



SADLIER

# *Vocabulary for Success* ©2011

LEVEL A

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 6



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*Vocabulary for Success, Level A*

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 6****KEY ALIGNED CONTENT****LANGUAGE:** Vocabulary Acquisition and Use

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL A	
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4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 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.	<b>6-3.1</b> Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.	<b>Introductory Passage—Scientist of the Cosmos</b> (obituary of Carl Sagan), 2–3; <b>The Global Warming Debate</b> (online editorial), 12–13; <b>Teen Earns \$40,000 Science Prize</b> (press release), 22–23; <b>Travels of the Ancient Romans</b> (travel log), 36–37; <b>Why Take Risks to Explore?</b> (persuasive essay), 46–47; <b>Tsunami!</b> (online feature article), 56–57; <b>Surviving an Earthquake</b> (how-to article), 70–71; <b>Hurricane Hunters</b> (career profile), 80–81; <b>The Great Flood</b> (photo essay), 90–91; <b>Cal Lun</b> (biography),	The <b>Introductory Passage</b> 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**

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		<p>104–105; <b>Egyptian Advances in Science</b> (textbook entry), 114–115; <b>The History of Skates</b> (historical nonfiction), 124–125; <b>Miraculous Seaweed</b> (expository essay), 142–143; <b>The Dirt Under Your Feet</b> (magazine article), 152–153; <b>Conserving Our Resources</b> (letter to the editor), 162–163; <b>Citizen for a Day</b> (debate), 186–187; <b>The Mystery of the Minoans</b> (mystery), 210–211; <b>The Anasazi People</b> (encyclopedia entry), 220–221; <b>The Easter Island Puzzle</b> (interview), 230–231</p>	
		<p><b>Word-Solving Strategies: Context Clues</b>—Punctuation, 10; Embedded Definitions, 30; Restatement/Synonyms, 44; Examples, 64; Contrast/Antonyms, 88; Definition/Explanation, 112; Antonyms, 150; Inferences, 160; Inferences, 184; Synonyms, 204; Examples, 228; Antonyms, 238</p>	<p><b>Word-Solving Strategies: Context Clues</b> 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 two sets of exercises in the "Practice" section.</p> <p>Exercise A includes a reading</p>

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			<p>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><b>Check for Understanding</b>, 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 <b>Check for Understanding</b> 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><b>Expand Word Meanings / Apply Other Meanings</b>, 7, 17, 27, 41, 51, 61, 75, 85, 95, 109, 119, 129, 147, 157, 167, 181, 191, 201, 215, 225, 235</p>	<p>In <b>Expand Word Meanings</b>, students read a paragraph and use context clues to help discover additional meanings for some of the lesson words.</p> <p>For the <b>Apply Other Meanings</b> exercises, students use context clues to select the word from the <b>Expand Word Meanings</b> paragraph (at the top of the page) that best completes</p>

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			each sentence.
		<b>Word Associations</b> , 8, 17, 28, 42, 52, 62, 76, 86, 96, 110, 120, 130, 148, 158, 168, 182, 192, 216, 226, 236	In <b>Word Associations</b> , 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.
		<b>Check Again</b> , 9, 19, 29, 43, 53, 63, 77, 87, 97, 111, 121, 131, 149, 159, 169, 183, 193, 203, 217, 227, 237	<b>Check Again</b> is an open-ended writing activity to help students use all taught meanings, triggered by context clues that accompany the featured vocabulary word.
		<b>Practice for Tests</b> , 11, 21, 31, 45, 55, 65, 79, 89, 99, 113, 123, 133, 151, 161, 171, 185, 195, 205, 219, 229, 239	The <b>Practice for Tests</b> 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.
		<b>Synonyms and Antonyms</b> , 32, 66, 100, 134, 172, 206, 240	The <b>Synonyms and Antonyms</b> activity found at the beginning of each <b>Enrichment</b> section uses context clues to guide students to an

