



Grade 8

Sadlier Vocabulary FOR SUCCESS

 Common Core Enriched Edition

Aligned to the

Common Core State Standards for English Language Arts Grade 8

KEY ALIGNED CONTENT

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 **Sadlier**
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Vocabulary for Success, Grade 8 ©2013

Aligned to the

Common Core State Standards (CCSS) for English Language Arts

Grade 8

KEY ALIGNED CONTENT

LANGUAGE: Vocabulary Acquisition and Use

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>		
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.4a 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>Introductory Passage—Why Explore Space? (persuasive essay), 2–3; The Life Cycle of a Star (textbook entry), 12–13; Is There Life on Mars? (informational article), 22–23; Tania León Follows Her Music (biography), 36–37; A Slave Remembers (fictional diary entry), 46–47; Following Lewis and Clark (travelogue), 56–57; Do Cereals Really Contain Iron? (science experiment summary), 70–71; Two-Time Nobel Prize Winner Dies (obituary), 80–81; The Tennessee Coal Ash Case (editorial), 90–91; Coming to Ellis Island (oral history), 104–105; Angel Island: A Letter Home (letter), 114–115; Who Was Here First? (radio script), 124–125; The Great Climb (fact-based fiction), 142–143; Surfing the Big Waves (how-to article), 152–153; The Magic of Paragliding (magazine feature article), 162–163; The Rights for All (speech), 176–177; Protecting the</p>	<p>The Introductory Passage provides a natural, multi-paragraph context for the 10 new words presented in the lesson. Many include supportive illustrations and photographs. Lesson words appear in boldface type and are highlighted in light violet. The passages develop high-interest science and social studies topics appropriate for middle school.</p>

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	Wolf (profile), 186–187; Food We Can Use (interview), 196–197; A Female Soldier (personal narrative), 210–211; Harriet Jacobs (book review), 220–221; President Lincoln Has Died! (archive newspaper article), 230–231	
	Check for Understanding , 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234	For the Check for Understanding activity, students rely on single- sentence context clues to choose and write in the lesson word that best completes each of the 12 sentences. Some words are used twice.
	Expand Word Meanings / Apply Other Meanings , 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235	In Expand Word Meanings , students read a paragraph and use context clues to help discover additional meanings for some of the lesson words. For the Apply Other Meanings exercises, students use context clues to select the word from the Expand Word Meanings paragraph (at the top of the page) that best completes each sentence.
	Word Associations , 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236	In Word Associations , students rely on single-sentence context clues and what they know about the lesson word (in italics) to consider three choices before selecting the correct answer to the question.
	Check Again , 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237	Check Again is an open-ended writing activity to help students use all taught meanings, triggered by context clues that accompany the featured vocabulary word.
	Word-Solving Strategies: Context Clues— Punctuation, 10; Embedded Definitions, 30;	Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on

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	Inferences, 44; Examples, 64; Antonyms, 88; Examples, 112; Antonyms, 150; Embedded Definitions, 160; Inferences, 184; Synonyms, 204; Inferences, 218; Examples, 238	<p>understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple meaning words.</p> <p>Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, there are two sets of exercises in the "Practice" section.</p> <p>Exercise A includes a reading selection with vocabulary words in context. Students write the featured word and its explanation in the first two boxes. In the third box they write the word meaning (based on context clues).</p> <p>For Exercise B, students write sentences with vocabulary words from the paragraph, applying the specific context clue featured in this mini-lesson.</p>
	Practice for Tests , 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	<p>The Practice for Tests is a 10-question, multiple-choice/"fill in the bubble" format practice test covering all words taught in the lesson. This test-preparation activity appears at the end of each lesson. Students use single-sentence context clues to select the lesson word or descriptive phrase that best completes the sentence or answers the question.</p>
	Synonyms and Antonyms , 32, 66, 100, 134, 172, 206, 240	<p>The Synonyms and Antonyms activity found at the beginning of each Enrichment section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.</p>

