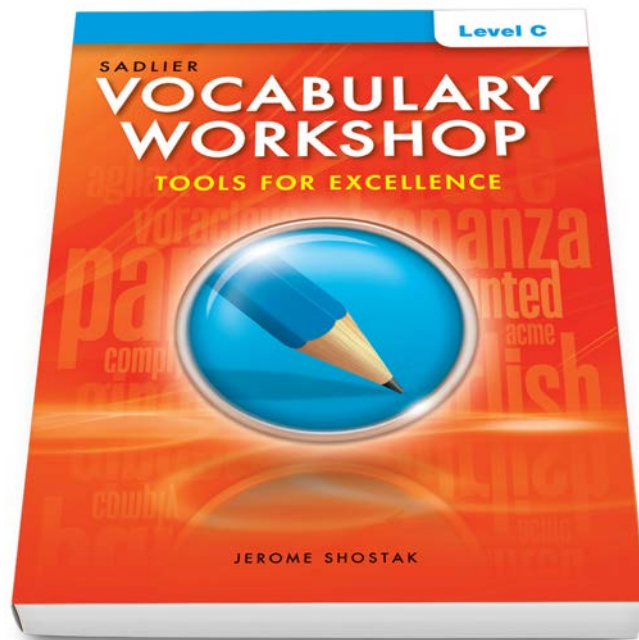


Vocabulary Workshop

Tools for Excellence

Correlation to the Georgia Standards of Excellence
for English Language Arts

Grade 8



Key Aligned Content

Language: Vocabulary Acquisition and Use. 2

Additional Aligned Content

Reading Literature. 13
 Reading Informational Text. 19
 Writing. 31
 Speaking and Listening. 35
 Language. 37

Key Aligned Content

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Vocabulary Acquisition and Use

ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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/Proverbs/Adages

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

- Idioms
 - Review Units 1–3 Choosing the Right Idiom—p. 48; Review Units 4–6 Choosing the Right Idiom—p. 86 Review Units 10–12 Choosing the Right Idiom—p. 162
- Proverbs
 - Review Units 7–9 Choosing the Right Proverb—p. 124
- Adages
 - Units 13–15 Choosing the Right Adage—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 (*vers, vert*)—p. 49
- Review Units 4–6 (*cur, curr, curs, cour*)—p. 87
- Review Units 7–9 (*chron, cryph, crypt*)—p. 125
- Review Units 10–12 (*ven, vent*)—p. 163
- Review Units 13–15 (*fect, fic, efy, ify*)—p. 201

continued

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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>precede, recede, secede</i>).</p>	<p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <p>Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words.</p> <ul style="list-style-type: none"> Review Units 1–3 (<i>vers, vert</i>)—p. 49 Review Units 4–6 (<i>cur, curr, curs, cour</i>)—p. 87 Review Units 7–9 (<i>chron, cryph, crypt</i>)—p. 125 Review Units 10–12 (<i>ven, vent</i>)—p. 163 Review Units 13–15 (<i>fect, fic, efy, ify</i>)—p. 201 <p>DIGITAL RESOURCES*</p> <p>Overview</p> <ul style="list-style-type: none"> Student Program Overview and Resources <ul style="list-style-type: none"> Greek and Latin Roots Reference Guide <ul style="list-style-type: none"> Word Structure: Greek and Latin Roots <p>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.”</p> <p>Students examine the meaning of several common prefixes and see how those prefixes appear in sample words.</p> <p>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.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p> <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 <p>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.</p> <p>Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct</p> <p style="text-align: right;"><i>continued</i></p>

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Vocabulary Acquisition and Use

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

- Word Part Gallery: Teaching Suggestions

- c. Consult general and specialized 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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

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>ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>	<p>STUDENT EDITION Word Study: Idioms/Proverbs/Adages 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 <ul style="list-style-type: none"> ○ 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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Proverbs <ul style="list-style-type: none"> ○ Review Units 7–9 Choosing the Right Proverb—p. 124 • Adages <ul style="list-style-type: none"> ○ Units 13–15 Choosing the Right Adage—p. 200
<p>b. Use the relationship between particular words 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>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</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> <p style="text-align: right;"><i>continued</i></p>

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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Vocabulary Acquisition and Use

