



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level A**

Aligned to

## Ohio's New Learning Standards for English Language Arts, Grade 6

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Aligned to the

## Common Core State Standards for English Language Arts, Grade 6

## KEY ALIGNED CONTENT

**READING:** Literature: Craft and Structure

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p><b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>Vocabulary in Context: Literary Text</b>— Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193</p> <p><i>Example [Level A, Unit 12, p. 155]</i></p> <p><b>5.</b> At the time when I was able to fulfill my <b>compact</b> I was living in a cottage at Fontainebleau, and as the evening trains were inconvenient, he asked me to spend the night in his house. ("The Leather Funnel")</p> <p>A person fulfilling a <b>compact</b> is honoring a(n)</p> <p><b>a.</b> colleague                      <b>c.</b> country  <b>b.</b> host                                <b>d.</b> agreement</p>	<p>The <b>Vocabulary in Context: Literary Text</b> 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>They 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 6	Vocabulary Workshop, Level A	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>Vocabulary and Reading</b>—pp. 9–10</p> <p><i>Example [Level A, p. 9]</i></p> <p><b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that . . .</li> <li>• The author implies that . . .</li> <li>• Evidently the author feels that . . .</li> </ul> <p><i>Example [Level A, p. 10]</i></p> <p><b>Questions About Tone</b> 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>bored, unsure, amazed, respectful</i>. These are typical questions:</p> <ul style="list-style-type: none"> <li>• The author's attitude toward . . . is best described as . . .</li> <li>• Which word best describes the author's tone?</li> </ul> <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 (unsure).</p>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> 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: <b>Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</b></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><b>Reading Passages</b>—Unit 1 "City of Gold" [First-Person Narrative], pp. 12–13; Unit 2 "West End School Has Comestible Curriculum" [Interview], pp. 22–23; Unit 3 "This Day in 1923: The Olympic's the Thing!" [Archived Newspaper Article], pp. 32–33; Unit 4 "The Art and Science of Traditional Healing" [Expository Essay], pp. 50–51; Unit 5 "Continue Space Exploration, Now!" [Persuasive Speech], pp. 60–61; Unit 6 "The Fine Art of War: WWI Propaganda Images" [Textbook Entry], pp. 70–71;</p>	<p>Each of the 15 <b>Reading Passages</b> 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 6	Vocabulary Workshop, Level A	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>Unit 7 "Made for the Shade" [Informational Essay], pp. 88–89; Unit 8 "From Big Dream to Big Top" [Interview], pp. 98–99; Unit 9 "From Fire Arrows to Space Flight: a History of Rockets" [Informational Essay], pp. 108–109; Unit 10 "Farewell, Blue Yodeler" [Obituary], pp. 126–127; Unit 11 "Here I Am: Galápagos Log" [Log], pp. 136–137; Unit 12 "Vampires We Have Known" [Humorous Essay], pp. 146–147; Unit 13 "Polar Opposites" [Compare and Contrast Essay], pp. 164–165; Unit 14 "Madam C.J. Walker and Her Wonderful Remedy" [Biographical Sketch], pp. 174–175; Unit 15 "Running With the Big Dogs" [Magazine Article], pp. 184–185</p> <p><i>Example [Level A, Unit 4, p. 50]</i></p> <p>Advances in science provide modern man with cures and treatments undreamed of by his prehistoric counterpart. But how did early humans deal with disease? Serious illnesses could <b>devastate</b> whole families or clans. What remedies were available? In olden times, folk medicine <b>generated</b> relief or cures. A <b>scan</b> of the long history of medicine reveals some important <b>strands</b> in the history of healing..</p>	<p>help them determine the meaning of unfamiliar words.</p> <p>In addition, the <b>Reading Passages</b> provide context clues and information referenced in other activities in the Unit and Review, including <b>Choosing the Right Word</b> and the <b>Writing: Words in Action</b> writing prompts.</p>
	<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195</p> <p><i>Example [Level A, Review Units 10–12, pp. 156–157]</i></p> <p>Life in such a difficult place demands planning, special gear, and <b>grit</b>. Scientists must figure out how to do their research safely and effectively. They must</p>	<p>The <b>Vocabulary for Comprehension</b> 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 6	Vocabulary Workshop, Level A	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	guard their health and well-being. <b>4.</b> The meaning of <b>grit</b> (line 42) is <ul style="list-style-type: none"> <li>a. courage</li> <li>b. gravel</li> <li>c. persistence</li> <li>d. power</li> <li>e. grind</li> </ul>	

