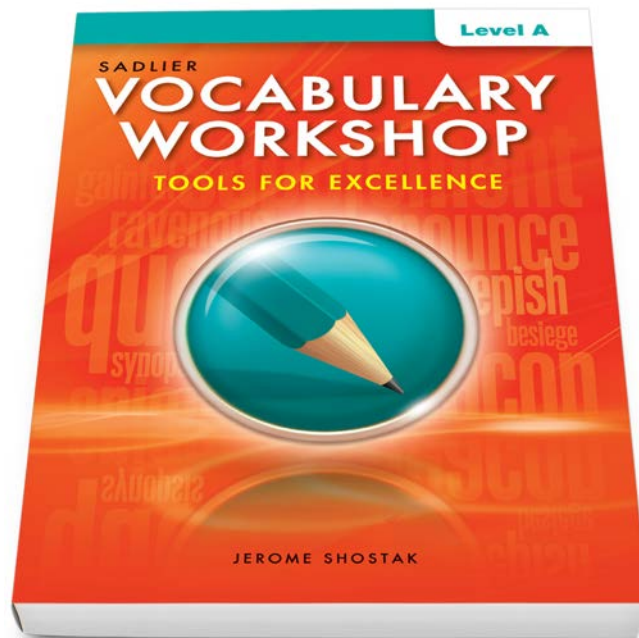


Vocabulary Workshop

Tools for Excellence

Correlation to the Georgia Standards of Excellence
for English Language Arts

Grade 6



Key Aligned Content

Language: Vocabulary Acquisition and Use. 2

Additional Aligned Content

Reading Literature. 13
 Reading Informational Text. 19
 Writing. 29
 Speaking and Listening. 33
 Language. 36

Key Aligned Content

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

ELAGSE6L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

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

STUDENT EDITION

Vocabulary In Context

Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue.

- Three Types of Context Clues—p. 7

Unit Passage (Introductory Reading Passage)

At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter version of the Unit Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)

Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.

- Unit 1—pp. 12-13; Unit 2—pp. 22-23; Unit 3—pp. 32-33; Unit 4—pp. 50-51; Unit 5—pp. 60-61; Unit 6—pp. 70-71; Unit 7—pp. 88-89; Unit 8—pp. 98-99; Unit 9—pp. 108-109; Unit 10—pp. 126-127; Unit 11—pp. 136-137; Unit 12—pp. 146-147; Unit 13—pp. 164-165; Unit 14—pp. 174-175; Unit 15—pp. 184-185

Definitions

In the Definitions section after each Unit Passage, students see the importance of context as they write each Unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words.

- Unit 1—pp. 14-16; Unit 2—pp. 24-26; Unit 3—pp. 34-36; Unit 4—pp. 52-54; Unit 5—pp. 62-64; Unit 6—pp. 72-74; Unit 7—pp. 90-92; Unit 8—pp. 100-102; Unit 9—pp. 110-112; Unit 10—pp. 128-130; Unit 11—pp. 138-140; Unit 12—pp. 148-150; Unit 13—pp. 166-168; Unit 14—pp. 176-178; Unit 15—pp. 186-188

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

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 choosing the bold-face word that best fits the context of the given sentence.

- Unit 1—pp. 17-18; Unit 2—pp. 27-28; Unit 3—pp. 37-38; Unit 4—pp. 55-56; Unit 5—pp. 65-66; Unit 6—pp. 75-76; Unit 7—pp. 93-94; Unit 8—pp. 103-104; Unit 9—pp. 113-114; Unit 10—pp. 131-132; Unit 11—pp. 141-142; Unit 12—pp. 151-152; Unit 13—pp. 169-170; Unit 14—pp. 179-180; Unit 15—pp. 189-190

Synonyms

The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.

- Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190

Antonyms

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

- Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191

Completing the Sentence

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

- Unit 1—pp. 19-20; Unit 2—pp. 29-30; Unit 3—pp. 39-40; Unit 4—pp. 57-58; Unit 5—pp. 67-68; Unit 6—pp. 77-78; Unit 7—pp. 95-96; Unit 8—pp. 105-106; Unit 9—pp. 115-116; Unit 10—pp. 133-134; Unit 11—pp. 143-144; Unit 12—pp. 153-154; Unit 13—pp. 171-172; Unit 14—pp. 181-182; Unit 15—pp. 191-192

Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

Vocabulary for Comprehension, Parts 1 and 2

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

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

Word Study: Denotation and Connotation

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

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

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

Word Study: Idioms/Adages/Proverbs

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

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

Word Study: Classical Roots

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

- Review Units 1–3 (*de*)—p. 49
- Review Units 4–6 (*re*)—p. 87
- Review Units 7–9 (*log, logue*)—p. 125
- Review Units 10–12 (*co, col, com, con, cor*)—p. 163
- Review Units 13–15 (*pre*)—p. 201

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

Final Mastery Test

- Two-Word Completions—p. 203
For these word-omission exercises, students use embedded context clues to identify the correct choices.
- Supplying Words in Context—p. 204
Students use context clues to select the word that bests completes each sentence.
- Choosing the Right Meaning—p. 206
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.

DIGITAL RESOURCES*

Assessment

- Benchmark Assessments
 - Beginning of the Year Pre-Test
 - Completing the Sentence
Students use context clues to select the word that bests completes each sentence.
 - Final Mastery Test
 - Two-Word Completions
Students rely on sentence context clues to select the word pair that bests fits each sentence.
 - Supplying Words in Context
Students use context clues to select the word that bests completes each sentence.
 - Choosing the Right Meaning
Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.
- Cumulative Tests
The first section for each Cumulative Test is Vocabulary in Context. Students rely on context clues again in Section V Completing the Sentences.
 - Cumulative Test 1 (Units 1-3)
 - Cumulative Test 2 (Units 1-6)
 - Cumulative Test 3 (Units 1-9)
 - Cumulative Test 4 (Units 1-12)
 - Cumulative Test 5 (Units 1-15)
- Test Prep
Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions.
 - Test Prep for Standardized Exams 1
 - Test Prep for Standardized Exams 2
 - Test Prep for Standardized Exams 3
 - Test Prep for Standardized Exams 4
 - Test Prep for Standardized Exams 5
 - Test Prep for Standardized Exams 6
 - Test Prep for Standardized Exams 7
 - Test Prep for Standardized Exams 8

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

- Test Prep for Standardized Exams 9
- Test Prep for Standardized Exams 10
- Cumulative Test Prep for Standardized Exams 1
- Cumulative Test Prep for Standardized Exams 2

Reviews

- Review (Units 1–3, Units 4–6, Units 7–9, Units 10–12, Units 13–15)
 - Student Practice
 - Vocabulary for Comprehension Part 1/Part 2
Students read each selection then answer comprehension and vocabulary-in-context questions.
 - Two-Word Completions
After reading each sentence, students choose from a list the word pair that best fits the context of the sentence.