	<ul style="list-style-type: none"> • Instruction/Shades of Meaning—Review Units 1–3—p. 46; Review Units 4–6—p. 84; Review Units 7–9—p. 122; Review Units 10–12—p. 160; Review Units 13–15—p. 198 Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>. • Expressing the Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199 For the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral). • Challenge: Using Connotation—Review Units 1–3—p. 47; Review Units 4–6—p. 85; Review Units 7–9—p. 123; Review Units 10–12—p. 161; Review Units 13–15—p. 199 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. <p>ANNOTATED TEACHER'S EDITION Reviews</p> <ul style="list-style-type: none"> • Denotation and Connotation—TAE p. T15
<p>ELAGSE8L6 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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

ELAGSE8RL1 Cite the textual evidence that most strongly supports an 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

1. It can reasonably be inferred that the narrator initially stays off the main streets D) because he was nervous that he might be robbed once more. (p. 121)

- Review Units 7–9
 - Part 1 Sarah Orne Jewett (from *The Queen's Twin: And Other Stories*)—pp. 118–119
 - Part 2 Charles Brockden Brown (from *Arthur Mervyn, or, Memoirs of the Year 1793*)—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

6. Which of these inferences is best supported by paragraph 3? C) Margaret faces the future with moderate optimism. (Test Prep 2)
7. Which sentence from the text supports your answer to the previous question? C) "It was a happy brooding, although not devoid of regret at being separated for an indefinite time from her gentle aunt and dear cousin." (Test Prep 2)
 - Test Prep 1 Units 1–3, H. G. Wells ["A Mystery at Iping," from *The Invisible Man*]
 - Test Prep 2 Units 1–3, Elizabeth Gaskell ["Two Cousins," from *North and South*]
 - Test Prep 7 Units 7–9, Samuel Johnson ["The Difficulties of Being a Poet," from *The History of Rasselas, Prince of Abysinnia*]
 - Test Prep 8 Units 10–12, Richmal Crompton ["William Runs Away to Sea," from *Just William*]

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

	<p>Unit 14</p> <ul style="list-style-type: none"> Additional Practice <p><i>Example</i></p> <ol style="list-style-type: none"> From the passage, you can infer that the writer’s favorite sport is d. surfing (Unit 14) <ul style="list-style-type: none"> Model Reading Test <ul style="list-style-type: none"> Unit 14 Prose Fiction [Untitled] (Kayaking)
<p>ELAGSE8RL2 Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p>STUDENT EDITION</p> <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of literary text then consider theme or central idea when answering comprehension questions.</p> <p><i>Example</i></p> <ol style="list-style-type: none"> Which sentence best summarizes the first paragraph? C) The narrator surveys the beauty of the coastal landscape on a fall day. (p. 119) <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>)—pp. 118–119 Part 2 Charles Brockden Brown (from <i>Arthur Mervyn, or, Memoirs of the Year 1793</i>)—pp. 120–121 <p>DIGITAL RESOURCES*</p> <p>Assessment</p> <ul style="list-style-type: none"> Test Prep <p>Students read a passage of literary text then answer explicit and implicit comprehension question, as well as identify supporting evidence.</p> <p><i>Example</i></p> <ol style="list-style-type: none"> According to paragraph 1, how does Mr. Hall differ from his wife in his attitude toward the stranger? C) He dislikes the stranger and advises getting rid of him. (Test Prep 1) <ul style="list-style-type: none"> Test Prep 1 Units 1–3, H. G. Wells [“A Mystery at Iping,” from <i>The Invisible Man</i>] Test Prep 2 Units 1–3, Elizabeth Gaskell [“Two Cousins,” from <i>North and South</i>] Test Prep 7 Units 7–9, Samuel Johnson [“The Difficulties of Being a Poet,” from <i>The History of Rasselas, Prince of Abysinnia</i>] Test Prep 8 Units 10–12, Richmal Crompton [“William Runs Away to Sea,” from <i>Just William</i>]
<p>ELAGSE8RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>N/A</p>

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Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

ELAGSE8RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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/Proverbs/Adages

