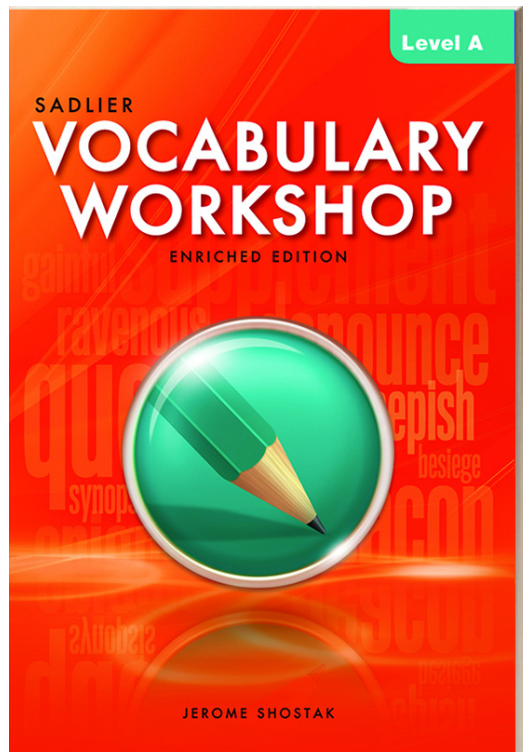


Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 6



Key Aligned Content

READING

- 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. . . . 2

Additional Aligned Content

READING

- 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. 12
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. 13

WRITING

- 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. 14
- 6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. 14

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Key Aligned Content

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(a) Identify word origins and derivations.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; 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 three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>For words with multiple meanings, the entry includes the additional part of speech and definition.</p> <p>An additional illustrative sentence may feature a derivation. For example, to complete the first illustrative sentence on page 112, students select the noun form, “verge.” To complete the second sentence, they must determine the correct tense of the verb form based on the context of the sentence—“verges.”</p>
<p>Choosing the Right Word Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p>	<p>In answering some Choosing the Right Word exercises, students will provide derivations of Unit words based on plural or possessive forms of nouns, as well as inflections for participles, tense, person, and number in verbs.</p> <p>For example, the answer to Exercise 7 on page 27 is “manipulates”; the corresponding Unit word introduced on the preceding page is “manipulate.” The answer to Exercise 19 on page 114 is “tinting,” the present participle form of the corresponding Unit word, “tint.”</p>
<p>Completing the Sentence Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p>	<p>For each Completing the Sentence exercise, students choose the Unit word that best completes the sentence then write it or the appropriate derivatation in the space provided.</p> <p>For example, students will write the Unit word “detract” to complete Exercise 17 on page 192; however, for the very next exercise, they’ll add the necessary inflection to form the past tense of the Unit word “confiscate.”</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log</i>, <i>-logue</i>), p. 125; Review Units 10–12 (<i>co-</i>, <i>col-</i>, <i>com-</i>, <i>con-</i>, <i>cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	<p>In Word Study: Classical Roots, students study many examples of words built around and with Latin and Greek roots and affixes.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(a) Identify word origins and derivations.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Best Practices for Using Vocabulary Workshop in the Classroom Writing with Vocabulary, TE p. T29</p>	<p>Suggestions for incorporating vocabulary into daily writing include—</p> <ul style="list-style-type: none"> • Have students write myths about the origins of individual words or groups of words.
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com</p>	<p>Some online Enriching Your Vocabulary activities explain the origin of words, names, or colorful phrases derived from literature or other languages. Others cover the development, evolution, and use of a variety of specialized terminology.</p> <p>In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition.</p> <p>Students are advised to use a dictionary if needed.</p>
<p>Games and Study Aids Matching Challenge – Greek Roots (online*) Matching Challenge – Latin Roots (online*) *www.SadlierConnect.com</p>	<p>Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, help students move beyond individual word meaning to understanding the roots of words and etymological concepts, and to build their own vocabularies.</p>

(b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Word Structure, p. 8</p>	<p>In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear.</p> <p>The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Synonym 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>For the Synonyms activity, students write the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in each exercise.</p>
<p>Antonyms Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p>	<p>For the Antonyms activity, students write the Unit word that is most nearly opposite in meaning to the boldface word or expression in each exercise.</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log, -logue</i>), p. 125; Review Units 10–12 (<i>co-, col-, com-, con-, cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.</p>
<p>Games and Study Aids Matching Challenge – Greek Roots (online*) Matching Challenge – Latin Roots (online*) *www.SadlierConnect.com</p>	<p>Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, encourage students to score points as they identify a Greek and Latin root in Unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.</p>
<p>Student Resources Greek and Latin Roots Reference Guide (online*) Word Structure: Greek and Latin Roots Unit 1 *www.SadlierConnect.com</p>	<p>The online Word Structure: Greek and Latin Roots offers a more comprehensive version of the Vocabulary Strategy: Word Structure section that appears in the front matter of the textbook. As in the print version, students examine how to build vocabulary by learning the meaning of word parts that make up many English words.</p> <p>They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p>

