



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level C

Aligned to

Ohio's New Learning Standards
for English Language Arts, Grade 8

CONTENTS

KEY ALIGNED CONTENT

- Page 2 **READING:** Literature: Craft and Structure
Page 3 **READING:** Informational Text: Craft and Structure
Page 5 **WRITING:** Text Types and Purposes
Page 8 **LANGUAGE:** Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

- Page 20 **READING:** Informational Text: Key Ideas and Details
Page 21 **READING:** Informational Text: Craft and Structure
Page 22 **LANGUAGE:** Conventions of Standard English

 **Sadlier**
Your Partner in Education Since 1832
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

KEY ALIGNED CONTENT

READING: Literature: Craft and Structure

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RL.8.4. 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.</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>Students also have the opportunity to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.</p>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.8.4. 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>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. 10]</i></p> <p>Questions About Tone show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as <i>indifferent, ambivalent, scornful, astonished, respectful</i>. These are typical questions:</p> <ul style="list-style-type: none"> • The author's attitude toward . . . is best described as . . . • Which word best describes the author's tone? <p>To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).</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, 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>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"</p>	<p>Each of the 15 Reading Passages is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.</p> <p>Students read the words in context to activate prior knowledge then draw on context clues to</p>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>[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></p> <p>On June 17, 1527, the Narváez expedition 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>help them determine the meaning of unfamiliar words.</p> <p>In addition, the Reading Passages provide context clues and information referenced in other activities in the Unit and Review, including Choosing the Right Word and the Writing: Words in Action writing prompts.</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 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</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 informational text then answer vocabulary-in-context questions.</p>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>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 	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. 	<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>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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> Provide a concluding statement or section that follows from and supports the argument presented. 	<p><u>Example [Level C, Unit 3, p.40]</u></p> <ol style="list-style-type: none"> 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 attend this event. Write a brochure enticing visitors, using at least two details from the passage and three Unit words. 	
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section 	<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><u>Example [Level C, Unit 14, p. 182]</u></p> <ol style="list-style-type: none"> Commerce has changed drastically since the days of the Gold Rush. Think about how e-commerce, priority mail, overnight deliveries, courier services, and other 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>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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
that follows from and supports the information or explanation presented.		
<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ▪ Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ▪ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ▪ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ▪ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ▪ Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Writing: Words in Action—Unit 4, Writing Prompt #1 [synopsis of a story], p. 58</p> <p><i>Example [Level C, Unit 4, p. 58]</i></p> <p>1. Look back at “Toni Cade Bambara” (pages 50–51). Suppose you were going to write a story about social injustice. What would you write about? What would be the outcome of your story? Write a brief synopsis of your story, including its theme. Use at least two details from the passage and three Unit words.</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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>L.8.4. 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.</p>		
<ul style="list-style-type: none"> ▪ 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. 	<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>“My view of the situation may be far too rosy,” I admitted. “On the other hand, yours may be a bit (optimistic, bleak).”</p> <p>In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rosy</i>.</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>
	<p>Reading Passages—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</p> <p><i>Example [Level C, Unit 4, p. 50]</i></p> <p>Toni Cade Bambara (1939–1995) wore many hats during her lifetime: writer, editor, teacher, filmmaker, activist, and social worker. Born in Harlem, she came of age during the Civil Rights Movement and the stirrings of feminism. Bambara deplored social injustice. Her disapproval spurred her to work hard to oust injustice from American society. Her career united diverse interests in a single-minded effort to</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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	build and bolster equality and tolerance.	
	<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></p> <p>You will need to <u> muster </u> up your courage to face the fully who has been tormenting you.</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>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.
<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>	The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.	