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

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 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 *The Trimmed Lamp and Other Stories of the Four Million*]—p. 31
- Unit 3 Henry David Thoreau [from *Walden*]—p. 41
- Unit 4 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume 2*]—p. 59
- Unit 5 Charles Dickens [from *A Christmas Carol*]—p. 69
- Unit 6 Jack London [from *The Call of the Wild and White Fang*]—p. 79
- Unit 7 Louisa May Alcott [from *Little Women*]—p. 97
- Unit 8 Stephen Crane [from *The Monster and Other Stories* and *The Red Badge of Courage*]—p. 107
- Unit 9 Mark Twain [from *Life on the Mississippi*]—p. 117
- Unit 10 Edgar Rice Burroughs [from *Tarzan of the Apes*]—p. 135

continued

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

- Unit 11 E.M. Forster [from *Where Angels Fear to Tread*—p. 145
- Unit 12 Sir Arthur Conan Doyle [from *The Lost World*—p. 155
- Unit 13 George Eliot [from *Silas Marner* and *The Mill on the Floss*—p. 173
- Unit 14 Robert Louis Stevenson [from *Strange Case of Dr. Jekyll and Mr. Hyde*—p. 183
- Unit 15 Henry James [from *The Turn of the Screw*—p. 193

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

5. Which phrase is closest in meaning to fend as it is used in line 58? A) to ward off (p. 119)

- Review Units 7–9
 - Part 1 Sarah Orne Jewett (from *The Queen's Twin: And Other Stories*)—pp. 118–119
 - Part 2 Charles Brockden Brown (from *Arthur Mervyn, or, Memoirs of the Year 1793*)—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

5. What is the meaning of **willful** as it is used in paragraph 2? A) headstrong (Test Prep 1)

9. What does **gingerly** most likely mean in paragraph 3? A) cautiously (Test Prep 2)

- Test Prep 1 Units 1–3, H. G. Wells [“A Mystery at Iping,” from *The Invisible Man*]
- Test Prep 2 Units 1–3, Elizabeth Gaskell [“Two Cousins,” from *North and South*]
- Test Prep 7 Units 7–9, Samuel Johnson [“The Difficulties of Being a Poet,” from *The History of Rasselas, Prince of Abysinnia*]
- Test Prep 8 Units 10–12, Richmal Crompton [“William Runs Away to Sea,” from *Just William*]

Unit 14

- Additional Practice

Example

3. In paragraph 3, the word perspective most nearly means b. viewpoint (Unit 14)

- Model Reading Test
 - Unit 14 Prose Fiction [Untitled] (Kayaking)

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

<p>ELAGSE8RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>N/A</p>
<p>ELAGSE8RL6 Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>N/A</p>

Integration of Knowledge and Ideas

<p>ELAGSE8RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>N/A</p>
<p>ELAGSE8RL8 (Not applicable to literature).</p>	
<p>ELAGSE8RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>ELAGSE8RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</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 Sarah Orne Jewett (from <i>The Queen’s Twin: And Other Stories</i>)—pp. 118–119 <p style="text-align: right;"><i>continued</i></p>
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Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Range of Reading and Level of Text Complexity

- Part 2 Charles Brockden Brown (from *Arthur Mervyn, or, Memoirs of the Year 1793*)—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, H. G. Wells [“A Mystery at Iping,” from *The Invisible Man*]
 - Test Prep 2 Units 1–3, Elizabeth Gaskell [“Two Cousins,” from *North and South*]
 - Test Prep 7 Units 7–9, Samuel Johnson [“The Difficulties of Being a Poet,” from *The History of Rasselas, Prince of Abysinnia*]
 - Test Prep 8 Units 10–12, Richmal Crompton [“William Runs Away to Sea,” from *Just William*]

Unit 14

- Additional Practice
 - Model Reading Test
 - Unit 14 Prose Fiction [Untitled] (Kayaking)

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 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 *The Trimmed Lamp and Other Stories of the Four Million*]—p. 31
- Unit 3 Henry David Thoreau [from *Walden*]—p. 41
- Unit 4 Edgar Allan Poe [from *The Works of Edgar Allan Poe, Volume 2*]—p. 59
- Unit 5 Charles Dickens [from *A Christmas Carol*]—p. 69
- Unit 6 Jack London [from *The Call of the Wild and White Fang*]—p. 79
- Unit 7 Louisa May Alcott [from *Little Women*]—p. 97
- Unit 8 Stephen Crane [from *The Monster and Other Stories* and *The Red Badge of Courage*]—p. 107
- Unit 9 Mark Twain [from *Life on the Mississippi*]—p. 117
- Unit 10 Edgar Rice Burroughs [from *Tarzan of the Apes*]—p. 135
- Unit 11 E.M. Forster [from *Where Angels Fear to Tread*]—p. 145

continued

Reading Literary

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Range of Reading and Level of Text Complexity