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READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- (c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Using Context, p. 7</p>	<p>In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues emphasized at this level of the program, including restatement clue, contrast clue, and inference clue.</p>
<p>Reading Passages 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; 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>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage.</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.</p>
<p>Definitions Unit 1, pp. 14–16; 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>In the Definitions section that follows each Unit Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging “complete-the-sentence-using-context-clues” exercises in each Unit.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>
<p>Choosing the Right Word Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- (c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Synonyms Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>	<p>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>
<p>Antonyms Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p>	<p>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p>
<p>Completing the Sentence Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p>	<p>For Completing the Sentence, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.</p>
<p>Vocabulary in Context: Literary Text Unit 1 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>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>
<p>Vocabulary for Comprehension 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>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
<p>Two-Word Completions Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams. Students use embedded context clues to identify the correct choices.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- (c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Choosing the Right Idiom, p. 45; Review Units 4–6 Choosing the Right Idiom, p. 83; Review Units 7–9 Choosing the Right Adage, p. 121; Review Units 10–12 Choosing the Right Idiom, p. 159; Review Units 13–15 Choosing the Right Idiom, p. 197</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p>Word Study: Denotation and Connotation Review Units 1–3 , p. 48; Review Units 4–6 , p. 86; Review Units 7–9 , p. 124; Review Units 10–12 , p. 162; Review Units 13–15 , p. 200</p>	<p>In Expressing the Connotation, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log</i>, <i>-logue</i>), p. 125; Review Units 10–12 (<i>co-</i>, <i>col-</i>, <i>com-</i>, <i>con-</i>, <i>cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>
<p>Additional Practice Vocabulary in Context: Informational Text (online*) Unit 1 “Clothing Fads of the 1960s”; Unit 2 “A Pageant of Fatigue”; Unit 3 “Welcome to Ellis Island”; Unit 4 “Quimby’s Quest”; Unit 5 “An Olympic Star: Jesse Owens”; Unit 6 “Send in the Clowns”; Unit 7 “Challenges of a Biographer”; Unit 8 “Birth of a Puzzle”; Unit 9 “Exaggerated Kings”; Unit 10 “Annie Smith Peck: A Woman of Firsts”; Unit 11 “Delving into Dinosaur Truths”; Unit 12 “Navajo Code Talkers”; Unit 13 “Mary Cassatt”; Unit 14 “Let the Good Times Roll”; Unit 15 “Making a Difference” *www.SadlierConnect.com</p>	<p>Available online, each Vocabulary in Context: Informational Text activity features a reading passage with boldface words students have studied in the current Unit. After reading, students use context to help match the Unit words from the passage with the appropriate synonym in each multiple-choice exercise.</p>
<p>Additional Practice Practice Worksheet (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15 *www.SadlierConnect.com</p>	<p>Provided online for each Unit, the Practice Worksheet includes a short reading selection with several italicized Unit words. In the multiple-choice items that follow, students refer back to the selection and, using context clues, identify the synonym or definition that meets the criteria for each exercise.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(d) Identify and analyze the construction and impact of figurative language.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text 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>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>Several excerpts include figurative language.</p>
<p>Reading Passages Unit 3 “This Day in 1923: The Olympic’s the Thing!” [Archived Newspaper Article], pp. 32–33; Unit 5 “Continue Space Exploration, Now!” [Persuasive Speech], pp. 60–61; Unit 7 “Made for the Shade” [Informational Essay], pp. 88–89; Unit 10 “Farewell, Blue Yodeler” [Obituary], pp. 126–127; Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” [Biographical Sketch], pp. 174–175</p>	<p>A sample idiom, adage, or proverb is used in one Reading Passage in every three Units. These examples are later referenced at the beginning of Word Study lessons that help students learn about and practice using these three types of figurative language.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45–46; Review Units 4–6 Idioms, pp. 83–84; Review Units 7–9 Adages, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Proverbs, pp. 197–198</p>	<p>As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>
<p>Program Overview Classic Literature to Use with the Program (online*) Lloyd Alexander, <i>The Book of Three</i>; Laurie Halse Anderson, <i>Speak</i>; William Armstrong, <i>Souder</i>; Natalie Babbitt, <i>Tuck Everlasting</i>; Ray Bradbury, <i>Dandelion Wine</i>; Pearl S. Buck, <i>The Good Earth</i>; Sheila Bumford, <i>The Incredible Journey</i>; Frances Hodgson Burnett, <i>The Secret Garden</i>; Sandra Cisneros, <i>The House on Mango Street</i>; Sook Nyul Choi, <i>Year of Impossible Goodbyes</i>; Robert Cornier, <i>The Chocolate War</i>; Karen Cushman, <i>The Midwife’s Apprentice</i>; Daniel Defoe, <i>Robinson Crusoe</i>; Elizabeth B. De Trevino, <i>I, Juan de Pareja</i>; Sir Arthur Conan Doyle, <i>The Hound of the Baskervilles</i>; Esther Forbes, <i>Johnny Tremain</i>; Paul Gallico, <i>The Snow Goose</i>; Jean Craighead George, <i>Julie of the Wolves</i>; William Goldman, <i>The Princess Bride</i>; Rosa Guy, <i>The Friends</i>; Virginia Hamilton, <i>The House of Dies Drear</i> and <i>M.C. Higgins, the Great</i>; Jean Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar</i>; Norton Juster, <i>The Phantom Tollbooth</i>; Rudyard Kipling, <i>Just So Stories</i>; E.L. Konigsburg, <i>The View from Saturday</i>; Harper Lee, <i>To Kill a</i></p> <p style="text-align: center;"><i>continued</i></p>	<p>Books on the recommended list of classic literature feature words studied at this level of the program.</p> <p>Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word’s definition and its part of speech, and note whether it is used in a literal or figurative sense.</p>

