



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level C

Aligned to the
English Standards of Learning for
Virginia Public Schools – January 2010
Grade Eight

CONTENTS

KEY ALIGNED CONTENT

Page 2 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

ADDITIONAL ALIGNED CONTENT

- Page 14 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Page 15 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
- Page 17 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- Page 19 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Aligned to the

English Standards of Learning for Virginia Public Schools – January 2010**Grade Eight**

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

KEY ALIGNED CONTENT**Strand: Reading**

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
8.4	The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.		
(a)	Identify and analyze an author's use of figurative language.	<p>Choosing the Right Word—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level C, Unit 12, p. 151]</i></p> <p>10. She is a very severe critic, and the (capacious, caustic) comments in her reviews have made her many enemies.</p>	The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>Completing the 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</p> <p><i>Example [Level C, Unit 8, p. 105]</i></p> <p>4. My father has three <u>cronies</u> who go with him each year on a camping trip in the High Sierras.</p>	<p>For 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.</p>
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Proverbs], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Adages], pp. 197–198</p> <p><i>Example [Level C, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom</p> <p>6. My little nephews fight like cats and dogs, so I don't enjoy babysitting them.</p> <p>_____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p>(b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</p>	<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level C, p. 7]</i></p> <p>A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>“It seems to me that the coach is even-tempered,” I said, “But many of my teammates find the coach (irascible, porous).”</p>	<p>In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include restatement clue, contrast clue, and inference clue.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>In this sentence, <i>even-tempered</i> is an antonym of the missing word, <i>irascible</i>. This is confirmed by the presence of the word <i>but</i>, which indicates that the answer must be the opposite of <i>even-tempered</i>.</p>	
	<p>Reading Passages—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; 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</p> <p><i>Example [Level C, Unit 10, p. 126]</i> On June 17, 1527, the Narváez expedition</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage.</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 the review.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>departed from Spain to claim Florida for the Spanish crown. By this time, Spain's transition from European kingdom to global empire was well underway. The Spanish were experienced seafarers and colonizers, and by all accounts, the Narváez expedition was devised in accord with the best practices of the day. The risks entailed in such ventures remained high, however. The Narváez expedition was a veritable disaster.</p>	
	<p>Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level C, Unit 4, p. 52]</i> You will need to <u> muster </u> up your courage to face the fully who has been tormenting you.</p>	<p>In the Definitions section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each unit.</p>
	<p>Choosing the Right Word—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level C, Unit 12, p. 151]</i> 10. She is a very severe critic, and the</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>(capacious, caustic) comments in her reviews have made her many enemies.</p>	
	<p>Synonyms—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> <p><i>Example [Level C, Unit 6, p.76]</i></p> <p>1. needs to enunciate words more clearly <u>articulate</u></p>	<p>The Synonyms activity for each unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
	<p>Antonyms—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> <p><i>Example [Level C, Unit 6, p. 76]</i></p> <p>3. used a permeable plant container <u>retentive</u></p>	<p>The Antonyms activity for each unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
	<p>Completing the 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</p> <p><i>Example [Level C, Unit 8, p. 105]</i></p>	<p>For 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.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>4. My father has three <u>cronies</u> who go with him each year on a camping trip in the High Sierras.</p>	
	<p>Vocabulary in Context: Literary Text— Unit 1 [Baroness Orczy], p. 21; Unit 2 [O. Henry], p. 31; Unit 3 [Henry David Thoreau], p. 41; Unit 4 [Edgar Allan Poe], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Jack London], p. 79; Unit 7 [Louisa May Alcott], p. 97; Unit 8 [Stephen Crane], p. 107; Unit 9 [Mark Twain], p. 117; Unit 10 [Edgar Rice Burroughs], p. 135; Unit 11 [E.M. Forster], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Robert Louis Stevenson], p. 183; Unit 15 [Henry James], p. 193</p> <p><i>Example [Level C, Unit 3, p. 41]</i></p> <p>1. Sometimes one [whip-poor-will] would circle round and round me in the woods a few feet distant as if tethered by a string, when probably I was near its eggs. They sang at intervals throughout the night, and were again as musical as ever just before and about dawn. (<i>Walden</i>)</p> <p>If something is tethered it is NOT</p> <p>a. fastened c. nearby b. free d. caught</p>	<p>The Vocabulary in Context: Literary Text pages contain 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.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [Native American Structures], pp. 42–43; Review Units 4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel],</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], pp. 194–195</p> <p><i>Example [Level C, Review Units 13–15, pp. 194–195]</i></p> <p>In the 1990s, burial chambers were discovered on a cliff high in a temperate rain forest in the Andes. Other mummies were found preserved in ice at the top of mountains regarded by the Inca as sacred places. Some of these burial sites are intact. Others have been ransacked by thieves seeking to plunder gold and precious artifacts buried with the mummies.</p> <p>7. The meaning of plunder (line 51) is</p> <ol style="list-style-type: none"> sell loot collect preserve uncover 	<p>informational text then answer vocabulary-in-context questions.</p>
	<p>Two-Word Completions—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level C, Review Units 1–3, p. 44]</i></p> <p>5. He was a man of great energy and _____. In no time at all, he rose from relatively humble beginnings to the very _____ of power.</p> <ol style="list-style-type: none"> enterprise . . . citadels 	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>b. compliance . . . perspectives</p> <p>c. longevity . . . antics</p> <p>d. audacity . . . durables</p>	
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Proverbs], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Adages], pp. 197–198</p> <p><i>Example [Level C, Review Units 1–3, p. 45]</i></p> <p>Choosing the Right Idiom</p> <p>6. My little nephews fight like cats and dogs, so I don't enjoy babysitting them.</p> <p>_____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation</p> <p>neutral 4. Did you see that car (veer, turn) into the other lane without signaling?</p>	<p>In Word Study: Expressing the Connotation, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
	<p>Word Study: Classical Roots—Review Units 1–3 (vers, vert), p. 49; Review Units 4–6 (cur, curr, curse, cour), p. 87; Review Units 7–9 (chron, crypt), p. 125; Review Units 10–12 (ven, vent), p. 163; Review Units 13–15</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C																			
Grade Eight	Feature / Location	Description																		
	<p>(fect, fic, fy), p. 201</p> <p><i>Example [Level C, Review Units 7–9, p. 125]</i></p> <p>2. of a long duration, continuing; constant</p> <p>Drought is a chronic problem in many parts of the world.</p>																			
<p>(c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.</p>	<p>Vocabulary Strategy: Word Structure—p. 8</p> <p><i>Examples [Level C, p. 8]</i></p> <p>Prefixes, suffixes, and roots, or bases, are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1" data-bbox="926 771 1367 870"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A base or root is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="926 1036 1367 1109"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table> <table border="1" data-bbox="926 1138 1367 1230"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-tain-, -ten-, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </tbody> </table> <p>Definitions—Unit 1, pp. 14–15; 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.</p>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue	<p>In Vocabulary Strategy: Word Structure, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the Classical Roots page of the Word Study section.</p> <p>The three-page Definitions section at the beginning of each unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p>
Prefix	Meaning	Sample Words																		
com-, con-	together, with	compatriot, contact																		
Greek Root	Meaning	Sample Words																		
-gnos	know	diagnostic																		
Latin Root	Meaning	Sample Words																		
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue																		