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			understanding of the relationship between word pairs that are synonyms or antonyms.
		<p><b>Word Study: Denotation and Connotation</b>, 33, 135, 241</p> <p><b>Word Study: Idioms</b>, 67, 173</p> <p><b>Word Study: Proverbs</b>, 101, 207</p>	<p><b>Word Study</b> activities, located in the <b>Enrichment</b> 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><b>Vocabulary for Comprehension</b>, 34, 68, 102, 136, 174, 208, 242</p>	<p><b>Vocabulary for Comprehension</b> appears at the end of the <b>Enrichment</b> 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><b>Using Context</b>, 137, 243</p>	<p><b>Using Context</b>, in the <b>Mid-Year</b> and <b>End-of-Year Reviews</b>, challenges students to consider context clues in</p>

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			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>audience, auditory, audibles</i> ).	<p><b>6-3.2</b> Analyze the meaning of words by using Greek and Latin roots and affixes within texts.</p> <p><b>6-3.5</b> Spell new words using Greek and Latin roots and affixes.</p>	<p><b>Word-Solving Strategies: Prefixes</b>, 20 (<i>re-</i>), 54 (<i>trans-</i>; also <i>portare, mittere</i>), 98 (<i>in-</i>), 170 (<i>de-</i>; also <i>plere, tegere, caedere, facere, finis</i>, and <i>desperare</i>), 218 (<i>ap-</i>; also <i>pallir, propius, ad-</i>)</p> <p><b>Word-Solving Strategies: Roots</b>, 122 (<i>latus, super</i>), 194 (<i>norma</i>; also <i>ex-, ab-</i>)</p> <p><b>Word-Solving Strategies: Suffixes</b>, 78 (<i>-able</i>), 132 (<i>-ance</i>)</p>	Students learn about Latin roots and affixes in <b>Word-Solving Strategies</b> 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>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</p>	<b>6-6.7</b> Use a variety of print and electronic reference materials.	<p><b>Pronunciation Key</b>, viii</p> <p><b>Word Meanings</b>, 4, 14, 24, 38, 48, 58, 72, 82, 92, 106, 116, 126, 144, 154, 164, 178, 188, 198, 212, 222, 232</p> <p><b>Online Dictionary</b>, <a href="http://vocabularyforsuccess.com">vocabularyforsuccess.com</a></p> <p><b>Word-Solving Strategies: Context Clues</b>, 20 (consult an Internet dictionary); <b>Word-Solving Strategies: Root Words</b>, TE 122 (look up</p>	The <b>Pronunciation Key</b> , located at the beginning of the book, identifies the letters or combination of letters used to represent sounds of vocabulary words presented on the <b>Word Meanings</b> 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

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checking the inferred meaning in context or in a dictionary).		unfamiliar words in a dictionary); <b>Word-Solving Strategies: Roots</b> , 160 (consult a dictionary; use a thesaurus); <b>Word-Solving Strategies: Prefixes</b> , 170 (check a dictionary); <b>Word-Solving Strategies: Context Clues</b> , 184 (use a dictionary); <b>Word-Solving Strategies: Roots</b> , 194 (check the meanings in a dictionary); <b>Word-Solving Strategies: Prefixes</b> , 218 (use a dictionary); <b>Word-Solving Strategies: Context Clues</b> , 238 (look the word up in an Internet dictionary)  <b>Word Study: Idioms</b> , 67, 173 (use an online or print dictionary)  <b>Word Study: Proverbs</b> , 101, 207 (use an online or print dictionary)	abbreviations.  The <b>Word Meanings</b> 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.  At the top of each <b>Word Meanings</b> page, students are referred to the Online Dictionary.  In addition to the <b>Online Dictionary</b> , users of <i>Vocabulary for Success</i> have access to audio recordings of the introductory passage and all taught words.  Several <b>Word-Solving Strategies</b> and <b>Word Study</b> activities include instructions to use an online or print dictionary or thesaurus.
<b>5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., personification) in context.	<b>6-1.3</b> Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and	<b>Word Study: Denotation and Connotation</b> , 33, 135, 241	<b>Word Study</b> activities, located in the <b>Enrichment</b> section following every three lessons, help students



