scope of a supplemental vocabulary development program.</i>