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level C, Units 3, p. 36]</i></p> <p>20. willful (<i>adj.</i>) stubbornly self-willed; done on purpose, deliberate (wil' fəl)</p> <p>After lengthy deliberations, the jury found the defendant guilty of <u>willful</u> murder.</p> <p>SYNONYMS: headstrong, obstinate, premeditated</p> <p>ANTONYMS: docile, obedient, tractable</p>	<p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
	<p>Synonyms—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> <p><i>Example [Level C, Unit 3, p. 38]</i></p> <p>8. chose only the select few <u>elite</u></p>	<p>The Synonyms activity for each unit requires students to draw on context and structural analysis clues to help find a unit word to match each given synonym.</p> <p>By referring back to the presentation of unit words in the Definitions section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Antonyms—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> <p><i>Example [Level C, Unit 8, p. 105]</i></p>	<p>For the Antonyms activity for each unit, students use context and structural analysis clues to help find a unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p> <p>By referring back to the presentation of unit words in the Definitions section, students</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>5. a healthy but hefty dachshund <u>gaunt</u></p>	<p>will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Word Study: Classical Roots—Review Units 1–3 (vers, vert), p. 49; Review Units 4–6 (cur, curr, curse, cour), p. 87; Review Units 7–9 (chron, crypt), p. 125; Review Units 10–12 (ven, vent), p. 163; Review Units 13–15 (fect, fic, fy), p. 201</p> <p><i>Example [Level C, Review Units 7–9, p. 125]</i></p> <p>2. of a long duration, continuing; constant</p> <p>Drought is a <u>chronic</u> problem in many parts of the world.</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>
<p>(e) Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p>Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>The Definitions section that follows the Reading Passage at the beginning of each unit includes a listing of synonyms – words with similar denotations – and antonyms. This prepares students to better understand the discussions of connotations and denotations that follow.</p>
	<p>Synonyms—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>	<p>In the Synonyms activity in each unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the Word Study: Denotation and Connotation lessons</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p><i>Example [Level C, Unit 3, p. 38]</i></p> <p>8. chose only the select few <u>elite</u></p>	<p>provided in the review at the end of every three units.</p>
	<p>Word Study: Denotation and 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</p> <p><i>Example [Level C, Review Units 1–3, p. 47]</i></p> <p>Shades of Meaning</p> <ol style="list-style-type: none"> adage 0 glut – bountiful + congested – 	<p>Each Word Study: Denotation and Connotation lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, Shades of Meaning.</p>
	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation neutral 4. Did you see that car (veer, turn) into the other lane without signaling?</p> <p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p>Challenge: Using the Connotation</p> <ol style="list-style-type: none"> Tossed into a dark cell, the prisoner bumped around, feeling <u>groping</u> for the walls and the door. <p><i>Sample response: Groping is more dramatic, allowing the reader to visualize the darkness</i></p>	<p>In Word Study: Expressing the Connotation, students read each sentence and consider context clues before selecting one of two vocabulary words that best expresses the target connotation (positive, negative, or neutral).</p> <p>In Challenge: Using Connotation, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.</p>