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>Word Study: Denotation and Connotation, 33, 135, 241</p> <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p>	<p>Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.</p>
	<p>Vocabulary for Comprehension—Space on Earth, 34; Sacagawea, 68; An Express Elevator to Space, 102; Melting Pot or Salad Bowl, 136; Riverboarding, 174; The American Red Cross, 208; The Battle of Gettysburg, 242</p>	<p>Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.</p>
	<p>Using Context, 137, 243</p>	<p>Using Context, in the Mid-Year and End-of-Year Reviews, challenges students to consider context clues in 10 sentences before deciding on which of two related forms of previously studied words best completes each sentence.</p>
	<p>Analogies, 138, 244</p>	<p>For Analogies, students consider the relationship between pairs of italicized words presented in context.</p>
	<p>Word Relationships, 139, 245</p>	<p>The Word Relationships activity challenges students to demonstrate their understanding of a pair of related vocabulary words that appear in context in a writing prompt framed as a question.</p>

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). 	<p>Word-Solving Strategies: Prefixes, 20 (<i>co-</i>, <i>com-</i>); 98 (<i>pro-</i>; also <i>prohibere</i>, <i>habere</i>, <i>falteri</i>, <i>gradi</i>, <i>jaceri</i>, <i>legein</i>, <i>movere</i>, <i>proprietas</i>; Greek: <i>protokollon</i>, <i>protos</i>, <i>kola</i>); 170 (<i>ab-</i>, <i>ad-</i>; also <i>trahere</i>, <i>aptare</i>, <i>tenere</i>, <i>battuere</i>, <i>ornare</i>)</p> <p>Word-Solving Strategies: Root Words, 54 (<i>dic</i>, <i>dict</i>; also <i>dicere</i>, <i>dicare</i>, <i>dire</i>, <i>veir</i>, <i>contra</i>, <i>-ion</i>, <i>in-</i>, <i>periodus</i>, <i>radix</i>); 122 (<i>clud</i>; also <i>claudere</i>, <i>pre-</i>, <i>ex-</i>, <i>-ion</i>, <i>-ary</i>, <i>se-</i>, <i>re-</i>, <i>con-</i>); 194 (<i>cap</i>; also <i>captus</i>, <i>captere</i>, <i>in</i>, <i>-ate</i>, <i>caput</i>); 228 (<i>cant</i>, <i>chant</i>; also <i>cantare</i>, <i>re-</i>, <i>en-</i>, <i>dis-</i>, <i>cantata</i>, <i>canto</i>, <i>chantey</i>, <i>cantine</i>; Greek: <i>kónóps</i>)</p> <p>Word-Solving Strategies: Suffixes, 78 (<i>-ify</i>; also <i>signum</i>, <i>magnificus</i>, <i>justus</i>, <i>petra</i>, <i>ratus</i>, <i>verus</i>, <i>qualis</i>, <i>fortis</i>); 132 (<i>-ly</i>; also <i>-al</i>)</p>	<p>Students learn about Latin roots and affixes in Word-Solving Strategies activities. Each activity includes instruction with examples, followed by a "Be Careful!" box that describes irregular cases and gives examples. Finally, there is a set of problems in "Practice" where students expand their vocabulary by applying what they've learned, such as forming words by attaching a prefix or suffix to a specific root or base word.</p>
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.4c 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. ▪ CCSS.ELA-Literacy.L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>Pronunciation Key, viii</p> <p>Word Meanings, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232</p> <p>Online Dictionary, vocabularyforsuccess.com</p> <p>Word-Solving Strategies: Prefixes, 20 (use a dictionary); Word-Solving Strategies: Context Clues, 44 (use an Internet dictionary); Word-Solving Strategies: Root Words, 54 (check definitions in a dictionary); Word-Solving Strategies: Prefixes, 98 (look up definitions in a dictionary); Solving Strategies: Root Words, 122 (use a dictionary); Word-Solving Strategies: Prefixes, 170 (look up unfamiliar words in the dictionary); Word-Solving</p>	<p>The Pronunciation Key, located at the beginning of the book, identifies the letters or combination of letters used to represent sounds of vocabulary words presented on the Word Meanings page of each lesson. These representations are similar to those found in dictionaries that feature student-friendly pronunciations. The Key includes vowels, consonants, stress, and abbreviations.</p> <p>The Word Meanings page lists each of the 10 new vocabulary words for the lesson, together with a student-friendly explanation or definition, pronunciation key (with syllabication and stress), and part or parts of speech.</p> <p>At the top of each Word Meanings page, students</p>