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	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 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>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>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</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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>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>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 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> <p>a. sell b. loot c. collect d. preserve e. uncover</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 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;</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>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> <p>a. enterprise . . . citadels b. compliance . . . perspectives c. longevity . . . antics d. audacity . . . durables</p>	<p>college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</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>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 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>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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 chronic problem in many parts of the world.</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>
<ul style="list-style-type: none"> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 	<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 1–3, p. 49]</i></p> <p>2. to turn away from the right course; to lead astray, distort ("<i>thoroughly, utterly turned</i>")</p> <p>The defendant was accused of paying bribes to try and pervert the justice system.</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>
<ul style="list-style-type: none"> 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or 	<p>Vocabulary Strategy: Using Context (inference clues)—p. 7</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;</p>	<p>Located in the textbook front matter, Vocabulary Strategy: Using Context provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.</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-</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
in a dictionary).	Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <i>Example [Level C, Units 3, p. 36]</i> 20. willful (wil' fəl) (adj.) stubbornly self-willed; done on purpose, deliberate After lengthy deliberations, the jury found the defendant guilty of <u>willful</u> murder. SYNONYMS: headstrong, obstinate, premeditated ANTONYMS: docile, obedient, tractable	style format. 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. For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.
	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 <i>Example [Level C, Unit 3, p. 38]</i> 8. chose only the select few <u>elite</u>	For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.
	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 <i>Example [Level C, Unit 8, p. 105]</i> 5. a healthy but hefty dachshund <u>gaunt</u>	For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.
	Word Study: Writing with Idioms —Review Units 1–3, p. 46; Writing with Idioms —Review Units 4–6, p. 84; Writing with Proverbs —Review Units 7–9, p. 122; Writing with Idioms —Review Units 10–12, p.	Students are directed to use a print or online dictionary as needed.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	160; Writing with Adages —Review Units 13–15, p. 198	
	Word Study: Classical Roots —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	Students are directed to use a print or online dictionary as needed.
	Online Components: iWords Audio Program — vocabularyworkshop.com	The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> ▪ Interpret figures of speech (e.g. verbal irony, puns) in context. 	<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 6. My little nephews fight like cats and dogs, so I don't enjoy babysitting them. _____</p> <p><i>Example [Level C, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Proverb 5. You have to be able to handle stress if you want to be a manager, so if you can't stand the heat, get out of the kitchen._____</p> <p><i>Example [Level C, Review Units 4–6, p. 84]</i></p> <p>Writing with Idioms 9. bursting at the seams</p>	<p>As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.”</p> <p>An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”</p> <p>A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”</p> <p>After introductory instruction, students practice</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C					
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION				
	<hr/> <p><i>Example [Level C, Review Units 13–15, p. 198]</i></p> <p>Writing with Adages 9. Different strokes for different folks.</p> <hr/>	<p>Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>				
<ul style="list-style-type: none"> Use the relationship between particular words to better understand each of the words. 	<p>Working with Analogies—p. 11</p> <p><i>Example [Level C, p. 11]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <table border="0" data-bbox="772 841 1352 987"> <tr> <td style="text-align: center;">Analogy</td> <td style="text-align: center;">Key Relationship</td> </tr> <tr> <td style="text-align: center;"><hr/>big is to large as little is to small</td> <td style="text-align: center;"><hr/>Big means the same thing as large, just as little means the same thing as small.</td> </tr> </table>	Analogy	Key Relationship	<hr/> big is to large as little is to small	<hr/> Big means the same thing as large , just as little means the same thing as small .	<p>Located in the textbook front matter, Working with Analogies helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.</p> <p>Students encounter many different kinds of relationships represented in the analogy questions in the Final Mastery Test.</p> <p>The Definitions section that follows the Reading Passage at the beginning of each Unit includes a listing of related words: synonyms and antonyms.</p> <p>For the Synonyms activity, students explore the relationship between words that are closely related or similar in meaning.</p>
Analogy	Key Relationship					
<hr/> big is to large as little is to small	<hr/> Big means the same thing as large , just as little means the same thing as small .					

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	14, p. 180; Unit 15, p. 190 <i>Example [Level C, Unit 3, p. 38]</i> 8. chose only the select few <u>elite</u>	
	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 <i>Example [Level C, Unit 8, p. 105]</i> 5. a healthy but hefty dachshund <u>gaunt</u>	For the Antonyms activity, students consider the relationship between words that are opposite in meaning.
	Word Study: Classical Roots —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 <i>Example [Level C, Review Units 13–15, p. 201]</i> 1. to guarantee; to declare true or correct ("make certain") A notary public <u>certifies</u> that documents such as deeds and contracts are authentic.	In Word Study: Classical Roots , students study groups of words that feature the same or related classical roots.
	Final Mastery Test: Analogies —p. 203	For Final Mastery Test: Analogies , students select the item that best completes the comparison of two pairs of related words.
<ul style="list-style-type: none"> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	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,	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.

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	pp. 186–188	
	<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> 8. chose only the select few <u>elite</u></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 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> Shades of Meaning 1. adage 0 2. glut – 3. bountiful + 4. congested –</p>	<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> 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> Challenge: Using the Connotation 1. Tossed into a dark cell, the prisoner bumped</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</p>	

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>around, feeling <u>groping</u> for the walls and the door.</p> <p><u>Sample response: Groping is more dramatic, allowing the reader to visualize the darkness and to experience the prison's disorientation.</u></p>	<p>of the replacement word changes the tone of the sentence.</p>
<p>L.8.6. Acquire and use accurately 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 program</p>	<p>Throughout the 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. 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 vocabulary.</p>

ADDITIONAL ALIGNED CONTENT

READING: Informational Text: Key Ideas and Details

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. 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>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 e. examine how the design of umbrellas has changed over the centuries <p><i>Example [Level C, Review Units 7–9, p. 119]</i></p> <ol style="list-style-type: none"> 9. The function of paragraph 4 (lines 39–50) is to <ol style="list-style-type: none"> a. discuss the modern novel b. introduce a totally new topic c. dispute the passage's main idea d. summarize the passage's main idea e. provide a specific example of the main idea 	<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>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.8.6. 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>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> <p>1. From the author’s description of serial novels (lines 6–15), you can infer that the author</p> <ol style="list-style-type: none"> never reads novels dislikes serial novels enjoys serial novels teaches creative writing is a novelist or playwright <p><i>Example [Level C, Review Units 7–9, p. 119]</i></p> <p>1. Which of the following generalizations would the author agree with?</p> <ol style="list-style-type: none"> Novels in the 1840s were boring. Serial novels were not popular in America. Authors of serial novels were unmoved by criticism or acclaim. Charles Dickens is a better novelist than William Makepeace Thackeray. Authors of serial novels adapted their plots according to readers’ responses. 	<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>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Spell correctly. 	<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 appropriate form of 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>
	<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–</p>	<p>For Completing the Sentence, students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 8	Vocabulary Workshop, Level C	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	<p>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 13, p. 171]</i></p> <p>8. The quick recovery of so many patients <u>attests</u> to the skill of the hospital staff.</p>	<p>section as needed for the correct spelling.</p>