Strand: Reading

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
		<u>and to experience the prison's disorientation.</u>	
(f)	Extend general and specialized vocabulary through speaking, listening, reading, and writing.	Throughout the program	Throughout the program students build and extend 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. 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 general and specialized vocabulary.

ADDITIONAL ALIGNED CONTENT**Strand: Reading**

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
8.5	The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	Vocabulary in Context: Literary Text — Unit 1 [Baroness Orczy], p. 21; Unit 2 [O. Henry], p. 31; Unit 3 [Henry David Thoreau], p. 41; Unit 4 [Edgar Allan Poe], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Jack London], p. 79; Unit 7 [Louisa May Alcott],	The Vocabulary in Context: Literary Text pages contain 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
(e)	Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.		

Strand: Reading

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
		<p>p. 97; Unit 8 [Stephen Crane], p. 107; Unit 9 [Mark Twain], p. 117; Unit 10 [Edgar Rice Burroughs], p. 135; Unit 11 [E.M. Forster], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Robert Louis Stevenson], p. 183; Unit 15 [Henry James], p. 193</p> <p><i>Example [Level C, Unit 3, p. 41]</i></p> <p>1. Sometimes one [whip-poor-will] would circle round and round me in the woods a few feet distant as if tethered by a string, when probably I was near its eggs. They sang at intervals throughout the night, and were again as musical as ever just before and about dawn. (<i>Walden</i>)</p> <p>If something is tethered it is NOT</p> <p>a. fastened c. nearby b. free d. caught</p>	<p>literature.</p> <p>In each excerpt, notable British and American authors model the use of language and syntax to achieve their purposes.</p>
8.6	The student will read, comprehend, and analyze a variety of nonfiction texts.		
	<p>(b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>(d) Analyze the author’s use of text structure and word choice.</p> <p>(g) Identify main idea.</p>	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level C, p. 9]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that. . . • The author implies that. . . • Evidently the author feels that. . . <p><i>Example [Level C, p. 9]</i></p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: Reading Passages, Vocabulary in Context,</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>Main Idea Questions generally ask what the passage as a whole is about. Often, but not always, the main idea is stated in the first paragraph of the passage.</p> <p>You may also be asked the main idea of a specific paragraph. Questions about the main idea may begin like this:</p> <ul style="list-style-type: none"> • The primary or main purpose of the passage is . . . • The passage is best described as . . . • The title that best describes the content of the passage is . . . 	<p>and Vocabulary for Comprehension.</p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [Native American Structures], pp. 42–43; Review Units 4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel], pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], pp. 194–195</p> <p><i>Example [Level C, Review Units 4–6, p. 81]</i></p> <ol style="list-style-type: none"> 1. The main purpose of the passage is to <ol style="list-style-type: none"> a. inform readers about the history of umbrellas b. explain the etymology of the word <i>umbrella</i> c. entertain readers with fictional details about umbrellas d. persuade readers to use umbrellas as protection from the sun's rays 	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, inferences, and author's point of view and purpose.</p>