- Unit 12 Sir Arthur Conan Doyle [from *The Lost World*—p. 155
- Unit 13 George Eliot [from *Silas Marner* and *The Mill on the Floss*—p. 173
- Unit 14 Robert Louis Stevenson [from *Strange Case of Dr. Jekyll and Mr. Hyde*—p. 183
- Unit 15 Henry James [from *The Turn of the Screw*—p. 193

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

ELAGSE8RI1 Cite the textual evidence that most strongly supports an 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

1. Which sentence best provides an inference supported by lines 11–16?
D) Archaeologists study ancient civilizations. (p. 195)

- Review Units 1–3
 - Part 1 “How News Travels”—pp. 42–43
 - Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 “The Umbrella: A Portable Roof”—pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1 (“The Jazz Age”)
 - Passage 2 (People behind Successful Musicals)
- Review Units 10–12
 - Part 1 “Kabuki: An Enduring Art Form”—pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1 (Discovery and Use of Synchotrons)
 - Passage 2 (Using Synchotrons to Unlock Secrets of the Past)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

- Review Units 13–15
 - Part 1 “The Mummies of the Inca Empire”—pp. 194–195
 - Part 2 [Untitled] (Psychology)—pp. 196–197

ANNOTATED TEACHER’S EDITION

Reading Passages in Level C

- 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

4. Which of these inferences is best supported by paragraph 4?
C) Thomas Lincoln occasionally splurged on luxuries.
(Test Prep 10)

5. Which sentence from the text supports your answer to the previous question? D) “However, on one of the ledgers ‘a pair of silk suspenders,’ worth one dollar and fifty cents, was entered.”
(Test Prep 10)

- Test Prep 3 Units 4–6, Anselm von Feuerbach [“The Mystery of Kaspar Hauser,” from *Kaspar Hauser, the Foundling of Nuremberg*]
- Test Prep 4 Units 4–6, Harriet Martineau [“Good Sense Aboard Ship,” from *Retrospect of Western Travel*]
- Test Prep 5 Units 4–6, Helena Westermarck [“Some Finnish Women Painters,” from *Women Painters of the World*]
- Test Prep 6 Units 7–9, Margaret Cavendish [“Philosophical Letters,” from *Philosophical Letters*]
- Test Prep 9 Units 10–12, John Muir [“A Boyhood in Scotland,” from *The Story of My Boyhood and Youth*]
- Test Prep 10 Units 13–15, Ida M. Tarbell [“Origin of the Lincoln Family,” from *The Life of Abraham Lincoln*]
- Cumulative Test Prep 1 Units 1–15, George Henry Blore [“Charles Dickens” from *Victorian Worthies*] and Ednah B. Cheney (editor) [“Louisa May Alcott” from *Louisa May Alcott: Her Life, Letters, and Journals*]
- Cumulative Test Prep 2 Units 1–15, Lewis Clinton Strang [“Maude Adams” from *Famous Actresses of the Day in America*] and Charles Townsend Copeland [“Edwin Booth” from *Edwin Booth*]

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

	<p>Units 1-10</p> <ul style="list-style-type: none"> • Additional Practice Students read a passage then pick the best answer for explicit main idea and inference questions. <ul style="list-style-type: none"> ○ Passage-Based Reading <i>Examples</i> <ol style="list-style-type: none"> 3. According to the passage, the Madisons were the first presidential couple to d. host an inaugural ball (Unit 1) 2. The writer evidently believes that a. a compulsory voting law would be constructive, even if it were loosely enforced (Unit 2) 4. From the passage, you can infer that which of the following are common to No and Kabuki plays? b. music and dance (Unit 4) 2. From details in the passage, you can infer that the Tasmanian tiger was b. a marsupial carnivore (Unit 5) <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) <p>Units 12-15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 12-15) Students read a passage then pick the best answer for explicit main idea and inference questions. <i>Example</i> <ol style="list-style-type: none"> 3. From the statistics the author cites, you can infer that d. the attack rate for the number of people in the water has not increased over time (Unit 13) <ul style="list-style-type: none"> ▪ Unit 12 Natural Science [Untitled] (Seafood) ▪ Unit 13 Natural Science [Untitled] (Shark Attacks) ▪ Unit 14 Humanities [Untitled] (Jacob Lawrence, African American Painter) ▪ Unit 15 Social Studies [Untitled] (The Internet)
<p>ELAGSE8RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p>STUDENT EDITION Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text. <i>Examples</i> 8. What is the main idea of the passage? B) International diplomacy is directly affected by communication technology. (p. 43) <i>continued</i></p>