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	<p>Strategies: Roots, 194 (check your answers in a dictionary); Word-Solving Strategies: Root Words, TE 228 (look up words in a dictionary); Word-Solving Strategies: Context Clues, 238 (consult a dictionary)</p> <p>Word Study: Idioms, 67, 173 (use an online or print dictionary); Word Study: Proverbs, 101, 207 (use an online or print dictionary)</p>	<p>are referred to the Online Dictionary.</p> <p>In addition to the Online Dictionary, users of <i>Vocabulary for Success</i> have access to audio recordings of the introductory passage and all taught words.</p> <p>Several Word-Solving Strategies and Word Study activities include instructions to use an online or print dictionary or thesaurus.</p>
<p>CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context. 	<p>Word Study: Denotation and Connotation, 33, 135, 241</p> <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p>	<p>Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations, the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.</p>
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.5b Use the relationship between particular words to better understand each of the words. 	<p>Synonyms and Antonyms, 32, 66, 100, 134, 172, 206, 240</p> <p>Word-Solving Strategies: Context Clues—Antonyms, 88; Antonyms, 150; Synonyms, 204</p>	<p>The Synonyms and Antonyms activity found at the beginning of each Enrichment section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.</p> <p>Word-Solving Strategies: Context Clues mini-lessons on synonyms and antonyms help students understand the relationship between words with</p>

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		similar meanings, as well as those that mean the opposite.
	Analogies , 138, 244	Students apply their understanding of meanings and word pair relationships in Analogies (part of the Mid-Year and End-of-Year Reviews).
	Word Relationships , 139, 245	The Word Relationships activity challenges students to demonstrate their understanding of the relationship of two vocabulary words presented together in a writing prompt framed as a question.
<ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). 	Word Study: Denotation and Connotation , 33, 135, 241	Word Study activities, located in the Enrichment section at the end of every three lessons, help students distinguish between connotations and denotations of words.
CCSS.ELA-Literacy.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.	Throughout the program	<p>Throughout the program students acquire and use grade-appropriate vocabulary knowledge through a variety of language arts activities.</p> <p>These activities begin with reading Introductory Passages, which present high-interest science and social studies topics aligned to middle school courses of study. Within these passages are context clues that help unlock the meaning of the highlighted study words.</p> <p>Following the Introductory Passage, students study the pronunciation and informal explanation of 10 lesson words in Word Meanings. After categorizing each study word in Word Talk discussions, students practice selecting and using</p>

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		<p>the new words in Check for Understanding, Expand Word Meanings, Word Associations, Check Again, and Challenge Yourself. The lesson concludes with Word-Solving Strategies and Practice for Tests.</p> <p>In the Enrichment section at the end of each three-lesson unit, students focus on word-relationship lessons (Synonyms and Antonyms), consider figurative language (Word Study), and read a short passage then answer multiple-choice questions to demonstrate their understanding of unit vocabulary (Vocabulary for Comprehension).</p> <p>The Mid-Year and End-of-Year Reviews include Using Context, Analogies, Word Relationships, and Generating Sentences.</p> <p>Together these activities help equip students for independent development of academic and domain-specific vocabulary.</p>