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READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(d) Identify and analyze the construction and impact of figurative language.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p><i>Mockingbird</i>; Madeline L'Engle, <i>A Wrinkle in Time</i>; Julius Lester, <i>Long Journey Home</i>; Lois Lowry, <i>The Giver</i> and <i>Gathering Blue</i>; Daniel P. Mannix, <i>The Fox and the Hound</i>; Nicholasa Mohr, <i>Going Home</i>; Walter Dean Myers, <i>Hoops</i>; Mary Norton, <i>The Borrowers</i>; George Orwell, <i>Animal Farm</i>; Katherine Paterson, <i>Jacob Have I Loved</i>; Ann Petry, <i>Harriet Tubman: Conductor on the Underground Railroad</i>; Marjorie Kinnan Rawlings, <i>The Yearling</i>; Jack Schaefer, <i>Shane</i>; George Selden, <i>The Cricket in Times Square</i>; Antoine de Saint-Exupéry, <i>The Little Prince</i>; Elizabeth George Speare, <i>The Sign of the Beaver</i>; Rex Stout, <i>Fer-de-Lance</i> and <i>The Golden Spiders</i>; Yoshiko Uchida, <i>Journey Home</i>; H.G. Wells, <i>War of the Worlds</i>; Laura Ingalls Wilder, <i>Little House on the Prairie</i>; Laurence Yep, <i>Dragon's Gate</i></p> <p>ADDITIONAL TITLES AND ENRICHMENT Louisa May Alcott, <i>Little Women</i>; Lewis Carroll, <i>Alice's Adventures in Wonderland</i>; Willa Cather, <i>My Antonia</i>; James Fenimore Cooper, <i>The Deerslayer</i>; Charles Dickens, <i>Oliver Twist</i>, <i>A Tale of Two Cities</i>, and <i>A Christmas Carol</i>; Carson McCullers, <i>The Member of the Wedding</i></p> <p>*www.SadlierConnect.com</p>	
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV</p> <p>*www.SadlierConnect.com</p>	<p>Some online Enriching Your Vocabulary activities explain the origin of words, names, or figurative language derived from literature or other languages. Others cover the development, evolution, and use of a variety of specialized words.</p> <p>In the exercises that follow, students answer questions about a word or phrase using criteria from the introductory text. Or they may be directed to match a term with its synonym or definition. Students may use a dictionary if needed.</p>

(e) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; 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 three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>

READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(e) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Synonyms Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>	<p>For the Synonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>
<p>Antonyms Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p>	<p>For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log, -logue</i>), p. 125; Review Units 10–12 (<i>co-, col-, com-, con-, cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	<p>For Word Study: Classical Roots, students are directed to use a print or online dictionary as needed.</p>
<p>Games and Study Aids iWords Audio Program (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15 *www.SadlierConnect.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>
<p>Student Resources Pronunciation Key (online*) Each Unit *www.SadlierConnect.com</p>	<p>The relatively simple online Pronunciation Key helps students determine how to pronounce every basic word introduced in the program. Symbols used in the key to represent sounds within a word are similar to those used in current standard dictionaries. The author has consulted a large number of dictionaries for this purpose but has relied primarily on <i>Webster’s Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.</p> <p>Many English words have multiple accepted pronunciations. The author has sought to make things easier for the student by giving just one pronunciation.</p> <p>The only significant exception occurs when the pronunciation changes in accordance with a shift in the part of speech. For example, the verb <i>project</i> is pronounced prə jekt’, and the noun form is pronounced prāj’ ekt.</p>

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READING

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

(e) Use word-reference materials.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com</p>	<p>For Enriching Your Vocabulary, students explore the origin and development of interesting words and phrases. Students are invited to check definitions in a dictionary when necessary.</p>

(f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Throughout the program</p>	<p>Throughout the program students extend general and cross-curricular vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.</p>

Additional Aligned Content

READING

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

(e) Describe how word choice and imagery contribute to the meaning of a text.

(h) Identify and analyze the author’s use of figurative language.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text 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>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45–46; Review Units 4–6 Idioms, pp. 83–84; Review Units 7–9 Adages, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Proverbs, pp. 197–198</p>	<p>As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>
<p>Program Overview Classic Literature to Use with the Program (online*) Lloyd Alexander, <i>The Book of Three</i>; Laurie Halse Anderson, <i>Speak</i>; William Armstrong, <i>Sounder</i>; Natalie Babbitt, <i>Tuck Everlasting</i>; Ray Bradbury, <i>Dandelion Wine</i>; Pearl S. Buck, <i>The Good Earth</i>; Sheila Bumford, <i>The Incredible Journey</i>; Frances Hodgson Burnett, <i>The Secret Garden</i>; Sandra Cisneros, <i>The House on Mango Street</i>; Sook Nyul Choi, <i>Year of Impossible Goodbyes</i>; Robert Cornier, <i>The Chocolate War</i>; Karen Cushman, <i>The Midwife’s Apprentice</i>; Daniel Defoe, <i>Robinson Crusoe</i>; Elizabeth B. De Trevino, <i>I, Juan de Pareja</i>; Sir Arthur Conan Doyle, <i>The Hound of the Baskervilles</i>; Esther Forbes, <i>Johnny Tremain</i>; Paul Gallico, <i>The Snow Goose</i>; Jean Craighead George, <i>Julie of the Wolves</i>; William Goldman, <i>The Princess Bride</i>; Rosa Guy, <i>The Friends</i>; Virginia Hamilton, <i>The House of Dies Drear</i> and <i>M.C. Higgins, the Great</i>; Jean Wakatsuki Houston and James D. Houston, <i>Farewell to Manzanar</i>; Norton Juster, <i>The Phantom Tollbooth</i>; Rudyard Kipling, <i>Just So Stories</i>; E.L. Konigsburg, <i>The View from Saturday</i>; Harper Lee, <i>To Kill a Mockingbird</i>; Madeline L’Engle, <i>A Wrinkle in Time</i>; Julius Lester, <i>Long Journey Home</i>; Lois Lowry, <i>The Giver</i> and <i>Gathering Blue</i>; Daniel P. Mannix, <i>The Fox and the Hound</i>; Nicholasa Mohr, <i>Going Home</i>; Walter Dean Myers, <i>Hoops</i>; Mary Norton,</p> <p style="text-align: center;"><i>continued</i></p>	<p>Books on the recommended list of classic literature feature words studied at this level of the program.</p> <p>Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word’s definition and its part of speech, and note whether it is used in a literal or figurative sense.</p>