**WRITING: Text Types and Purposes**

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>▪ Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>▪ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>▪ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>▪ Establish and maintain a formal style.</li> <li>▪ Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b>Writing: Words in Action</b>—Unit 2, Writing Prompts #1 &amp; #2 [speech; opinion essay], p. 30; Unit 3, Writing Prompts #1 &amp; #2 [radio advertisement; opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompts #1 &amp; #2 [editorial; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 &amp; #2 [television commercial; opinion essay], p. 96; Unit 8, Writing Prompts #1 &amp; #2 [persuasive letter; opinion essay], p. 106; Unit 9, Writing Prompt #2 [editorial], p. 116; Unit 10, Writing Prompts #1 &amp; #2 [persuasive letter; opinion essay], p. 134; Unit 11, Writing Prompt #1 [persuasive letter], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 14, Writing Prompts #1 &amp; #2 [persuasive proposal; nominating letter], p. 182; Unit 15, Writing Prompt #1 [persuasive letter], p. 192</p>	<p><b>Writing: Words in Action</b> 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 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
	<p><u>Example [Level A, Unit 15, p.192]</u></p> <p>1. Look back at “Running with the Big Dogs” (pages 184–185). Suppose that you are a herder who must choose one of the three dog breeds discussed in the essay—Great Pyrenees, the Komondor, or the Kangal—to protect your herd. You must convince your family that your choice is correct. Write a letter to your family in which you support your choice of herding dog using at least two details from the passage and three Unit words.</p>	
<p><b>W.6.2.</b> 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"> <li>▪ Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>▪ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>▪ Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>▪ Establish and maintain a formal style.</li> </ul>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #2 [explanatory essay], p. 20; Unit 4, Writing Prompt #1 [compare essay], p. 58; Unit 6, Writing Prompt #1 [explanatory essay], p. 78; Unit 9, Writing Prompt #1 [cause-and-effect letter], p. 116; Unit 11, Writing Prompt #2 [explanatory essay], p. 144; Unit 12, Writing Prompt #1 [informational article], p. 154; Unit 13, Writing Prompt #1 [compare-and-contrast essay], p. 172; Unit 13, Writing Prompt #2 [explanatory essay], p. 172; Unit 15, Writing Prompt #2 [explanatory essay], p. 192</p> <p><u>Example [Level A, Unit 13, p. 172]</u></p> <p>1. Look back at “Polar Opposites” (pages 164–165). Using details from the passage, compare and contrast the Arctic and Antarctica. In your conclusion, state which polar region you would rather visit and explain why. Include at least two details from the passage and three Unit words.</p>	<p><b>Writing: Words in Action</b> 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 7	Vocabulary Workshop, Level B	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>		
<p><b>W.6.3.</b> 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"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>Writing: Words in Action</b>— Unit 1, Writing Prompt #1 [journal entry], p. 20</p> <p><i>Example [Level A, Unit 1, p. 20]</i></p> <p>1. Look back at “City of Gold” (pages 12–13). Suppose you will be traveling soon with the traders. You wonder what your trip will be like when you arrive in Timbuktu. Write a journal entry, describing what excites you about the trip and what worries you. Use at least two details from the passage and three Unit words.</p>	<p><b>Writing: Words in Action</b> 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 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>		
	<p><b>Vocabulary Strategy: Using Context</b>—p. 7</p> <p><i>Example [Level A, p. 7]</i></p> <p>A <b>contrast clue</b> 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 my plan is plausible,” I said, “while yours seems to (<b>far-fetched, responsive</b>).”</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 <b>Vocabulary Strategy: Using Context</b>, 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 <b>restatement clue, contrast clue, and inference clue</b>.</p>
	<p><b>Reading Passages</b>—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 A, Unit 5, p. 60]</i></p> <p>For all but the most stubborn and <b>headstrong</b>, however, this argument can be convincingly <b>refuted</b>. For the entire <b>duration</b> of the space program’s existence—a little more than half a century—the budget of the National Aeronautics and Space Administration (NASA) has averaged under one percent of total federal annual expenditures.</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</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>
	<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–</p>	<p>In the <b>Definitions</b> section that follows each Reading Passage, students see the importance of</p>