ADDITIONAL ALIGNED CONTENT

Reading: Informational Text: Craft and Structure

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.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</p>	<p>Introductory Passage—Why Explore Space? (persuasive essay), 2–3; The Life Cycle of a Star (textbook entry), 12–13; Is There Life on Mars? (informational article), 22–23; Tania León Follows Her Music (biography), 36–37; A Slave Remembers</p>	<p>The Introductory Passage provides opportunity for students to encounter and determine the figurative or technical meaning of new vocabulary words, which are presented in a natural, multi-</p>

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
or allusions to other texts.	<p>(fictional diary entry), 46–47; Following Lewis and Clark (travelogue), 56–57; Do Cereals Really Contain Iron? (science experiment summary), 70–71; Two-Time Nobel Prize Winner Dies (obituary), 80–81; The Tennessee Coal Ash Case (editorial), 90–91; Coming to Ellis Island (oral history), 104–105; Angel Island: A Letter Home (letter), 114–115; Who Was Here First? (radio script), 124–125; The Great Climb (fact-based fiction), 142–143; Surfing the Big Waves (how-to article), 152–153; The Magic of Paragliding (magazine feature article), 162–163; The Rights for All (speech), 176–177; Protecting the Wolf (profile), 186–187; Food We Can Use (interview), 196–197; A Female Soldier (personal narrative), 210–211; Harriet Jacobs (book review), 220–221; President Lincoln Has Died! (archive newspaper article), 230–231</p>	<p>paragraph context.</p> <p>The informational text is enhanced with illustrations and photographs. Lesson words are identified by boldface type and are highlighted in light violet.</p> <p>At the conclusion of the passage, Talk About It questions guide students to an understanding of key terms and concepts.</p>
	<p>Word-Solving Strategies: Context Clues— Punctuation, 10; Embedded Definitions, 30; Inferences, 44; Examples, 64; Antonyms, 88; Examples, 112; Antonyms, 150; Embedded Definitions, 160; Inferences, 184; Synonyms, 204; Inferences, 218; Examples, 238</p>	<p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple-meaning words.</p> <p>Succinctly stated instruction with examples is followed by a "Be Careful!" box with exceptions to the rule and examples. Finally, students complete the exercises in the "Practice" section.</p>
	<p>Word Study: Denotation and Connotation, 33, 135, 241</p> <p>Word Study: Idioms, 67, 173</p>	<p>Word Study activities, located in the Enrichment section following every three lessons, help students understand positive and negative variations in meaning explained by connotations,</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	Word Study: Proverbs , 101, 207	the use of wise sayings (proverbs), and colloquial expressions (idioms). For each example of figurative language, students are provided sentences with context clues of embedded definitions.
	Vocabulary for Comprehension —Space on Earth, 34; Sacagawea, 68; An Express Elevator to Space, 102; Melting Pot or Salad Bowl, 136; Riverboarding, 174; The American Red Cross, 208; The Battle of Gettysburg, 242	Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of every three lessons). Students read high-interest passages and use context and word study skills to determine the meaning of vocabulary words, within a critical reading, standardized-test format.
CCSS.ELA-Literacy.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.	Introductory Passage—Why Explore Space? (persuasive essay), 2–3; The Life Cycle of a Star (textbook entry), 12–13; Is There Life on Mars? (informational article), 22–23; Tania León Follows Her Music (biography), 36–37; A Slave Remembers (fictional diary entry), 46–47; Following Lewis and Clark (travelogue), 56–57; Do Cereals Really Contain Iron? (science experiment summary), 70–71; Two-Time Nobel Prize Winner Dies (obituary), 80–81; The Tennessee Coal Ash Case (editorial), 90–91; Coming to Ellis Island (oral history), 104–105; Angel Island: A Letter Home (letter), 114–115; Who Was Here First? (radio script), 124–125; The Great Climb (fact-based fiction), 142–143; Surfing the Big Waves (how-to article), 152–153; The Magic of Paragliding (magazine feature article), 162–163; The Rights for All (speech), 176–177; Protecting the Wolf (profile), 186–187; Food We Can Use (interview), 196–197; A Female Soldier (personal	The Introductory Passage provides opportunity for students to encounter and determine the figurative or technical meaning of new vocabulary words, which are presented in a natural, multi-paragraph context. The informational text is enhanced with illustrations and photographs. Lesson words are identified by boldface type and are highlighted in light violet. At the conclusion of the passage, Talk About It questions guide students to an understanding of key terms and concepts.