Units (Units 1–15)

- Instruction
 - Unit Passage
At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.
 - Unit Passage: Differentiated Passage
A shorter version of each Unit Passage, the printable Differentiated Passages 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 draw on context clues to determine the meaning of unfamiliar word.
- Student Practice
In each of the following activities, students focus on context clues to select the correct definition or use of a recently studied word.
 - Choosing the Right Word
 - Synonyms
 - Antonyms
 - Completing the Sentence
 - Vocabulary in Context: Literary Text
- Additional Practice
 - 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 vocabulary-in-context questions.
 - Model Reading Test (Units 11-15)
Each Model Reading Test includes a vocabulary-in-context question.

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> Practice Quiz/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.
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>STUDENT EDITION Word Study: Classical Roots Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> Review Units 1–3 (<i>de</i>)—p. 49 Review Units 4–6 (<i>re</i>)—p. 87 Review Units 7–9 (<i>log, logue</i>)—p. 125 Review Units 10–12 (<i>co, col, com, con, cor</i>)—p. 163 Review Units 13–15 (<i>pre</i>)—p. 201 <p>DIGITAL RESOURCES* 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 <ul style="list-style-type: none"> Word Structure: Greek and Latin Roots 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 sample 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 <ul style="list-style-type: none"> Word Part Gallery 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 Latin roots, Greek roots, prefixes, and suffixes through interactive lessons. Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct <p style="text-align: right;"><i>continued</i></p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

instruction to help students learn, explore, and practice with these word parts.

- Word Part Gallery: Teaching Suggestions

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

STUDENT EDITION

Pronunciation Key

Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted *Webster's Third New International Dictionary* and *The Random House Dictionary of the English Language (Unabridged)*.

Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech.

Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.

- P. 11

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.

Students are instructed to note carefully the spelling, syllabication, pronunciation, part or parts of speech, and meaning for each new word. There is also an illustrative sentence, plus synonyms and antonyms.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

Unit 1—pp. 14–16; Unit 2—pp. 24–26; Unit 3—pp. 34–36; Unit 4—pp. 52–54; Unit 5—pp. 62–64; Unit 6—pp. 72–74; Unit 7—pp. 90–92; Unit 8—pp. 100–102; Unit 9—pp. 110–112; Unit 10—pp. 128–130; Unit 11—pp. 138–140; Unit 12—pp. 148–150; Unit 13—pp. 166–168; Unit 14—pp. 176–178; Unit 15—pp. 186–188

Synonyms

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

- Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190

Antonyms

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

Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

Word Study

- Classical Roots
Students are directed to use a dictionary as needed.
 - Review Units 1–3—p. 49; Review Units 4–6—p. 87; Review Units 7–9—p. 125; Review Units 10–12—p. 163; Review Units 13–15—p. 201
- Denotation and Connotation
Denotation refers to the word’s literal meaning, which is found in a dictionary entry.
 - Review Units 10–12—p. 160; Review Units 13–15—p. 198

Word List

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

- Pages 207–208

ANNOTATED TEACHER’S EDITION

Word Lists

- Dictionary and Reference Sources—TAE p. T10

Units

- Synonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Antonyms (encourage students to use a thesaurus or dictionary to help them complete these exercises)—TAE p. T13
- Denotation and Connotation (dictionary definition)—TAE p. T15

DIGITAL RESOURCES*

Overview

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

Units 1–15

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

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

	<p>Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.</p> <p>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</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. ○ Pronunciation Key ○ Words Have a History, Too Students learn that language is constantly changing. They examine words that have taken on new definitions or parts of speech, often related to their original meaning.
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>STUDENT EDITION Vocabulary in Context An inference clue implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter b. wisdom . . . beginner c. wealth . . . surgeon d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word <i>storyteller</i>. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <ul style="list-style-type: none"> • P. 7
<p>ELAGSE6L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p>STUDENT EDITION Word Study: Idioms/Adages/Proverbs Students read each sentence. Using context clues to figure out the meaning of each figure of speech (in boldface print), they write the letter of the definition for the figure of speech in the sentence.</p> <ul style="list-style-type: none"> • Idioms—Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162 <p style="text-align: right;"><i>continued</i></p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Adages—Review Units 7-9 Choosing the Right Adage—p. 124 • Proverbs—Review Units 13-15 Choosing the Right Proverb—p. 200
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>STUDENT EDITION</p> <p>Vocabulary In Context Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading.</p> <ul style="list-style-type: none"> • Three Types of Context Clues—p. 7 <ul style="list-style-type: none"> ○ Restatement Clue (synonym) ○ Contrast Clue (antonym) ○ Inference Clue <p>Synonyms</p> <ul style="list-style-type: none"> • Unit 1—p. 18; Unit 2—p. 28; Unit 3—p. 38; Unit 4—p. 56; Unit 5—p. 66; Unit 6—p. 76; Unit 7—p. 94; Unit 8—p. 104; Unit 9—p. 114; Unit 10—p. 132; Unit 11—p. 142; Unit 12—p. 152; Unit 13—p. 170; Unit 14—p. 180; Unit 15—p. 190 <p>Antonyms</p> <ul style="list-style-type: none"> • Unit 1—p. 19; Unit 2—p. 29; Unit 3—p. 39; Unit 4—p. 57; Unit 5—p. 67; Unit 6—p. 77; Unit 7—p. 95; Unit 8—p. 105; Unit 9—p. 115; Unit 10—p. 133; Unit 11—p. 143; Unit 12—p. 153; Unit 13—p. 171; Unit 14—p. 181; Unit 15—p. 191 <p>Final Mastery Test</p> <ul style="list-style-type: none"> • Synonyms—p. 202 • Antonyms—p. 202 • Analogies—p. 203 <p>ANNOTATED TEACHER'S EDITION</p> <p>Units</p> <ul style="list-style-type: none"> • Synonyms—TAE p. T13 • Antonyms—TAE p. T13
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>STUDENT EDITION</p> <p>Word Study: Denotation and Connotation In this part of the Word Study section, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.</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> <ul style="list-style-type: none"> • Instruction/Shades of Meaning—Review Units 1-3—p. 46; Review Units 4-6—p. 84; Review Units 7-9—p. 122; Review Units 10-12—p. 160; Review Units 13-15—p. 198 <p>Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers under-</p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Vocabulary Acquisition and Use