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

1. Which sentence best summarizes the author’s purpose in the passage? B) The author informs readers about the history of the umbrella. (p. 81)
 5. Based on the evidence in the passage, which statement best explains why all Kabuki performers are men? C) The Japanese government banned women from the stage. (p. 157)
 3. What is the main idea of the second paragraph? B) Psychology has its roots in ancient Greek philosophy. (p. 197)
- Review Units 1–3
 - Part 1 “How News Travels”—pp. 42–43
 - Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence)—pp. 44–45
 - Review Units 4–6
 - Part 1 “The Umbrella: A Portable Roof”—pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1 (“The Jazz Age”)
 - Passage 2 (People behind Successful Musicals)
 - Review Units 10–12
 - Part 1 “Kabuki: An Enduring Art Form”—pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1 (Discovery and Use of Synchotrons)
 - Passage 2 (Using Synchotrons to Unlock Secrets of the Past)
 - Review Units 13–15
 - Part 1 “The Mummies of the Inca Empire”—pp. 194–195
 - Part 2 [Untitled] (Psychology)—pp. 196–197

ANNOTATED TEACHER’S EDITION

Reading [Unit] Passages in Level C

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

DIGITAL RESOURCES*

Assessment

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

Examples

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. (Test Prep 3)
2. Which statement about Charles Dickens is best supported by the text? B) He put his time and money where his mouth was, unlike some people. (Cumulative Test Prep 1)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

3. Which sentence from the text supports your answer to the previous question? C) "He was not one of those fervent reformers who utter benevolent sentiments on the platform and go no further." (paragraph 4) (Cumulative Test Prep 1)

- Test Prep 3 Units 4–6, Anselm von Feuerbach ["The Mystery of Kaspar Hauser," from *Kaspar Hauser, the Foundling of Nuremberg*]
- Test Prep 4 Units 4–6, Harriet Martineau ["Good Sense Aboard Ship," from *Retrospect of Western Travel*]
- Test Prep 5 Units 4–6, Helena Westermarck ["Some Finnish Women Painters," from *Women Painters of the World*]
- Test Prep 6 Units 7–9, Margaret Cavendish ["Philosophical Letters," from *Philosophical Letters*]
- Test Prep 9 Units 10–12, John Muir ["A Boyhood in Scotland," from *The Story of My Boyhood and Youth*]
- Test Prep 10 Units 13–15, Ida M. Tarbell ["Origin of the Lincoln Family," from *The Life of Abraham Lincoln*]
- Cumulative Test Prep 1 Units 1–15, George Henry Blore ["Charles Dickens" from *Victorian Worthies*] and Ednah B. Cheney (editor) ["Louisa May Alcott" from *Louisa May Alcott: Her Life, Letters, and Journals*]
- Cumulative Test Prep 2 Units 1–15, Lewis Clinton Strang ["Maude Adams" from *Famous Actresses of the Day in America*] and Charles Townsend Copeland ["Edwin Booth" from *Edwin Booth*]

Units 1–10

- Additional Practice

Students read a passage then pick the answer that best defines the highlighted word.
- Passage-Based Reading

Examples

 1. The passage is primarily about d. television violence (Unit 3)
 3. Among the benefits that bats offer humans, which of the following does the author emphasize? c. Bats help to control insect pests. (Unit 10)
 - 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)

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Key Ideas and Details

	<p>Units 11–13, 15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11–13, 15) Students read a passage of informational text then answer comprehension questions that include determining the central or main idea of the text. <p><i>Examples</i></p> <ol style="list-style-type: none"> 1. This passage is primarily about c. contrasting the minuet and the waltz as representative examples of their eras (Unit 11) 1. The passage is primarily about d. whether or not the ivory bill has been truly rediscovered (Unit 13) <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>ELAGSE8RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>N/A</p>