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	sound devices (including onomatopoeia and alliteration).	<p><b>Word Study: Idioms</b>, 67, 173</p> <p><b>Word Study: Proverbs</b>, 101, 207</p>	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 (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		<p><b>Synonyms and Antonyms</b>, 32, 66, 100, 134, 172, 206, 240</p>	The <b>Synonyms and Antonyms</b> activity found at the beginning of each <b>Enrichment</b> section uses context clues to guide students to an understanding of the relationship between word pairs that are synonyms or antonyms.
		<p><b>Word-Solving Strategies: Context Clues</b>—Restatement/Synonyms, 44; Contrast/Antonyms, 88; Antonyms, 150; Synonyms, 204; Antonyms, 238</p>	<b>Word-Solving Strategies: Context Clues</b> mini-lessons on synonyms and antonyms help students understand the relationship between words with similar meanings, as well as those that mean the opposite.
		<p><b>Analogies</b>, 138, 244</p>	Students apply their understanding of meanings and word pair relationships in <b>Analogies</b> (part of the <b>Mid-Year</b> and <b>End-of-Year Reviews</b> ).

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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<b>6-3.4</b> Distinguish between the denotation and the connotation of a given word.	<b>Word Study: Denotation and Connotation</b> , 33, 135, 241	<b>Word Study</b> activities, located in the <b>Enrichment</b> section at the end of every three lessons, help students distinguish between connotations and denotations.
<b>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 comprehension or expression.	<b>1-3.3</b> Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).  <b>6-6.4</b> Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	<b>Throughout the program</b>	<b>Throughout the program</b> students acquire and use grade-appropriate vocabulary knowledge through a variety of language arts activities.  These activities begin with reading <b>Introductory Passages</b> , 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.  Following the <b>Introductory Passage</b> , students study the pronunciation and informal explanation of 10 lesson words in <b>Word Meanings</b> . After categorizing each study word in <b>Word Talk</b> discussions, students practice selecting and using the new words in <b>Check for Understanding</b> , <b>Expand Word Meanings</b> , <b>Word</b>

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			<p><b>Associations, Check Again, and Challenge Yourself.</b> The lesson concludes with <b>Word-Solving Strategies</b> and <b>Practice for Tests</b>.</p> <p>In the <b>Enrichment</b> section at the end of each three-lesson unit, students focus on word-relationship lessons (<b>Synonyms and Antonyms</b>), consider figurative language (<b>Word Study</b>), and read a short passage then answer multiple-choice questions to demonstrate their understanding of unit vocabulary (<b>Vocabulary for Comprehension</b>).</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**

READING STANDARDS FOR INFORMATIONAL TEXT	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL A	
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4. Determine the meaning of words and phrases as they are used in a	<b>6-1.3</b> Interpret devices of figurative language (including simile, metaphor,	<b>Introductory Passage—Scientist of the Cosmos</b> (obituary of Carl Sagan),	The <b>Introductory Passage</b> provides opportunity for students to

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text, including figurative, connotative, and technical meanings.	personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).  <b>6-3.4</b> Distinguish between the denotation and the connotation of a given word.	2–3; <b>The Global Warming Debate</b> (online editorial), 12–13; <b>Teen Earns \$40,000 Science Prize</b> (press release), 22–23; <b>Travels of the Ancient Romans</b> (travel log), 36–37; <b>Why Take Risks to Explore?</b> (persuasive essay), 46–47; <b>Tsunami!</b> (online feature article), 56–57; <b>Surviving an Earthquake</b> (how-to article), 70–71; <b>Hurricane Hunters</b> (career profile), 80–81; <b>The Great Flood</b> (photo essay), 90–91; <b>Cal Lun</b> (biography), 104–105; <b>Egyptian Advances in Science</b> (textbook entry), 114–115; <b>The History of Skates</b> (historical nonfiction), 124–125; <b>Miraculous Seaweed</b> (expository essay), 142–143; <b>The Dirt Under Your Feet</b> (magazine article), 152–153; <b>Conserving Our Resources</b> (letter to the editor), 162–163; <b>Citizen for a Day</b> (debate), 186–187; <b>The Mystery of the Minoans</b> (mystery), 210–211; <b>The Anasazi People</b> (encyclopedia entry), 220–221; <b>The Easter Island Puzzle</b> (interview), 230–231	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, <b>Talk About It</b> questions guide students to an understanding of key terms and concepts.
		<b>Word Study: Denotation and Connotation</b> , 33, 135, 241	<b>Word Study</b> activities, located in the <b>Enrichment</b> section following every three lessons, help students