	<p>stand exactly what the writer is trying to say. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>.</p> <ul style="list-style-type: none"> Expressing the Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199 For the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). Challenge: Using Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. <p>ANNOTATED TEACHER'S EDITION Reviews</p> <ul style="list-style-type: none"> Denotation and Connotation—TAE p. T15
<p>ELAGSE6L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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 extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension.</p> <p>Students practice regularly selecting and using the right words in their speaking and writing. Word relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

Additional Aligned Content

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

ELAGSE6RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Vocabulary and Reading

- Types of Questions
 - Main Idea Questions—p. 8
 - Detail Questions—p. 8
 - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
 - Evidence-Based Questions—p. 9

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then answer explicit and implicit comprehension questions, citing textual evidence.

Example

7. It can reasonably be inferred that Annette: A) is one of the more daring girls in the group. (p. 121)

- Review Units 7–9
 - Part 1 Guy de Maupassant (from “Two Friends”)—pp. 118–119
 - Part 2 Alice Dunbar Nelson (from “The Fisherman of Pass Christian”)—pp. 120–121

DIGITAL RESOURCES*

Assessment

- Test Prep

Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

Examples

4. Which of these inferences is best supported by paragraph 4? B) The colt’s mother is worried about his future. (Test Prep 8)

5. Which sentence from the text supports your answer to the previous question? D) “I hope you will grow up gentle and good, and never learn bad ways.” (Test Prep 8)

- Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
- Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
- Test Prep 5 Units 4–6 Washington Irving [“London Antiques” from *The Sketch Book of Geoffrey Crayon*]
- Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
- Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15

- Additional Practice

Example

3. From the passage, you can infer that Granny Thompson was not someone who d. liked to share her burdens with others (Unit 15)

- Model Reading Test
 - Unit 15 Prose Fiction [Untitled] (Granny and Her Cat)

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

ELAGSE6RL2 Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STUDENT EDITION

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then consider theme or central idea when answering comprehension questions.

Example

2. What is the main idea of the third paragraph (lines 29–40)?
B) Getting from Pass Christian to Henderson’s Point is difficult but worthwhile in the end. (p. 121)

- Review Units 7–9
 - Part 1 Guy de Maupassant (from “Two Friends”)—pp. 118–119
 - Part 2 Alice Dunbar Nelson (from “The Fisherman of Pass Christian”)—pp. 120–121

DIGITAL RESOURCES*

Assessment

- Test Prep

Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

Examples

9. Which sentence best states a central idea of this passage? C) It is worthwhile to take time out of our busy lives to appreciate historical places.” (Test Prep 5).

10. Which sentence from the excerpt supports the answer to the previous question? B) “I do not know a more impressive lesson for the man of the world to relish than thus suddenly to turn aside from the highway of busy money-seeking life, and sit down among these immobile burial places, where all is twilight, dust, and forgetfulness.” (paragraph 5).” (Test Prep 5).

- Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
- Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
- Test Prep 5 Units 4–6 Washington Irving [“London Antiques,” from *The Sketch Book of Geoffrey Crayon*]
- Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
- Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15

- Additional Practice

Example

4. According to some of the research studies Gran discovered, which of the following is true about elderly pet owners? c. They are more sociable and get more exercise than non-pet owners.(Unit 15)

- Model Reading Test
 - Unit 15 Prose Fiction [Untitled] (Granny and Her Cat)

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

ELAGSE6RL3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

N/A

Craft and Structure

ELAGSE6RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

STUDENT EDITION

Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1–3—pp. 46–47
- Review Units 4–6—pp. 84–85
- Review Units 7–9—pp. 122–123
- Review Units 10–12—pp. 160–161
- Review Units 13–15—pp. 198–199

Word Study: Idioms/Adages/Proverbs

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

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

Vocabulary in Context: Literary Text

These pages feature excerpts from classic literature. Each excerpt provides students with the opportunity to determine the meaning of a Unit word in the context of authentic literature.

- Unit 1 Johann David Wyss [from *The Swiss Family Robinson*]—p. 21
- Unit 2 Walt Whitman [from *Leaves of Grass*]—p. 31
- Unit 3 Jules Verne [from *Twenty Thousand Leagues Under the Sea*]—p. 41
- Unit 4 Edgar Rice Burroughs [from *A Princess of Mars*]—p. 59
- Unit 5 H.G. Wells [from *The First Men in the Moon*]—p. 69
- Unit 6 Mark Twain [from the novel *The Prince and The Pauper* and the short story “The Celebrated Jumping Frog of Calaveras County”]—p. 79

continued

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Craft and Structure

- Unit 7 Charles Dickens [from *Oliver Twist*]—p. 97
- Unit 8 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*]—p. 107
- Unit 9 L.M. Montgomery [from *Anne of the Island*]—p. 117
- Unit 10 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume I*]—p. 135
- Unit 11 Jack London [from *White Fang*]—p. 145
- Unit 12 Sir Arthur Conan Doyle [from *Tales of Terror and Mystery*]—p. 155
- Unit 13 L.M. Montgomery [from *Anne of Green Gables*]—p. 173
- Unit 14 Charles Dickens [from *The Life and Adventures of Nicholas Nickleby*]—p. 183
- Unit 15 Washington Irving [from “The Legend of Sleepy Hollow”]—p. 19

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of literary text then determine the meaning of words as used in the text.