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	narrative), 210–211; Harriet Jacobs (book review), 220–221; President Lincoln Has Died! (archive newspaper article), 230–231	

Reading: Informational Text: Integration of Knowledge and Ideas

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
READING: INFORMATIONAL TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Online Components: Lesson Passage Videos (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p>	<p>A short online Lesson Passage Video can be used to introduce each Reading Passage. Watching the video then reading the text, students gain insight into how the emphasis or impact of a multimedia and a text treatment of the same topic may differ.</p>
	<p>Online Components: Lesson Passage Audio (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p>	<p>An audio narration of each Reading Passage is provided online. By comparing the professional narration to their own reading of the text, students experience how a narrator's interpretation—including pronunciation, pacing, phrasing, tone, and emphasis of certain words—can affect meaning.</p>
<p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when</p>	<p>Introductory Passages: Why Explore Space? (persuasive essay), 2–3; The Tennessee Coal Ash Case (editorial), 90–91; The Rights for All (speech), 176–177; Protecting the Wolf (profile), 186–187;</p>	<p>Introductory Passages with examples of persuasive writing emphasize the author's point of view or purpose, together with reasons for the position taken. The Talk About It questions provide students the opportunity to evaluate the</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
READING: INFORMATIONAL TEXT: INTEGRATION OF KNOWLEDGE AND IDEAS	FEATURE / LOCATION	DESCRIPTION
irrelevant evidence is introduced.	Harriet Jacobs (book review), 220–221	author's claims and supporting evidence.

Writing: Text Types and Purposes

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 9	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.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"> ▪ CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>Check Again, 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237</p>	<p>Check Again is an open-ended writing activity in which students complete the given partial sentence. This exercise helps students apply all taught meanings, triggered by context clues that accompany the featured vocabulary word.</p>
	<p>Challenge Yourself / Write Your Own, 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237</p>	<p>For the Write Your Own activities, students compose sentences according to specific instructions. In some cases, instructions mandate a sentence length and/or using the given lesson word in a specified position within the sentence.</p>
	<p>Word-Solving Strategies: Context Clues— Punctuation, 10; Embedded Definitions, 30; Inferences, 44; Examples, 64; Antonyms, 88; Examples, 112; Antonyms, 150; Embedded Definitions, 160; Inferences, 184; Synonyms, 204; Inferences, 218; Examples, 238</p> <p>Word-Solving Strategies: Prefixes, 98 (<i>pro-</i>; also <i>prohibere, habere, falteri, gradi, jaceri, legein, movere, proprietas</i>; Greek: <i>protokollon, protos, kola</i>); 170 (<i>ab-, ad-</i>; also <i>trahere, aptare, tenere, battuere, ornare</i>)</p> <p>Word-Solving Strategies: Root Words, 54 (<i>dic, dict</i>; also <i>dicere, dicare, dire, veir, contra, -ion, in-</i>,</p>	<p>Word-Solving Strategies: Context Clues are mini-lessons that provide direct instruction on understanding and using specific types of context clues to clarify the meaning of unfamiliar or multiple-meaning words.</p> <p>Many of these lessons direct students to write complete sentences using highlighted words from a short reading selection, including an example of the featured context clue.</p> <p>Word-Solving Strategies: Prefixes and Root Words are mini-lessons that help students recognize specific prefixes and roots. Practice exercises for many of these lessons direct students</p>