Craft and Structure

<p>ELAGSE8RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>STUDENT EDITION</p> <p>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.)</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 “Greetings from the WPA” [Letters]—pp. 12–13 • Unit 2 “Instant Cash” [Expository Essay]—pp. 22–23 • Unit 3 “Grand Columbian Carnival United the World” [Press Release]—pp. 32–33 • Unit 4 “Toni Cade Bambara” [Author Profile]—pp. 50–51 • Unit 5 “Reality Check” [Persuasive Essay]—pp. 60–61 • Unit 6 “Diary of a Young Migrant Worker” [Diary Entry]—pp. 70–71 • Unit 7 “The Discrimination Pigeon” [Magazine Article]—pp. 88–89 • Unit 8 “Aquatic Robotics” [Technical Essay]—pp. 98–99 <p style="text-align: right;"><i>continued</i></p>
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ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

- Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch]—pp. 108–109
- Unit 10 “The Adventures of Narváez and Cabeza de Vaca in the New World” [Historical Nonfiction]—pp. 126–127
- Unit 11 “Working Like a Dog” [Interview]—pp. 136–137
- Unit 12 “To the Bat Cave!” [Informational Essay]—pp. 146–147
- Unit 13 “Steven P. Jobs” [Obituary]—pp. 164–165
- Unit 14 “Now Arriving on Track 1: New York Dry Goods” [Letters]—pp. 174–175
- Unit 15 “Muckraking Journalist Ida M. Tarbell” [Biographical Sketch]—pp. 184–185

Vocabulary for Comprehension, Parts 1 and 2

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

Example

2. What does the word **vie** most likely mean as it is used in line 21? D) compete (p. 43)

- Review Units 1–3
 - Part 1 “How News Travels”—pp. 42–43
 - Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 “The Umbrella: A Portable Roof”—pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1 (“The Jazz Age”)
 - Passage 2 (People behind Successful Musicals)
- Review Units 10–12
 - Part 1 “Kabuki: An Enduring Art Form”—pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1 (Discovery and Use of Synchotrons)
 - Passage 2 (Using Synchotrons to Unlock Secrets of the Past)
- Review Units 13–15
 - Part 1 “The Mummies of the Inca Empire”—pp. 194–195
 - Part 2 [Untitled] (Psychology)—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

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Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

Word Study: Idioms/Proverbs/Adages

The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative 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
- Proverbs
 - Review Units 7–9 Choosing the Right Proverb—p. 124
- Adages
 - Units 13–15 Choosing the Right Adage—p. 200

DIGITAL RESOURCES*

Assessment

- Test Prep

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

Example

5. Which word means the opposite of **blasé** as it is used in paragraph 5? D) thrilled (Test Prep 10)

3. What is the meaning of **infinite** as it is used in paragraph 3? A) boundless (Test Prep 10)

 - Test Prep 3 Units 4–6, Anselm von Feuerbach [“The Mystery of Kaspar Hauser,” from *Kaspar Hauser, the Foundling of Nuremberg*]
 - Test Prep 4 Units 4–6, Harriet Martineau [“Good Sense Aboard Ship,” from *Retrospect of Western Travel*]
 - Test Prep 5 Units 4–6, Helena Westermarck [“Some Finnish Women Painters,” from *Women Painters of the World*]
 - Test Prep 6 Units 7–9, Margaret Cavendish [“Philosophical Letters,” from *Philosophical Letters*]
 - Test Prep 9 Units 10–12, John Muir [“A Boyhood in Scotland,” from *The Story of My Boyhood and Youth*]
 - Test Prep 10 Units 13–15, Ida M. Tarbell [“Origin of the Lincoln Family,” from *The Life of Abraham Lincoln*]
 - Cumulative Test Prep 1 Units 1–15, George Henry Blore [“Charles Dickens” from *Victorian Worthies*] and Ednah B. Cheney (editor) [“Louisa May Alcott” from *Louisa May Alcott: Her Life, Letters, and Journals*]
 - Cumulative Test Prep 2 Units 1–15, Lewis Clinton Strang [“Maude Adams” from *Famous Actresses of the Day in America*] and Charles Townsend Copeland [“Edwin Booth” from *Edwin Booth*]