Example

4. What does the word **joyful** in line 28 **most likely** suggest about Monsieur Sauvage? D) He is merry. (p. 119)

- Review Units 7–9
 - Part 1 Guy de Maupassant (from “Two Friends”)—pp. 118–119
 - Part 2 Alice Dunbar Nelson, (from “The Fisherman of Pass Christian”)—pp. 120–121

DIGITAL RESOURCES*

Assessment

- Test Prep

Students read a passage of literary text then determine the meaning of words as used in the text.

Examples

1. What is the meaning of ingrained as it is used in paragraph 1? B) deep-seated (Test Prep 7)

10. In paragraph 8, what is the meaning of as a consequence? C) as a result (Test Prep 8)

- Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
- Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
- Test Prep 5 Units 4–6 Washington Irving [“London Antiques,” from *The Sketch Book of Geoffrey Crayon*]
- Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
- Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15

- Additional Practice

Example

2. The word **pry** most nearly means d. be nosy (Unit 15)

- Model Reading Test
 - Unit 15 Prose Fiction [Untitled] (Granny and Her Cat)

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Craft and Structure

<p>ELAGSE6RL5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>N/A</p>
<p>ELAGSE6RL6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>N/A</p>

Integration of Knowledge and Ideas

<p>ELAGSE6RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>N/A</p>
<p>ELAGSE6RL8 (Not applicable to literature).</p>	
<p>ELAGSE6RL9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>ELAGSE6RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Passages</i> 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 Guy de Maupassant (from “Two Friends”)—pp. 118–119 <p style="text-align: right;"><i>continued</i></p>
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Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Range of Reading and Level of Text Complexity

- Part 2 Alice Dunbar Nelson (from “The Fisherman of Pass Christian”)—pp. 120–121

DIGITAL RESOURCES*

Assessment

- Test Prep
 - Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.
 - Test Prep 1 Units 1–3 Johanna Spyri [from *Heidi*]
 - Test Prep 2 Units 1–3 Owen Wister [from *The Virginian*]
 - Test Prep 5 Units 4–6 Washington Irving [“London Antiques,” from *The Sketch Book of Geoffrey Crayon*]
 - Test Prep 7 Units 7–9 Frances Hodgson Burnett [from *The Secret Garden*]
 - Test Prep 8 Units 10–12 Anna Sewell [from *Black Beauty*]

Unit 15

- Additional Practice
 - Model Reading Test
 - Unit 15 Prose Fiction (Granny and Her Cat)

Excerpts

STUDENT EDITION

Vocabulary in Context: Literary Text

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.

- Unit 1 Johann David Wyss [from *The Swiss Family Robinson*—p. 21
- Unit 2 Walt Whitman [from *Leaves of Grass*—p. 31
- Unit 3 Jules Verne [from *Twenty Thousand Leagues Under the Sea*—p. 41
- Unit 4 Edgar Rice Burroughs [from *A Princess of Mars*—p. 59
- Unit 5 H.G. Wells [from *The First Men in the Moon*—p. 69
- Unit 6 Mark Twain [from the novel *The Prince and the Pauper* and the short story “The Celebrated Jumping Frog of Calaveras County”]—p. 79
- Unit 7 Charles Dickens [from *Oliver Twist*—p. 97
- Unit 8 Sir Arthur Conan Doyle [from *The Adventures of Sherlock Holmes*—p. 107
- Unit 9 L.M. Montgomery [from *Anne of the Island*—p. 117
- Unit 10 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume I*—p. 135
- Unit 11 Jack London [from *White Fang*—p. 145
- Unit 12 Sir Arthur Conan Doyle [from *Tales of Terror and Mystery*—p. 155
- Unit 13 L.M. Montgomery [from *Anne of Green Gables*—p. 173

continued

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Range of Reading and Level of Text Complexity

- Unit 14 Charles Dickens [from *The Life and Adventures of Nicholas Nickleby*—p. 183
- Unit 15 Washington Irving [from “The Legend of Sleepy Hollow”]—p. 193

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

ELAGSE6RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STUDENT EDITION

Vocabulary and Reading

- Types of Questions
 - Main Idea Questions—p. 8
 - Detail Questions—p. 8
 - Inference Questions (make inferences or draw conclusions from the passage)—p. 9
 - Evidence-Based Questions—p. 9

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of informational text then answer explicit main idea and inference questions.

Example

7. The author implies that it took Wright 16 years to design the Guggenheim Museum because? B) it was a complex project that involved 700 sketches and 6 working drawings. (p. 197)

- Review Units 1–3
 - Part 1 “A Winter Playground” [Sapporo Snow Festival]—pp. 42–43
 - Part 2 [Untitled] (Patrick Henry’s 1775 Speech), pp. 44–45
- Review Units 4–6
 - Part 1 “Oseola McCarty: 1908–1999,” pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1: History and World Popularity of Puppetry
 - Passage 2: Shadow Puppet Theater in Asian Countries
- Review Units 10–12
 - Part 1 “Oseola Part 1 “An International Science Lab,” pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1: Self-Driving Cars
 - Passage 2: Problems with Self-Driving Cars Still to Be Resolved

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

- Review Units 13–15
 - Part 1 “Goya: A Victim of His Art?” pp. 194–195
 - Part 2 [Untitled] (Frank Lloyd Wright, Architect)—pp. 196–197

ANNOTATED TEACHER’S EDITION

Reading Passages in Level A

- Questions for Critical Thinking—ATE p. T29

DIGITAL RESOURCES*

Assessment

- Test Prep

Students read a passage of informational text then answer explicit and implicit comprehension question, as well as identify supporting evidence.

Examples

2. Which of these inferences is best supported by paragraph 2? B) Douglass outlived many of his fellow abolitionists. (Test Prep 4).
3. Which sentence from the text supports your answer to the previous question? C) “Douglass has now reached and passed the midpoint of life, yet his collaborators in the strife have now nearly all passed away. (Test Prep 4).