Strand: Reading

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>e. examine how the design of umbrellas has changed over the centuries</p> <p><i>Example [Level C, Review Units 7–9, p. 119]</i></p> <p>9. The function of paragraph 4 (lines 39–50) is to</p> <p>a. discuss the modern novel</p> <p>b. Introduce a totally new topic</p> <p>c. dispute the passage's main idea</p> <p>d. summarize the passage's main idea</p> <p>e. provide a specific example of the main idea</p>	

Strand: Writing

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.</p>	<p>Writing: Words in Action—Unit 6, Writing Prompts #1 [compare-and-contrast essay], p. 78; Unit 11, Writing Prompt #1 [compare-and-contrast essay], p. 144; Unit 12, Writing Prompt #2 [explanatory essay], p. 154; Unit 13, Writing Prompts #1 & #2 [tribute; expository essay], p. 172; Unit 14, Writing Prompt #2 [compare-and-contrast essay], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p><i>Example [Level C, Unit 14, p. 182]</i></p> <p>1. Commerce has changed drastically since the days of the Gold Rush. Think about how e-commerce, priority mail, overnight deliveries, courier services, and other</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

Strand: Writing

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
		<p>methods of getting merchandise quickly have affected the exchange of goods. Then, in an essay, compare and contrast the business practices of today with those of 1849. Support your essay with evidence from the reading (refer to pages 174–175) or from your own knowledge, experience, or observations. Write at least three paragraphs, and use three or more words from this Unit</p>	
8.7	The student will write in a variety of forms, including narration, exposition, persuasion, and informational.	<p>Writing: Words in Action—Unit 1, Writing Prompts #1 & #2 [opinion letter to a friend; opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive ad copy; opinion essay], p. 30; Unit 3, Writing Prompts #1 & #2 [persuasive brochure; opinion essay], p. 40; Unit 5, Writing Prompts #1 & #2 [argument; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 & #2 [persuasive article; opinion essay], p. 96; Unit 9, Writing Prompt #2 [opinion essay], p. 116; Unit 10, Writing Prompt #1 & #2 [persuasive letter; opinion essay], p. 134; Unit 11, Writing Prompts #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive article], p. 154; Unit 15, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 182</p> <p><i>Example [Level C, Unit 3, p.40]</i></p> <p>1. Look back at “Grand Columbian Carnival Unites the World” (pages 32–33). Suppose that you are one of the sponsors for the exposition. You want to persuade visitors to</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the passage that introduced the unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

Strand: Writing

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level C	
Grade Eight		Feature / Location	Description
		attend this event. Write a brochure enticing visitors, using at least two details from the passage and three Unit words.	
8.8	The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.		
(g)	Use correct spelling for frequently used words.	<p>Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level C, Unit 1, p. 14]</i></p> <p>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</p>	<p>Each unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.</p>
		<p>Synonyms—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> <p><i>Example [Level C, Unit 3, p. 38]</i></p> <p>8. chose only the select few <u>elite</u></p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each unit word.</p>

Strand: Writing

Virginia English Standards of Learning	Vocabulary Workshop Enriched Edition, Level C	
Grade Eight	Feature / Location	Description
	<p>Antonyms—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> <p><i>Example [Level C, Unit 8, p. 105]</i></p> <p>5. a healthy but hefty dachshund <u>gaunt</u></p>	<p>For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each unit word.</p>
	<p>Completing the 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</p> <p><i>Example [Level C, Unit 8, p. 105]</i></p> <p>4. My father has three <u>cronies</u> who go with him each year on a camping trip in the High Sierras.</p>	<p>For Completing the Sentence, students write the unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.</p>