**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>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 A, Unit 10, p. 129]</i> The cap is a <u>memento</u> of our recent trip.</p>	<p>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><b>Choosing the Right Word</b>—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 A, Unit 4, p. 55]</i> <b>6.</b> Imagine his (<b>plight, ingratitude</b>)—peniless, unemployed, and with a large family to support!"</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.</p>
	<p><b>Synonyms</b>—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 A, Unit 2, p. 28]</i> <b>4.</b> able to <b>replicate</b> a bird's call <u>mimic</u></p>	<p>The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
	<p><b>Antonyms</b>—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</p>	<p>The <b>Antonyms</b> activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</p>

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	14, p. 181; Unit 15, p. 191  <i>Example [Level A, Unit 14, p. 181]</i>  4. never question a <b>noble</b> gesture <u>self-seeking</u>	
	<b>Completing the Sentence</b> —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  <i>Example [Level A, Unit 12, p. 153]</i>  9. Because I'm afraid of heights, I usually <b>balk</b> at the idea of sitting in the first row of the topmost balcony in a theater.	For <b>Completing the Sentence</b> , 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.
	<b>Vocabulary in Context: Literary Text</b> — Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193  <i>Example [Level A, Unit 12, p. 155]</i>  2. Nothing could be more hearty than his manner, and he set me at my ease in an instant. But it needed all his cordiality to atone for the <b>frigidity</b> and even rudeness of his wife, a tall, haggard woman, who came forward at his summons. (“The Brazilian Cat”)	The <b>Vocabulary in Context: Literary Text</b> 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.  In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	People who convey <b>frigidity</b> are a. aloof                      c. dull b. keen                        d. shy	
	<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195</p> <p><i>Example [Level A, Review Units 10–12, pp. 156–157]</i></p> <p>Life in such a difficult place demands planning, special gear, and <b>grit</b>. Scientists must figure out how to do their research safely and effectively. They must guard their health and well-being.</p> <p>4. The meaning of <b>grit</b> (line 42) is</p> <p>a. courage  b. gravel  c. persistence  d. power  e. grind</p>	<p>The <b>Vocabulary for Comprehension</b> 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><b>Two-Word Completions</b>—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 A, Review Units 1–3, p. 44]</i></p> <p>3. Two ruffians _____ the weary traveler on a lonely stretch of road, but the man was able to beat off his _____ with the help of his</p>	<p>In <b>Two-Word Completions</b>, 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>

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	stout staff. <b>a.</b> waylaid . . . assailants <b>b.</b> dispatched . . . oafs <b>c.</b> confronted . . . hypocrites <b>d.</b> constrained . . . pacifists	
	<b>Word Study: Adages, Idioms, and Proverbs</b> —Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Adage], p. 197  <i>Example [Level A, Review Units 13–15, p. 197]</i> <b>2. When the cat's away the mice will play</b> , but our class stays on task when the teacher leaves the room. _____	As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.
	<b>Word Study: Expressing the Connotation</b> —Review Units 1–3 [Expressing the Connotation], p. 48; Review Units 4–6 [Expressing the Connotation], p. 86; Review Units 7–9 [Expressing the Connotation], p. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200  <i>Example [Level A, Review Units 4–6, p. 86]</i> <b>negative 5.</b> The coffee shop owner does not want people to ( <b>loiter, tarry</b> ) in front of her place of business.	In <b>Word Study: Expressing the Connotation</b> , 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).
	<b>Word Study: Classical Roots</b> —Review Units 1–3 (de), p. 49; Review Units 4–6 (re), p. 87; Review Units 7–9 (log, logue), p. 125; Review Units 10–12	In <b>Word Study: Classical Roots</b> , students use context clues to help choose which word based on