- Test Prep 3 Units 4–6 Mary Wollstonecraft [“Letter II,” from *Letters Written During a Short Residence in Sweden, Norway, and Denmark*]
- Test Prep 4 Units 4–6 George L. Ruffin [“Introduction,” from *The Life and Times of Frederick Douglass*]
- Test Prep 6 Units 7–9 Mark Twain [from “How to Tell a Story and Other Essays”]
- Test Prep 9 Units 10–12 James Edward Austen-Leigh [from *A Memoir of Jane Austen*]
- Test Prep 10 Units 13–15 Catherine Parr Traill [from *The Backwoods of Canada*]
- Cumulative Test Prep 1 Units 1–15 Thomas Jefferson [“Life on the Land” from *Notes on the State of Virginia*] and Alexander Hamilton [“Industry and Growth” from *Report on Manufactures*]
- Cumulative Test Prep 2 Units 1–15 Samuel Taylor Coleridge [“The Nature of Poetry” from *Biographia Literaria*] and Matthew Arnold [from “The Study of Poetry”]

Units 1–10

- Additional Practice

Students read a passage then pick the best answer for explicit main idea and inference questions.

 - Passage-Based Reading

Example

3. You can infer that a “feedback loop” is c. a self-reinforcing cause-and-effect chain (Unit 5).

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

	<ul style="list-style-type: none"> ▪ Unit 1 (Newspapers) ▪ Unit 2 (Louis Daguerre) ▪ Unit 3 (Role Of Libraries) ▪ Unit 4 (Volunteer Work) ▪ Unit 5 (Global Warming) ▪ Unit 6 (The Trickster In Folklore) ▪ Unit 7 (Campaign Funding Reform) ▪ Unit 8 (Skyscrapers) ▪ Unit 9 (Agricultural Theory Of Language) ▪ Unit 10 (Weather Forecasting) <p>Units 11-14</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11-14) <p>Students read a passage then pick the best answer for explicit main idea and inference questions.</p> <p><i>Example</i></p> <p>4. In the last paragraph of the passage, the writer suggests that b. by offering teenagers a chance to get acquainted with the museum, it is investing in its own future audience (Unit 12).</p> <ul style="list-style-type: none"> ▪ Unit 11 Natural Science (Ballooning) ▪ Unit 12 Humanities (Museum Programs for Young People) ▪ Unit 13 Social Studies (Cell Phones) ▪ Unit 14 Natural History (Beetles)
<p>ELAGSE6RI2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text.</p> <p><i>Examples</i></p> <p>1. What is the central idea of “An International Science Lab”? B) Important international scientific research is conducted in Antarctica. (p. 157)</p> <p>8. What is the main idea of the passage? D) Wright transformed modernism into an architectural movement. (p. 197)</p> <ul style="list-style-type: none"> • Review Units 1-3 <ul style="list-style-type: none"> ○ Part 1 “A Winter Playground” (Sapporo Snow Festival)—pp. 42-43 ○ Part 2 [Untitled] (Patrick Henry’s 1775 Speech), pp. 44-45 • Review Units 4-6 <ul style="list-style-type: none"> ○ Part 1 “Oseola McCarty: 1908-1999,” pp. 80-81 ○ Part 2 [Untitled]—pp. 82-83 <ul style="list-style-type: none"> ▪ Passage 1: History and World Popularity of Puppetry ▪ Passage 2: Shadow Puppet Theater in Asian Countries • Review Units 10-12 <ul style="list-style-type: none"> ○ Part 1 “Oseola Part 1 “An International Science Lab,” pp. 156-157 <p style="text-align: right;"><i>continued</i></p>

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

- Part 2 [Untitled]—pp. 158–159
 - Passage 1: Self-Driving Cars
 - Passage 2: Problems with Self-Driving Cars Still to Be Resolved
- Review Units 13–15
 - Part 1 “Goya: A Victim of His Art?” pp. 194–195
 - Part 2 [Untitled] (Frank Lloyd Wright, Architect)—pp. 196–197

ANNOTATED TEACHER’S EDITION

Reading [Unit] Passages in Level A

- Questions for Critical Thinking—TE p. T29
Ask students these questions to help them identify central ideas of the Unit Passages in Level A.

DIGITAL RESOURCES*

Assessment

- Test Prep
Students read a passage of informational text then identify central ideas plus supporting evidence.

Example

9. What is the most likely purpose of the passage? C) to explain the different influences on Jane’s writing (Test Prep 9)

- Test Prep 3 Units 4–6 Mary Wollstonecraft [“Letter II,” from *Letters Written During a Short Residence in Sweden, Norway, and Denmark*]
- Test Prep 4 Units 4–6 George L. Ruffin [“Introduction,” from *The Life and Times of Frederick Douglass*]
- Test Prep 6 Units 7–9 Mark Twain [from “How to Tell a Story and Other Essays”]
- Test Prep 9 Units 10–12 James Edward Austen-Leigh [from *A Memoir of Jane Austen*]
- Test Prep 10 Units 13–15 Catherine Parr Traill [from *The Backwoods of Canada*]
- Cumulative Test Prep 1 Units 1–15 Thomas Jefferson [“Life on the Land” from *Notes on the State of Virginia*] and Alexander Hamilton [“Industry and Growth” from *Report on Manufactures*]
- Cumulative Test Prep 2 Units 1–15 Samuel Taylor Coleridge [“The Nature of Poetry” from *Biographia Literaria*] and Matthew Arnold [from “The Study of Poetry”]

Units 11–14

- Additional Practice
 - Model Reading Test (Units 11–14)
Students read a passage of informational text then identify a central idea or summary plus supporting evidence.

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Key Ideas and Details

	<p><i>Example</i></p> <p>3. Which of the following BEST expresses the underlying theme in the myths of Arachne and Daedalus and Icarus? c. Excessive pride or ambition runs the risk of punishment (Unit 11)</p> <ul style="list-style-type: none"> ▪ Unit 11 Humanities [Untitled] (Famous Myths) ▪ Unit 12 Social Studies [Untitled] (The Great Wall of China) ▪ Unit 13 Natural History [Untitled] (Sunspots) ▪ Unit 14 Natural History [Untitled] (Three Temperature Scales)
<p>ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>N/A</p>