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Craft and Structure

	<p>Units 1–10</p> <ul style="list-style-type: none"> • Additional Practice Students read a passage of informational text then determine the meaning of words using context clues. <ul style="list-style-type: none"> ○ Passage-Based Reading <i>Examples</i> <ul style="list-style-type: none"> 4. In paragraph 5, the word <u>void</u> means. a. empty space (Unit 4) 2. In paragraph 2, the word <u>substantial</u> most nearly means a. significant (Unit 5) 2. In paragraph 1, the word <u>flourish</u> most nearly means c. thrive (Unit 8) <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) <p>Units 11–13, 15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Model Reading Test (Units 11–13, 15) Students read a passage of informational text then determine the meaning of words using context clues. <ul style="list-style-type: none"> <i>Examples</i> <ul style="list-style-type: none"> 2. In paragraph 1, the word <u>cite</u> means d. refer to (Unit 11) 4. In paragraph 4, the word <u>vener</u> most nearly means a. shallow outer layer (Unit 15) <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>ELAGSE8RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>N/A</p>
<p>ELAGSE8RI6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>N/A</p>

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Integration of Knowledge and Ideas

<p>ELAGSE8RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>N/A</p>
<p>ELAGSE8RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>N/A</p>
<p>ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>N/A</p>

Range of Reading and Level of Text Complexity

<p>ELAGSE8RI10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</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 “Greetings from the WPA” [Letters]—pp. 12-13 • Unit 2 “Instant Cash” [Expository Essay]—pp. 22-23 • Unit 3 “Grand Columbian Carnival United the World” [Press Release]—pp. 32-33 • Unit 4 “Toni Cade Bambara” [Author Profile]—pp. 50-51 • Unit 5 “Reality Check” [Persuasive Essay]—pp. 60-61 • Unit 6 “Diary of a Young Migrant Worker” [Diary Entry]—pp. 70-71 • Unit 7 “The Discrimination Pigeon” [Magazine Article]—pp. 88-89 • Unit 8 “Aquatic Robotics” [Technical Essay]—pp. 98-99 <p style="text-align: right;"><i>continued</i></p>
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Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Range of Reading and Level of Text Complexity

- Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch]—pp. 108–109
- Unit 10 “The Adventures of Narváez and Cabeza de Vaca in the New World” [Historical Nonfiction]—pp. 126–127
- Unit 11 “Working Like a Dog” [Interview]—pp. 136–137
- Unit 12 “To the Bat Cave!” [Informational Essay]—pp. 146–147
- Unit 13 “Steven P. Jobs” [Obituary]—pp. 164–165
- Unit 14 “Now Arriving on Track 1: New York Dry Goods” [Letters]—pp. 174–175
- Unit 15 “Muckraking Journalist Ida M. Tarbell” [Biographical Sketch]—pp. 184–185

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 “How News Travels”—pp. 42–43
 - Part 2 [Untitled] (Choosing Jefferson to Write the Declaration of Independence)—pp. 44–45
- Review Units 4–6
 - Part 1 “The Umbrella: A Portable Roof”—pp. 80–81
 - Part 2 [Untitled]—pp. 82–83
 - Passage 1 (“The Jazz Age”)
 - Passage 2 (People behind Successful Musicals)
- Review Units 10–12
 - Part 1 “Kabuki: An Enduring Art Form”—pp. 156–157
 - Part 2 [Untitled]—pp. 158–159
 - Passage 1 (Discovery and Use of Synchotrons)
 - Passage 2 (Using Synchotrons to Unlock Secrets of the Past)
- Review Units 13–15
 - Part 1 “The Mummies of the Inca Empire”—pp. 194–195
 - Part 2 [Untitled] (Psychology)—pp. 196–197

DIGITAL RESOURCES

Assessment

- Test Prep
 - Test Prep 3 Units 4–6, Anselm von Feuerbach [“The Mystery of Kaspar Hauser,” from *Kaspar Hauser, the Foundling of Nuremberg*]
 - Test Prep 4 Units 4–6, Harriet Martineau [“Good Sense Aboard Ship,” from *Retrospect of Western Travel*]
 - Test Prep 5 Units 4–6, Helena Westermarck [“Some Finnish Women Painters,” from *Women Painters of the World*]
 - Test Prep 6 Units 7–9, Margaret Cavendish [“Philosophical Letters,” from *Philosophical Letters*]
 - Test Prep 9 Units 10–12, John Muir [“A Boyhood in Scotland,” from *The Story of My Boyhood and Youth*]

continued

Reading Informational

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Range of Reading and Level of Text Complexity