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		<p><b>Word Study: Idioms</b>, 67, 173</p> <p><b>Word Study: Proverbs</b>, 101, 207</p>	<p>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><b>Vocabulary for Comprehension</b>, 34, 68, 102, 136, 174, 208, 242</p>	<p><b>Vocabulary for Comprehension</b> appears at the end of the <b>Enrichment</b> 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><b>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>6-2.3</b> Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.</p>	<p><b>Introductory Passages: The Global Warming Debate</b> (online editorial), 12–13; <b>Why Take Risks to Explore?</b> (persuasive essay), 46–47; <b>Conserving Our Resources</b> (letter to the editor), 162–163; <b>Citizen for a Day</b> (debate), 186–187</p>	<p><b>Introductory Passages</b> with examples of persuasive writing emphasize the author's point of view or purpose, together with reasons for the position taken. The <b>Talk About It</b> questions at the end of the selection elicit a student response to the issue or topic.</p>

## Speaking and Listening: Comprehension and Collaboration

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<p><b>2.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, 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 and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate</p>	<p><b>This standard was not previously included in the SC standards.</b></p>	<p><b>Talk About It</b>, 3, 13, 23, 37, 47, 57, 71, 81, 91, 105, 115, 125, 143, 153, 163, 177, 187, 197, 211, 221, 231</p>	<p><b>Talk About It</b> 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.</p>
		<p><b>Word Talk</b>, 5, 15, 25, 39, 49, 59, 73, 83, 93, 107, 117, 127, 145, 155, 165, 179, 189, 199, 213, 223, 233</p>	<p><b>Word Talk</b> 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 like Pictionary).</p> <p>Additional collaborative word games and puzzles are available online at <a href="http://vocabularyforsuccess.com">vocabularyforsuccess.com</a>.</p>

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understanding of multiple perspectives through reflection and paraphrasing.			
6. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p><b>6-2.6</b> Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).</p> <p><b>6-2.7</b> Interpret information from functional text features (for example, tables of contents and glossaries).</p>	<p><b>Online Components: Lesson Passage Videos</b> (accompany <b>Reading Passages</b> 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>	A short online <b>Lesson Passage Video</b> can be used to introduce each <b>Reading Passage</b> . The engaging, high-quality videos features 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><b>Online Components: Lesson Passage Audio</b> (accompany <b>Reading Passages</b> 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>	An audio narration of each <b>Reading Passage</b> is provided online. In addition to helping all students improve listening skills, they are particularly valuable to English Language Learners and Striving Readers.
		<p><b>Online Components: Student Videos (Word Meanings Videos)</b> (accompany <b>Word Meanings</b> on</p>	Each <b>Student Video</b> introduces one of 10 lesson words – and any multiple meanings – in about 25

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		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 — <a href="http://www.vocabularyforsuccess.com">www.vocabularyforsuccess.com</a>	seconds. These are the words found on the <b>Word Meanings</b> 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.
		<b>Online Components: iWords Audio Program</b>  available at — <a href="http://www.vocabularyforsuccess.com">www.vocabularyforsuccess.com</a>	The <b>iWords Audio Program</b> provides an audio presentation of each lesson word, which includes pronunciation, part of speech, and definition or meaning. The speaker invites the student to say the word then repeats it.

### LANGUAGE: Conventions of Standard English

LANGUAGE STANDARDS	WHERE REFLECTED IN THE 2008 SC ELA STANDARDS AND INDICATORS	VOCABULARY FOR SUCCESS, LEVEL A	
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<b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>6-4.7</b> Spell correctly using Standard American English.	<b>Check for Understanding</b> , 6, 16, 26, 40, 50, 60, 74, 84, 94, 108, 118, 128, 146, 156, 166, 180, 190, 200, 214, 224, 234	For the <b>Check for Understanding</b> activity, students use single-sentence context clues to guide them in choosing the lesson word that best



**LANGUAGE: Conventions of Standard English**

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b. Spell correctly.			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.