Craft and Structure

<p>ELAGSE6RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>STUDENT EDITION</p> <p>Unit Passage (Introductory Reading Passage)</p> <p>At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.)</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.</p> <ul style="list-style-type: none"> • Unit 1 “City of Gold” (First-Person Nonfiction)—pp. 12–13 • Unit 2 “West End School Has Comestible Curriculum” (Interview)—pp. 22–23 • Unit 3 “This Day in 1923: The Olympic’s the Thing!” (Archived Newspaper Article)—pp. 32–33 • Unit 4 “The Art and Science of Traditional Healing” (Expository Essay)—pp. 50–51 • Unit 6 “The Fine Art of War: WWI Propaganda Images” (Textbook Entry)—pp. 70–71 • Unit 7 “Made for the Shade” (Informational Essay)—pp. 80–81 • Unit 8 “From Big Dream to Big Top” (Interview)—pp. 98–99 • Unit 9 “From Fire Arrows to Space Flight: A History of Rockets” (Informational Essay)—pp. 108–109 • Unit 10 “Farewell, Blue Yodeler” (Obituary)—pp. 126–127 • Unit 11 “Here I Am: Galápagos Log” (Log)—pp. 136–137 • Unit 12 “Vampires We Have Known” (Humorous Essay)—pp. 146–147 • Unit 13 “Polar Opposites” (Compare and Contrast Essay)—pp. 164–165 <p style="text-align: right;"><i>continued</i></p>
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Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Craft and Structure

- Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” (Biographical Sketch)—pp. 174-175
- Unit 15 “Running With the Big Dogs” (Magazine Article)—pp. 184-185

Vocabulary for Comprehension, Parts 1 and 2

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

Example

3. As it is used in line 43, “strident” most nearly means D) passionate. (p. 159)

- Review Units 1-3
 - Part 1 “A Winter Playground” [Sapporo Snow Festival]—pp. 42-43
 - Part 2 [Untitled] (Patrick Henry’s 1775 Speech), pp. 44-45
- Review Units 4-6
 - Part 1 “Oseola McCarty: 1908-1999,” pp. 80-81
 - Part 2 [Untitled]—pp. 82-83
 - Passage 1: History and World Popularity of Puppetry
 - Passage 2: Shadow Puppet Theater in Asian Countries
- Review Units 10-12
 - Part 1 “Oseola Part 1 “An International Science Lab,” pp. 156-157
 - Part 2 [Untitled]—pp. 158-159
 - Passage 1: Self-Driving Cars
 - Passage 2: Problems with Self-Driving Cars Still to Be Resolved
- Review Units 13-15
 - Part 1 “Goya: A Victim of His Art?” pp. 194-195
 - Part 2 [Untitled] (Frank Lloyd Wright, Architect)]—pp. 196-197

Word Study: Denotation and Connotation

Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.

- Review Units 1-3—pp. 46-47
- Review Units 4-6—pp. 84-85
- Review Units 7-9—pp. 122-123
- Review Units 10-12—pp. 160-161
- Review Units 13-15—pp. 198-199

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Craft and Structure

Word Study: Idioms/Adages/Proverbs

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

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

DIGITAL RESOURCES*

Assessment

- Test Prep
Students read a passage of informational text then determine the meaning of words using context clues.

Example

1. What does **gross** most likely mean in paragraph 6? A) total (Test Prep 3)

- Test Prep 3 Units 4–6 Mary Wollstonecraft [“Letter II,” from *Letters Written During a Short Residence in Sweden, Norway, and Denmark*]
- Test Prep 4 Units 4–6 George L. Ruffin [“Introduction,” from *The Life and Times of Frederick Douglass*]
- Test Prep 6 Units 7–9 Mark Twain [from “How to Tell a Story and Other Essays”]
- Test Prep 9 Units 10–12 James Edward Austen-Leigh [from *A Memoir of Jane Austen*]
- Test Prep 10 Units 13–15 Catherine Parr Traill [from *The Backwoods of Canada*]
- Cumulative Test Prep 1 Units 1–15 Thomas Jefferson [“Life on the Land” from *Notes on the State of Virginia*] and Alexander Hamilton [“Industry and Growth” from *Report on Manufactures*]
- Cumulative Test Prep 2 Units 1–15 Samuel Taylor Coleridge [“The Nature of Poetry” from *Biographia Literaria*] and Matthew Arnold [from “The Study of Poetry”]

Units 1–10

- Additional Practice
Students read a passage then pick the answer that best defines the highlighted word.
- Passage-Based Reading
Examples
 2. In the third paragraph of the passage, the word denounce most nearly means d. criticize (Unit 1)
 2. In the second paragraph, the word acute means nearly means d. severe (Unit 5)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Craft and Structure

	<ul style="list-style-type: none"> ▪ Unit 1 (Newspapers) ▪ Unit 2 (Louis Daguerre) ▪ Unit 3 (Role Of Libraries) ▪ Unit 4 (Volunteer Work) ▪ Unit 5 (Global Warming) ▪ Unit 6 (The Trickster In Folklore) ▪ Unit 7 (Campaign Funding Reform) ▪ Unit 8 (Skyscrapers) ▪ Unit 9 (Agricultural Theory Of Language) ▪ Unit 10 (Weather Forecasting) <p>Units 11-14</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11-14) <p>Students read a passage then pick the answer that best defines the highlighted word.</p> <p><i>Example</i></p> <p>4. According to the passage, the term “chrysalis” is another name for which of the following? d. pupa audience. (Unit 14)</p> <ul style="list-style-type: none"> ▪ Unit 11 Natural Science (Ballooning) ▪ Unit 12 Humanities (Museum Programs for Young People) ▪ Unit 13 Social Studies (Cell Phones) ▪ Unit 14 Natural History (Beetles)
<p>ELAGSE6RI5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>N/A</p>
<p>ELAGSE6RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>N/A</p>

Integration of Knowledge and Ideas

<p>ELAGSE6RI7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>N/A</p>
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Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Integration of Knowledge and Ideas