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	<p>(co, col, com, con, cor), p. 163; Review Units 13–15 (pre), p. 201</p> <p><i>Example [Level A, Review Units 4–6, p. 87]</i></p> <p>3. to buy back; to make up for; to fulfill a pledge</p> <p>Consumers who <b>redeem</b> discount coupons they clip from magazines and newspapers can lower their weekly grocery bills.</p>	<p>the featured root best completes the sentence.</p>
<ul style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> </ul>	<p><b>Word Study: Classical Roots</b>—Review Units 1–3 (de), p. 49; Review Units 4–6 (re), p. 87; Review Units 7–9 (log, logue), p. 125; Review Units 10–12 (co, col, com, con, cor), p. 163; Review Units 13–15 (pre), p. 201</p> <p><i>Example [Level A, Review Units 1–3, p. 49]</i></p> <p>1. to cut off the head, behead</p> <p>Experienced chefs know how to gut, scale, and <b>decapitate</b> a fish before cooking it.</p>	<p>In <b>Word Study: Classical Roots</b>, 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"> <li>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.</li> <li>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).</li> </ul>	<p><b>Vocabulary Strategy: Using Context</b> (inference clues)—p. 7</p> <p><i>Example [Level A, p. 7]</i></p> <p>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>Like any _____, my brother always expects the worst and thinks that any good news is actually a carefully disguised _____.”</p> <p>a. epic . . . pantomime                      c. beacon . . . encounter b. pantomime . . . precaution      d. pessimist . . . sham</p> <p>In this sentence, there are several inference clues: (a) the phrase <i>expects the worst</i> suggests <i>pessimist</i>; (b)</p>	<p>Located in the textbook front matter, <b>Vocabulary Strategy: Using Context</b> 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 <b>Definitions</b> section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech,</p>

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	<p>the words <i>carefully disguised</i> suggest the word <i>sham</i>.</p> <p>These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <p><b>Definitions</b>—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 A, Units 4, p. 53]</i></p> <p><b>12. petty</b> (adj.) unimportant, trivial; narrow-minded; secondary in rank, minor (pet' ē)</p> <p>You say my complaint is <u>petty</u>, but to me it is an issue of great importance.</p> <p>SYNONYMS: insignificant, piddling ANTONYMS: important, major, significant, weighty</p>	<p>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><b>Vocabulary Strategy: Using Context</b> (inference clues)—p. 7</p> <p><i>Example [Level A, p. 7]</i></p> <p>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>Like any _____, my brother always expects the worst and thinks that any good news is actually a carefully disguised _____.”</p> <p>a. epic . . . pantomime                      c. beacon . . . encounter b. pantomime . . . precaution      d. pessimist . . . sham</p> <p>In this sentence, there are several inference clues: (a)</p>	<p>Located in the textbook front matter, <b>Vocabulary Strategy: Using Context</b> 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>



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English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>the phrase <i>expects the worst</i> suggests <i>pessimist</i>; (b) the words <i>carefully disguised</i> suggest the word <i>sham</i>.</p> <p>These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p>	
	<p><b>Synonyms</b>—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 A, Unit 3, p. 38]</i></p> <p>9. trying to <b>irritate</b> the manager <u>  <b>infuriate</b>  </u></p>	<p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>
	<p><b>Antonyms</b>—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 A, Unit 10, p. 133]</i></p> <p>2. to <b>demolish</b> the old building <u>  <b>refurbish</b>  </u></p>	<p>For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>
	<p><b>Word Study: Writing with Idioms</b>—Review Units 1–3, p. 46; <b>Writing with Idioms</b>—Review Units 4–6, p. 84; <b>Writing with Adages</b>—Review Units 7–9, p. 122; <b>Writing with Idioms</b>—Review Units 10–12, p. 160; <b>Writing with Proverbs</b>—Review Units 13–15, p. 198</p>	<p>Students are directed to use a print or online dictionary as needed.</p>
	<p><b>Word Study: Classical Roots</b>—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</p>	<p>Students are directed to use a print or online dictionary as needed.</p>

