



SADLIER

Vocabulary for Success ©2011

LEVEL C

Aligned to the

Connections between the Common Core State Standards (CCSS) for English Language Arts and the South Carolina Academic Standards for English Language Arts 2008

Grade 8

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Vocabulary for Success, Level C

Aligned to the

Connections between the Common Core State Standards (CCSS) for English Language Arts and the *South Carolina Academic Standards for English Language Arts 2008***Grade 8****KEY ALIGNED CONTENT****LANGUAGE:** Vocabulary Acquisition and Use

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
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.			
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.	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;	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.

LANGUAGE: Vocabulary Acquisition and Use

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
		<p>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>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, there are</p>

LANGUAGE: Vocabulary Acquisition and Use

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			<p>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>
		<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 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.</p>
		<p>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</p>	<p>In Expand Word Meanings, students read a paragraph and use context clues to help discover additional meanings for some of the lesson words.</p> <p>For the Apply Other Meanings</p>

LANGUAGE: Vocabulary Acquisition and Use

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		FEATURE / LOCATION	DESCRIPTION
			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.
		Practice for Tests , 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	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.

LANGUAGE: Vocabulary Acquisition and Use

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
		Synonyms and Antonyms , 32, 66, 100, 134, 172, 206, 240	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.
		Word Study: Denotation and Connotation , 33, 135, 241 Word Study: Idioms , 67, 173 Word Study: Proverbs , 101, 207	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.
		Vocabulary for Comprehension , 34, 68, 102, 136, 174, 208, 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,

LANGUAGE: Vocabulary Acquisition and Use

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			standardized-test format.
		Using Context , 137, 243	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.
b. 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>).	8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts.	<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</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.

LANGUAGE: Vocabulary Acquisition and Use

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		FEATURE / LOCATION	DESCRIPTION
		(-ly; also -al)	
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>8-6.7 Use a variety of print and electronic reference materials.</p>	<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 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</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 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</p>

LANGUAGE: Vocabulary Acquisition and Use

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
		online or print dictionary); Word Study: Proverbs , 101, 207 (use an online or print dictionary)	words. Several Word-Solving Strategies and Word Study activities include instructions to use an online or print dictionary or thesaurus.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).	Word Study: Denotation and Connotation , 33, 135, 241 Word Study: Idioms , 67, 173 Word Study: Proverbs , 101, 207	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.
b. Use the relationship between particular words to better understand each of the words.		Synonyms and Antonyms , 32, 66, 100, 134, 172, 206, 240	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

LANGUAGE: Vocabulary Acquisition and Use

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		FEATURE / LOCATION	DESCRIPTION
			synonyms or antonyms.
		Word-Solving Strategies: Context Clues —Antonyms, 88; Antonyms, 150; Synonyms, 204	Word-Solving Strategies: Context Clues mini-lessons on synonyms and antonyms help students understand the relationship between words with 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).
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	8-3.4 Interpret the connotations of words to understand the meaning of a given text.	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.
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.	8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	Throughout the program	Throughout the program students acquire and use grade-appropriate vocabulary knowledge through a variety of language arts activities. These activities begin with reading Introductory Passages , which present high-interest science and social studies topics aligned to

LANGUAGE: Vocabulary Acquisition and Use

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		FEATURE / LOCATION	DESCRIPTION
			<p>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 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>Together these activities help equip</p>

LANGUAGE: Vocabulary Acquisition and Use

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		FEATURE / LOCATION	DESCRIPTION
			students for independent development of academic and domain-specific vocabulary.

ADDITIONAL ALIGNED CONTENT

READING: Informational Text: Craft and Structure

READING STANDARDS FOR INFORMATIONAL TEXT	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
<p>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 and allusions to other texts.</p>	<p>4-1.6 Interpret the effect of the author’s craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p>8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p> <p>8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-</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 (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;</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-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>

READING: Informational Text: Craft and Structure

READING STANDARDS FOR INFORMATIONAL TEXT	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
	meaning words.	<p>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>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, 34, 68, 102, 136, 174, 208, 242</p>	<p>Vocabulary for Comprehension appears at the end of the Enrichment section (located at the end of every</p>

READING: Informational Text: Craft and Structure

READING STANDARDS FOR INFORMATIONAL TEXT	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
			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.
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	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; Harriet Jacobs (book review), 220–221	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 at the end of the selection elicit a student response to the issue or topic.

Speaking and Listening: Comprehension and Collaboration

SPEAKING AND LISTENING STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 <i>topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared,	This standard was not previously included in the SC standards.	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,	Word Talk is the second-day activity in which students work

Speaking and Listening: Comprehension and Collaboration

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		FEATURE / LOCATION	DESCRIPTION
<p>having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set clear goals and deadlines, and individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>		179, 189, 199, 213, 223, 233	<p>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 like Pictionary).</p> <p>Additional collaborative word games and puzzles are available online at vocabularyforsuccess.com.</p>

LANGUAGE: Conventions of Standard English

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL C	
		FEATURE / LOCATION	DESCRIPTION
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p>	<p>8-4.7 Spell correctly using Standard American English.</p>	<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>