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 9–10	Vocabulary for Success, Grade 9	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
	<i>periodus, radix</i>); 122 (<i>clud</i> ; also <i>claudere, pre-, ex-, -ion, -ary, se-, re-, con-</i>); 170 (<i>ab-, ad-</i>); 228 (<i>cant, chant</i> ; also <i>cantare, re-, en-, dis-, cantata, canto, chantey, cantine</i> ; Greek: <i>kónóps</i>)	to write complete sentences using words with the featured Latin or Greek prefix or root.
	Word Relationships , 139, 245	Each Word Relationships exercise challenges students to write a short response to a question that pairs related vocabulary words.
	Generating Sentences/Extend Your Sentence , 140, 246	Part of the Mid-Year and End-of-Year reviews, Generating Sentences provides five sample sentences with a key vocabulary word in italics. Students create a new sentence using the italicized word. Located on the same page, the Extend Your Sentence activity directs students choose one of their five sentences and turn it into a paragraph, using at least four other words from the previous units of study.

Speaking and Listening: Comprehension and Collaboration

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by 	Talk About It , 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231	Talk About It questions, located at the end of each introductory passage, guide students in their collaborative discussion of the passages and use of newly introduced lesson words.
	Word Talk , 5, 15, 25, 39, 49, 59, 73, 83, 93, 107, 117, 127, 145, 155, 165, 179, 189, 199, 213, 223, 233	Word Talk is the second-day activity in which students work collaboratively in pairs to list concepts or items that fit in the same category as words from the lesson or draw illustrations that depict lesson words (for a word-guessing game

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<p>referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ▪ CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ▪ CCSS.ELA-Literacy.SL.8.1c Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p>Word Study: Denotation and Connotation, 135, 241</p> <p>Word Study: Idioms, 67, 173</p> <p>Word Study: Proverbs, 101, 207</p> <p>Analogies, TE 138, TE 244</p> <p>Word Relationships, TE 139, TE 245</p>	<p>like Pictionary).</p> <p>Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com.</p> <p>For Word Study: Denotation and Connotation, students work with a partner to determine whether a word has a positive, negative, or neutral connotation.</p> <p>For Word Study: Idioms/Proverbs, students work with a partner to find the meaning of the idioms or proverbs then together write a sentence for each expression.</p> <p>For Word Relationships and Analogies, the teacher may direct students to work in pairs or small groups to complete the exercises.</p>
<p>CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>Online Components: Lesson Passage Videos (accompany Reading Passages on textbook pages 2–3, 12–13, 22–23, 36–37, 46–47, 56–57, 70–71, 80–81, 90–91, 104–105, 114–115, 124–125, 142–143, 152–153, 162–163, 176–177, 186–186, 196–197, 210–211, 220–221, 230–231)</p> <p>available at — www.vocabularyforsuccess.com</p> <p>Online Components: Student Videos (Word Meanings Videos) (accompany Word Meanings on</p>	<p>A short online Lesson Passage Video can be used to introduce the topic each Reading Passage. The engaging, high-quality videos feature student actors in settings and situations similar to teen sitcoms on TV. The videos supply background knowledge and help bring the print passage to life.</p> <p>Each Student Video introduces one of 10 lesson words – and any multiple meanings – in about 25</p>

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SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION	FEATURE / LOCATION	DESCRIPTION
	textbook pages 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232) available at — www.vocabularyforsuccess.com	seconds. These are the words found on the Word Meanings page for each lesson. For each clip, the written word appears, along with a pronunciation guide and the part of speech. The narrator pronounces the word then gives the part of speech and meaning. This is followed by a short video featuring a clever student skit or a visual representation of the word.

Language: Conventions of Standard English

CCSS ENGLISH LANGUAGE ARTS STANDARDS, GRADE 8	Vocabulary for Success, Level 8	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p>CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ▪ CCSS.ELA-Literacy.L.8.2c Spell correctly. 	<p>Check for Understanding, 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234</p>	<p>For the Check for Understanding activity, students use single- sentence context clues to guide them in choosing the lesson word that best completes each of the 12 sentences. Students can check the correct spelling before and after writing each lesson word by referring to the color-tinted box at the top of the page.</p>