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	<b>Online Components: iWords Audio Program</b> — vocabularyworkshop.com	The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
<b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> <li>▪ Interpret figures of speech (e.g., personification) in context.</li> </ul>	<p><b>Word Study: Adages, Idioms, and Proverbs</b>— Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Adages], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Proverbs], pp. 197–198</p> <p><i>Example [Level A, Review Units 1–3, p. 45]</i></p> <p><b>Choosing the Right Idiom</b> 3. We spent all afternoon praising Mom's great apple pie, so her <b>ears must be burning</b>. _____</p> <p><i>Example [Level A, Review Units 7–9, p. 121]</i></p> <p><b>Choosing the Right Adage</b> 5. Yes, I guess it was dangerous to try and break up the fight, but <b>fools rush in where angels fear to tread</b>. _____</p> <p><i>Example [Level A, Review Units 4–6, p. 84]</i></p> <p><b>Writing with Idioms</b> 1. face the music _____</p> <p><i>Example [Level A, Review Units 13–15, p. 198]</i></p> <p><b>Writing with Proverbs</b> 12. Where there's smoke, there's fire. _____</p>	<p>As part of the <b>Word Study</b> 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 <b>Choosing the Right Adage/Idiom/Proverb</b> by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In <b>Writing with Adages/Idioms/Proverbs</b>, located on the following page, students find the meanings (using a dictionary if necessary) then compose a</p>

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English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A							
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<ul style="list-style-type: none"> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> </ul>	<p><b>Working with Analogies</b>—p. 11</p> <p><i>Example [Level A, p. 11]</i></p> <p><b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <table border="1" data-bbox="772 574 1356 695"> <thead> <tr> <th data-bbox="772 574 1045 610">Analogy</th> <th data-bbox="1045 574 1356 610">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="772 610 1045 646">eyes are to see as</td> <td data-bbox="1045 610 1356 646">You use your eyes to</td> </tr> <tr> <td data-bbox="772 646 1045 695">ears are to hear</td> <td data-bbox="1045 646 1356 695">see with, just as you use your ears to hear with.</td> </tr> </tbody> </table>	Analogy	Key Relationship	eyes are to see as	You use your eyes to	ears are to hear	see with, just as you use your ears to hear with.	<p>sentence for each given figure of speech.</p> <p>Located in the textbook front matter, <b>Working with Analogies</b> 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 <b>Final Mastery Test</b>.</p>
	Analogy	Key Relationship						
	eyes are to see as	You use your eyes to						
	ears are to hear	see with, just as you use your ears to hear with.						
	<p><b>Definitions</b>—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 <b>Definitions</b> section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms – words with similar denotations – and antonyms.</p>						
<p><b>Synonyms</b>—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 A, Unit 3, p. 38]</i></p> <p>3. a plot to <b>trap</b> unsuspecting victims <u>waylay</u></p>	<p>In the <b>Synonyms</b> 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 <b>Word Study: Denotation and Connotation</b> lessons provided in the Review at the end of every three Units.</p>							
<p><b>Antonyms</b>—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>For the <b>Antonyms</b> activity, students learn about the relationship between words and their opposites. They are encouraged to refer back to the <b>Definitions</b> section as needed for lists of antonyms of Unit words.</p>							

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	<p><i>Example [Level A, Unit 10, p. 133]</i></p> <p>2. to <b>demolish</b> the old building <u>refurbish</u></p>	
	<p><b>Word Study: Classical Roots</b>—Review Units 1–3 (de), p. 49; Review Units 4–6 (re), p. 87; Review Units 7–9 (log, logue), p. 125; Review Units 10–12 (co, col, com, con, cor), p. 163; Review Units 13–15 (pre), p. 201</p> <p><i>Example [Level A, Review Units 1–3, p. 49]</i></p> <p>1. to cut off the head, behead</p> <p>Experienced chefs know how to gut, scale, and <u>decapitate</u> a fish before cooking it.</p>	<p>In <b>Word Study: Classical Roots</b>, students study groups of words that feature the same or related classical roots.</p>
	<p><b>Final Mastery Test: Analogies</b>—p. 203</p>	<p>For <b>Final Mastery Test: Analogies</b>, students select the item that best completes the comparison of two pairs of related words.</p>
<ul style="list-style-type: none"> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</li> </ul>	<p><b>Definitions</b>—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 <b>Definitions</b> 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><b>Synonyms</b>—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 A, Unit 12, p. 152]</i></p> <p>4. its <b>pocket-size</b> motor <u>compact</u></p>	<p>In the <b>Synonyms</b> 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 <b>Word Study: Denotation and Connotation</b> lessons provided in the Review at the end of every three Units.</p>