- Test Prep 10 Units 13–15, Ida M. Tarbell [“Origin of the Lincoln Family,” from *The Life of Abraham Lincoln*]
- Cumulative Test Prep 1 Units 1–15, George Henry Blore [“Charles Dickens” from *Victorian Worthies*] and Ednah B. Cheney (editor) [“Louisa May Alcott” from *Louisa May Alcott: Her Life, Letters, and Journals*]
- Cumulative Test Prep 2 Units 1–15, Lewis Clinton Strang [“Maude Adams” from *Famous Actresses of the Day in America*] and Charles Townsend Copeland [“Edwin Booth” from *Edwin Booth*]

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.

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] (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

- 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 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)

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Text Types and Purpose

<p>ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence.</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: Opinion/Argument (state a claim/cite valid and relevant evidence) <ul style="list-style-type: none"> ○ Unit 1 Writing Prompts #1 & #2—p. 20; Unit 2 Writing Prompts #1 & #2—p. 30; Unit 3 Writing Prompt #1—p. 40; Unit 5 Writing Prompts #1 & #2—p. 68; Unit 6 Writing Prompt #2—p. 78—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 Prompt #1 & #2—p. 134; Unit 11 Writing Prompts #2—p. 144; Unit 12 Writing Prompt #1—p. 154; Unit 14 Writing Prompt #1—p. 182; Unit 15 Writing Prompt #2—p. 192
<p>ELAGSE8W2 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 3 Writing Prompt #2—p. 40; Unit 6 Writing Prompt #1—p. 78; Unit 9 Writing Prompt #1—p. 116; Unit 11 Writing Prompt #2—p. 154; Unit 12 Writing Prompts #1 & #2—p. 172; Unit 14 Writing Prompt #2—p. 182; Unit 15 Writing Prompt #1—p. 192
<p>ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Production and Distribution of Writing

<p>ELAGSE8W4 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>ELAGSE8W5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.)</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>ELAGSE8W6 Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p>	<p>N/A</p>

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Research to Build and Present Knowledge

<p>ELAGSE7W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>N/A</p>
<p>ELAGSE7W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>N/A</p>
<p>Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p>	
<p>a. Apply <i>grade 7 Reading Standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p>N/A</p>
<p>b. Apply <i>grade 7 Reading Standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</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

Writing

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Range of Writing

ELAGSE8W10 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.

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 a question that expands on that topic, requiring young writers to draw upon their personal background knowledge.

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 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Comprehension and Collaboration

ELAGSE8SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 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.

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 C

- 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.

continued

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Comprehension and Collaboration

	<ul style="list-style-type: none"> ○ Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. ○ Instructional Videos* Students select and click on a Unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p>ELAGSE8SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<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) 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>ELAGSE8SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	N/A

Presentation of Knowledge and Ideas

<p>ELAGSE8SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>ANNOTATED TEACHER’S EDITION</p> <p>Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> ● Vocabulary Projects and Games—TE p. T22 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>ELAGSE8SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>ANNOTATED TEACHER’S EDITION</p> <p>Best Practices for Using Vocabulary Workshop in the Classrooms</p> <ul style="list-style-type: none"> ● Vocabulary Projects and Games—TE p. T22 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 style="text-align: right;"><i>continued</i></p>

Speaking and Listening

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Presentation of Knowledge and Ideas

	<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
<p>ELAGSE8SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)</p>	<p><i>Related content</i></p> <p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Writing with Vocabulary (informal and formal forms of communication)—ATE pp. T21–T22 <p>Students should incorporate at least one or two vocabulary words into their daily writing prompts, reading journals, or other forms of informal communication.</p> <p>Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used.</p>

Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Conventions of Standard English

<p>ELAGSE8L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p>DIGITAL RESOURCES* Units 1–10</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Improving Sentences <p>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.</p> <p>Units 11–15</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ English Test <p>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: <i>NO CHANGE</i>. Otherwise, students choose their preferred answer from the remaining three alternatives.</p>
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Language

ENGLISH LANGUAGE ARTS STANDARDS FOR GRADE 8

VOCABULARY WORKSHOP, LEVEL C / GRADE 8

Conventions of Standard English

ELAGSE8L2 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. 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.

Knowledge of Language

ELAGSE8L3 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.