READING

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- (e) Describe how word choice and imagery contribute to the meaning of a text.
- (h) Identify and analyze the author’s use of figurative language.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p><i>The Borrowers</i>; George Orwell, <i>Animal Farm</i>; Katherine Paterson, <i>Jacob Have I Loved</i>; Ann Petry, <i>Harriet Tubman: Conductor on the Underground Railroad</i>; Marjorie Kinnan Rawlings, <i>The Yearling</i>; Jack Schaefer, <i>Shane</i>; George Selden, <i>The Cricket in Times Square</i>; Antoine de Saint-Exupéry, <i>The Little Prince</i>; Elizabeth George Speare, <i>The Sign of the Beaver</i>; Rex Stout, <i>Fer-de-Lance</i> and <i>The Golden Spiders</i>; Yoshiko Uchida, <i>Journey Home</i>; H.G. Wells, <i>War of the Worlds</i>; Laura Ingalls Wilder, <i>Little House on the Prairie</i>; Laurence Yep, <i>Dragon’s Gate</i></p> <p>ADDITIONAL TITLES AND ENRICHMENT Louisa May Alcott, <i>Little Women</i>; Lewis Carroll, <i>Alice’s Adventures in Wonderland</i>; Willa Cather, <i>My Antonia</i>; James Fenimore Cooper, <i>The Deerslayer</i>; Charles Dickens, <i>Oliver Twist</i>, <i>A Tale of Two Cities</i>, and <i>A Christmas Carol</i>; Carson McCullers, <i>The Member of the Wedding</i></p> <p>*www.SadlierConnect.com</p>	

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Vocabulary and Reading Kinds of Questions, p. 9 Strategies, p. 10</p>	<p>In Vocabulary and Reading, students receive instruction on preparing for the kinds of questions that accompany extended reading selections, including Main Idea Questions, Detail Questions, and Inference Questions.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>
<p>Vocabulary for Comprehension 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>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer multiple-choice questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>
<p>Additional Practice Passage-Based Reading (online*) Units 1–10 Model Reading Test (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>The Passage-Based Reading activity opens with a multiple-paragraph reading selection followed by a variety of comprehension questions.</p> <p>For each Model Reading Test, students read the passage then select the best answer for each of the comprehension questions.</p>

WRITING

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Writing: Words in Action ARGUMENTS Unit 2, Writing Prompts #1 & #2 [speech; opinion essay], p. 30; Unit 3, Writing Prompts #1 & #2 [radio advertisement; opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompts #1 & #2 [editorial; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 & #2 [television commercial; opinion essay], p. 96; Unit 8, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 106; Unit 9, Writing Prompt #2 [editorial], p. 116; Unit 10, Writing Prompts #1 & #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 & #2 [persuasive proposal; nominating letter], p. 182; Unit 15, Writing Prompt #1 [persuasive letter], p. 192</p> <p>INFORMATIVE/EXPLANATORY TEXTS 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>NARRATIVE Unit 1, Writing Prompt #1 [journal entry], p. 20</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Reading 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.</p>

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- (g) Use correct spelling for frequently used words.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Definitions Unit 1, pp. 14–16; 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>Each Unit begins with a three-page Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the Unit word to complete the illustrative sentence.</p>

WRITING

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

(g) Use correct spelling for frequently used words.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Synonym 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>	For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.
<p>Antonyms Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p>	For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each Unit word
<p>Completing the Sentence Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p>	For Completing the Sentence, students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.
<p>Word Study: Classical Roots Review Units 1–3 (<i>de-</i>), p. 49; Review Units 4–6 (<i>re-</i>), p. 87; Review Units 7–9 (<i>log, -logue</i>), p. 125; Review Units 10–12 (<i>co-, col-, com-, con-, cor-</i>), p. 163; Review Units 13–15 (<i>pre-</i>), p. 201</p>	After studying the featured classical base or affix in Word Study: Classical Roots, students consider the list of choices then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
<p>Additional Practice Identifying Sentence Errors (online*) Units 1–5 Improving Sentences (online*) Units 6–10 English Text (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>There are three groups of activities with opportunities for students to practice identifying and correcting errors in mechanics, grammar, and usage: Identifying Sentence Errors, Improving Sentences, and English Test.</p> <p>Identifying Sentence Errors features 10 sentences, each with four underscored words or phrases. Students examine each sentence then select one of five lettered responses that identifies the error—or “no error.”</p> <p style="text-align: right;"><i>continued</i></p>

WRITING

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

VOCABULARY WORKSHOP LEVEL A / GRADE 6 FEATURE	DESCRIPTION
	<p>In Improving Sentences, students read the original sentence plus four alternatives before determining which phrasing produces the better sentence.</p> <p>For the English Test, students read a passage with sections that are underlined and numbered. In the exercises that follow, they mark the letter corresponding to the word or phrase that improves each numbered section—or select “no change” if they decide there is no problem with the original.</p>