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	<p><b>Word Study: Denotation and Connotation</b>—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 A, Review Units 1–3, p. 47]</i></p> <p><b>Shades of Meaning</b> 1. famished – 2. stamina + 3. douse – 4. terrain 0</p>	<p>Each <b>Word Study: Denotation and Connotation</b> 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, <b>Shades of Meaning</b>.</p>
	<p><b>Word Study: Expressing the Connotation/ Challenge: Using Connotation</b>—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 A, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation</b> <b>neutral 4.</b> If you're shopping for sports (<b>duds, apparel</b>), I recommend the athletic supply store on Midway Drive.</p> <p><i>Example [Level A, Review Units 1–3, p. 48]</i></p> <p><b>Challenge: Using the Connotation</b> <b>3.</b> Daniel thought he would have time during spring break to relax; instead, he was <b>occupied</b> <u>besieged</u> with chores.</p> <p><b>Sample response: <i>Besieged</i> adds a more negative tone, implying that Daniel is overwhelmed by his chores and is not likely to find time to relax.</b></p>	<p>In <b>Word Study: Expressing the Connotation</b>, 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 <b>Challenge: Using Connotation</b>, 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>
<p><b>L.6.6.</b> 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</p>	<p><b>Throughout the program</b></p>	<p><b>Throughout the program</b> students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and</p>

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
comprehension or expression.		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.

**ADDITIONAL ALIGNED CONTENT****READING: Informational Text: Key Ideas and Details**

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>Vocabulary in Context: Literary Text</b>— Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193</p> <p><i>Example [Level A, Unit 12, p. 155]</i></p> <p><b>5.</b> At the time when I was able to fulfill my <b>compact</b> I was living in a cottage at Fontainebleau, and as the</p>	<p>The <b>Vocabulary for Comprehension</b> 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: Key Ideas and Details**

English Language Arts Standards, Grade 7	Vocabulary Workshop, Level B	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	<p>evening trains were inconvenient, he asked me to spend the night in his house. ("The Leather Funnel")</p> <p>A person fulfilling a <b>compact</b> is honoring a(n)</p> <p>a. colleague      c. country</p> <p>b. host              d. agreement</p>	

**READING: Informational Text: Craft and Structure**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p><b>RI.6.6.</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195</p> <p><i>Example [Level A, Review Units 1–3, p.43]</i></p> <p>11. You can infer from the passage that the author is trying to</p> <p>a. promote attendance at the festival</p> <p>b. analyze athletic events in Japan</p> <p>c. suggest festival improvements</p> <p>d. caution visitors about dangers</p> <p>e. encourage other cities to hold festivals</p> <p><i>Example [Level A, Review Units 4–6, p. 81]</i></p> <p>1. The primary purpose of the passage is to</p> <p>a. tell an inspirational true story</p> <p>b. tell an inspirational fictional story</p>	<p>The <b>Vocabulary for Comprehension</b> 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 6	Vocabulary Workshop, Level A	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	c. persuade the reader to help others d. persuade the reader to save money e. persuade the reader to stay in school	

**LANGUAGE: Conventions of Standard English**

English Language Arts Standards, Grade 6	Vocabulary Workshop, Level A	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<b>L.7.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>Spell correctly.</li> </ul>	<b>Definitions</b> —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  <i>Example [Level A, Unit 1, p. 14]</i>  <i>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.</i>	Each Unit begins with a three-page <b>Definitions</b> section. Twenty words in the numbered study list are presented in a dictionary-style format.  Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the illustrative sentence.
	<b>Synonyms</b> —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 A, Unit 3, p. 38]</i> <b>9.</b> trying to <b>irritate</b> the manager <u>infuriate</u>	For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.
	<b>Antonyms</b> —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.	For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the

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	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 A, Unit 10, p. 133]</i> 2. to <b>demolish</b> the old building <u>refurbish</u>	<b>Definitions</b> section as needed for the correct spelling of each Unit word.
	<b>Completing the Sentence</b> —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  <i>Example [Level A, Unit 8, p. 105]</i> 3. The patients will have a much better chance to recover quickly if they receive treatment at the <u>onset</u> of the fever.	For <b>Completing the Sentence</b> , students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.