<p>ELAGSE6RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>N/A</p>
<p>ELAGSE6RI9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>ELAGSE6RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>STUDENT EDITION Unit Passage (Introductory Reading Passage) At least 15 of the 20 Unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Passage. (A shorter Differentiated Passage is available online.) Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and Unit Reviews.</p> <ul style="list-style-type: none"> • Unit 1 “City of Gold” (First-Person Nonfiction)—pp. 12–13 • Unit 2 “West End School Has Comestible Curriculum” (Interview)—pp. 22–23 • Unit 3 “This Day in 1923: The Olympic’s the Thing!” (Archived Newspaper Article)—pp. 32–33 • Unit 4 “The Art and Science of Traditional Healing” (Expository Essay)—pp. 50–51 • Unit 6 “The Fine Art of War: WWI Propaganda Images” (Textbook Entry)—pp. 70–71 • Unit 7 “Made for the Shade” (Informational Essay)—pp. 80–81 • Unit 8 “From Big Dream to Big Top” (Interview)—pp. 98–99 • Unit 9 “From Fire Arrows to Space Flight: A History of Rockets” (Informational Essay)—pp. 108–109 • Unit 10 “Farewell, Blue Yodeler” (Obituary)—pp. 126–127 • Unit 11 “Here I Am: Galápagos Log” (Log)—pp. 136–137 • Unit 12 “Vampires We Have Known” (Humorous Essay)—pp. 146–147 • Unit 13 “Polar Opposites” (Compare and Contrast Essay)—pp. 164–165 • Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” (Biographical Sketch)—pp. 174–175 • Unit 15 “Running With the Big Dogs” (Magazine Article)—pp. 184–185 <p style="text-align: right;"><i>continued</i></p>
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Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Range of Reading and Level of Text Complexity

Vocabulary for Comprehension, Parts 1 and 2

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

- Review Units 1–3
 - Part 1 “A Winter Playground” [Sapporo Snow Festival]—pp. 42–43
 - Part 2 [Untitled] (Patrick Henry’s 1775 Speech), pp. 44–45
- Review Units 4–6
 - Part 1 “Oseola McCarty: 1908–1999,” pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1: History and World Popularity of Puppetry
 - Passage 2: Shadow Puppet Theater in Asian Countries
- Review Units 10–12
 - Part 1 “Oseola Part 1 “An International Science Lab,” pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1: Self-Driving Cars
 - Passage 2: Problems with Self-Driving Cars Still to Be Resolved
- Review Units 13–15
 - Part 1 “Goya: A Victim of His Art?” pp. 194–195
 - Part 2 [Untitled] (Frank Lloyd Wright, Architect)—pp. 196–197

DIGITAL RESOURCES

Assessment

- Test Prep
 - Test Prep 3 Units 4–6 Mary Wollstonecraft [“Letter II,” from *Letters Written During a Short Residence in Sweden, Norway, and Denmark*]
 - Test Prep 4 Units 4–6 George L. Ruffin [“Introduction,” from *The Life and Times of Frederick Douglass*]
 - Test Prep 6 Units 7–9 Mark Twain [from “How to Tell a Story and Other Essays”]
 - Cumulative Test Prep 1 Units 1–15 Thomas Jefferson [“Life on the Land” from *Notes on the State of Virginia*] and Alexander Hamilton [“Industry and Growth” from *Report on Manufactures*]
 - Cumulative Test Prep 2 Units 1–15 Samuel Taylor Coleridge [“The Nature of Poetry” from *Biographia Literaria*] and Matthew Arnold [from “The Study of Poetry”]

Units 1–15

- Instruction
 - Differentiated Passage

The differentiated reading passages are a shorter version of the Unit Passages in the Student Edition. For reference, Lexile levels for both versions of each passage are listed on page T28 of the Teacher’s Edition.

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Range of Reading and Level of Text Complexity

Units 1–10

- Additional Practice
 - Passage-Based Reading

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

 - Unit 1 [Untitled] (Newspapers)
 - Unit 2 [Untitled] (Louis Daguerre)
 - Unit 3 [Untitled] (Role Of Libraries)
 - Unit 4 [Untitled] (Volunteer Work)
 - Unit 5 [Untitled] (Global Warming)
 - Unit 6 [Untitled] (The Trickster In Folklore)
 - Unit 7 [Untitled] (Campaign Funding Reform)
 - Unit 8 [Untitled] (Skyscrapers)
 - Unit 9 [Untitled] (Agricultural Theory Of Language)
 - Unit 10 [Untitled] (Weather Forecasting)

Units 11–14

- Additional Practice
 - Model Reading Test

Students read the passage then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

 - Unit 11 Natural Science [Untitled] (Ballooning)
 - Unit 12 Humanities [Untitled] (Museum Programs for Young People)
 - Unit 13 Social Studies [Untitled] (Cell Phones)
 - Unit 14 Natural History [Untitled] (Beetles)

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Text Types and Purpose

ELAGSE6W1 Write arguments to support claims with clear reasons and relevant evidence.

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

continued

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Text Types and Purpose

	<p>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: Opinion/Argument (state a claim/cite valid and relevant evidence) <ul style="list-style-type: none"> ○ Unit 2 Writing Prompts #1 & #2—p. 30; Unit 3 Writing Prompts #1 & #2—p. 40; Unit 4 Writing Prompt #2—p. 58; Unit 5 Writing Prompts #1 & #2—p. 68; Unit 6 Writing Prompt #2—p. 78; Unit 7 Writing Prompts #1 & #2—p. 96; Unit 8 Writing Prompts #1 & #2—p. 106; Unit 9 Writing Prompt #2—p. 116; Unit 10 Writing Prompts #1 & #2—p. 134; Unit 11 Writing Prompt #1—p. 144; Unit 12 Writing Prompt #2—p. 154; Unit 14 Writing Prompts #1 & #2—p. 182; Unit 15 Writing Prompt #1—p. 192
<p>ELAGSE6W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</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"> • Informative/Explanatory Text <ul style="list-style-type: none"> ○ Unit 1 Writing Prompt #2—p. 20; Unit 4 Writing Prompt #1—p. 58; Unit 6 Writing Prompt #1—p. 78; Unit 9 Writing Prompt #1—p. 116; Unit 11 Writing Prompt #2—p. 144; Unit 12 Writing Prompt #1—p. 154; Unit 13 Writing Prompt #1—p. 172; Unit 13 Writing Prompt #2—p. 172; Unit 15 Writing Prompt #2—p. 192
<p>ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>STUDENT EDITION Writing: Words in Action</p> <ul style="list-style-type: none"> • Narratives <ul style="list-style-type: none"> ○ Unit 1 Writing Prompt #1—p. 20 <p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Writing with Vocabulary—TE pp. T21–T22 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words. • Vocabulary Projects and Games—TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Production and Distribution of Writing

<p>ELAGSE6W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action provides practice with focused writing to prompts based on the theme or content of the Unit Passage.</p> <ul style="list-style-type: none"> Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192 <p>DIGITAL RESOURCES Units 1–10</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Timed Essay
<p>ELAGSE6RW5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.)</p>	<p>DIGITAL RESOURCES* Units 1–10</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Improving Sentences Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence. Timed Essay Students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> Writing Your Thesis Statement (1-2 minutes) Prewriting (3-4 minutes) Writing Your Draft (17-18 minutes) Editing and Revising Your Draft (2-3 minutes) <p>Units 11–15</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> English Test Students identify and correct grammar and usage errors in the passage.
<p>ELAGSE6RW6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>N/A</p>

Research to Build and Present Knowledge

<p>ELAGSE6W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>N/A</p>
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Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Research to Build and Present Knowledge

<p>ELAGSE6W8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>N/A</p>
<p>ELAGSE6W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply <i>grade 6 Reading Standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>N/A</p>
<p>b. Apply <i>grade 6 Reading Standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>STUDENT EDITION Writing: Words in Action Students write responses to the Unit Passage that include citing details to support their position.</p> <ul style="list-style-type: none"> Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192

Range of Writing

<p>ELAGSE6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>STUDENT EDITION Writing: Words in Action Writing: Words in Action provides practice with writing responses to two modes of writing.</p> <p>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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.</p> <p style="text-align: right;"><i>continued</i></p>
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Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Range of Writing

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.

- Unit 1—p. 20; Unit 2—p. 30; Unit 3—p. 40; Unit 4—p. 58; Unit 5—p. 68; Unit 6—p. 78; Unit 7—p. 96; Unit 8—p. 106; Unit 9—p. 116; Unit 10—p. 134; Unit 11—p. 144; Unit 12—p. 154; Unit 13—p. 172; Unit 14—p. 182; Unit 15—p. 192

ANNOTATED TEACHER'S EDITION

Best Practices for Using Vocabulary Workshop in the Classroom

- Writing with Vocabulary—ATE pp. T21–T22
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.
Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

DIGITAL RESOURCES*

Units 1–15

- Additional Practice
 - Timed Essay
Students write a response to a statement in a total of 25 minutes.
 - Writing Your Thesis Statement (1-2 minutes)
 - Prewriting (3-4 minutes)
 - Writing Your Draft (17-18 minutes)
 - Editing and Revising Your Draft (2-3 minutes)

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Comprehension and Collaboration

ELAGSE6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

ANNOTATED TEACHER'S EDITION

Best Practices for Using Vocabulary Workshop in the Classrooms

- Daily Discussion and Review—TE p. T21
Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing.

continued

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Comprehension and Collaboration

Addressing Different Learners

- Differentiating Daily Instruction for Striving and ELL Students—TE p. T23
Provide opportunities for oral practice: Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.
- Differentiating Assignments for Striving and ELL Students—TE p. T23
Students should work at a similar pace and clarify word meaning through discussions over answers.
- Differentiating Exercises and Assignments for Above Grade-Level Students—TE p. T24
Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas.

Reading Passages in Level A

- Questions for Critical Thinking—TE p. T29
Thoughtful discussion questions are provided for each Unit Passage (Introductory Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below).

DIGITAL RESOURCES*

Overview

- Program Overview for Teachers
Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Passages.
 - Questions for Critical Thinking
 - Answer Key: Questions for Critical Thinking

Units 1–15

- Instruction
Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.
 - Unit Passage
In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.
 - Differentiated Passage*
Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.
 - Instructional Videos*
Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.

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

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Comprehension and Collaboration

<p>ELAGSE6SL2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>DIGITAL RESOURCES* Units 1–15</p> <ul style="list-style-type: none"> • Student Resources <ul style="list-style-type: none"> ○ iWords (audio program) <p>Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.</p>
<p>ELAGSE6SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>N/A</p>

Presentation of Knowledge and Ideas

<p>ELAGSE6SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>ANNOTATED TEACHER’S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Vocabulary Projects and Games—TE p. T22 <p>Groups of students can act in skits or pantomimes that demonstrate a word’s meaning; the rest of the class must guess the word being acted out.</p>
<p>ELAGSE6SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>ANNOTATED TEACHER’S EDITION Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> • Vocabulary Projects and Games—TE p. T22 <p>Students often learn words best when setting them to music. Students may write lyrics incorporating all (or most) of a Unit’s vocabulary words and definitions and then perform, record or make a video of their songs. Create a library of the videos and recordings for future classes to use.</p> <p>Create a “deck” of review cards, consisting of the word, the definition, a sentence with a blank where the vocabulary word would go, and the image for the word selected by the class. Have teams go head-to-head to see who can complete the sentence with the correct vocabulary word first.</p> <p>DIGITAL RESOURCES* Units 1–15</p> <ul style="list-style-type: none"> • Student Resources <ul style="list-style-type: none"> ○ Flash Cards

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Presentation of Knowledge and Ideas

ELAGSE6SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)

Related content

ANNOTATED TEACHER'S EDITION

Best Practices for Using Vocabulary Workshop in the Classroom

- Writing with Vocabulary (informal and formal forms of communication)—ATE pp. T21-T22
Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.
Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Conventions of Standard English

ELAGSE6L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

DIGITAL RESOURCES*

Units 1-10

- Additional Practice
 - Improving Sentences
For each item, part of the sentence is underlined. Beneath each sentence are five ways of phrasing the underlined material. Students select the choice that best represents appropriate Standard English grammar and usage.

Units 11-15

- Additional Practice
 - English Test
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or punctuation. If the original version contains no error, the correct response for that item is *A: NO CHANGE*. Otherwise, students choose their preferred answer from the remaining three alternatives.

ELAGSE6L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

DIGITAL RESOURCES*

Units 11-15

- Additional Practice
 - English Test
Students read the passage then determine which of the numbered, underlined sections contain an error in grammar, usage, or punctuation.

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 6

VOCABULARY WORKSHOP, LEVEL A / GRADE 6

Knowledge of Language

ELAGSE6L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Students expand their ability to comprehend a variety of demanding texts through activities that examine the use of language and its conventions in the multi-genre passages and excerpts provided at each level of *Vocabulary Workshop*.
Students practice regularly identifying and using context clues to unlock the meaning of unfamiliar words and phrases they encounter in their writing, speaking, reading, or listening.