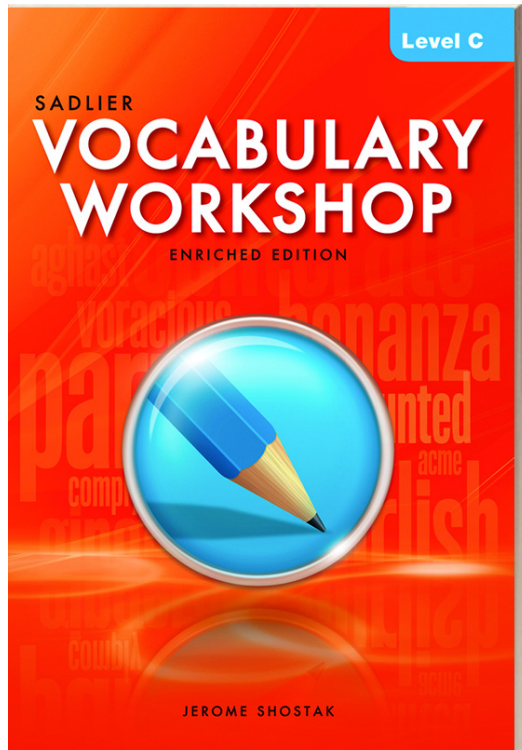


Vocabulary Workshop

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

Grade 8



Key Aligned Content

READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. 2

Additional Aligned Content

READING

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. 12

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. 13

WRITING

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing. 14

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. 15

Key Aligned Content

READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

(a) Identify and analyze the construction and impact of an author’s use of figurative language.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text Unit 1 Louisa May Alcott, p. 21; Unit 2 Charlotte Brontë, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Daniel Defoe, p. 59; Unit 5 Henry James, p. 69; Unit 6 Sir Arthur Conan Doyle, p. 79; Unit 7 Jules Verne, p. 97; Unit 8 H.G. Welles, p. 107; Unit 9 Jane Austen, p. 117; Unit 10 Wilkie Collins, p. 135; Unit 11 Nathaniel Hawthorne, p. 145; Unit 12 Henry Fielding, p. 155; Unit 13 Thomas Hardy, p. 173; Unit 14 Stephen Crane, p. 183; Unit 15 Mary Wollstonecraft Shelley, 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 “Grand Columbian Carnival United the World” [Press Release], pp. 32–33; Unit 4 “Toni Cade Bambara” [Author Profile], pp. 50–51; Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch], pp. 108–109; Unit 11 “Working Like a Dog” [Interview], pp. 136–137; Unit 13 “Steven P. Jobs” [Obituary], pp. 164–165</p>	<p>Idioms, adages, and proverbs used in certain Unit Reading Passages provide exposure to figurative language in context.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45; Review Units 4–6 Proverbs, p. 83; Review Units 7–9 Idioms, p. 121; Review Units 10–12 Idioms, p. 159; Review Units 13–15 Adages, p. 197</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>Souther</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</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

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

(a) Identify and analyze the construction and impact of an author’s use of figurative language.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>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, <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 are invited to use a dictionary if needed.</p>

(b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Using Context, p. 7 Word Structure, p. 8</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 style="text-align: right;"><i>continued</i></p>

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READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- (b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
	<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>
<p>Reading Passages Unit 1 “Greetings from the WPA” [Letters], pp. 12–13; Unit 2 “Instant Cash” [Expository Essay], pp. 22–23; Unit 3 “Grand Columbian Carnival United the World” [Press Release], pp. 32–33; Unit 4 “Toni Cade Bambara” [Author Profile], pp. 50–51; Unit 5 “Reality Check” [Persuasive Essay], pp. 60–61; Unit 6 “Diary of a Young Migrant Worker” [Diary Entry], pp. 70–71; Unit 7 “The Discrimination Pigeon” [Magazine Article], pp. 88–89; Unit 8 “Aquatic Robotics” [Technical Essay], pp. 98–99; Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch], pp. 108–109; Unit 10 “The Adventures of Narváez and Cabeza de Vaca in the New World” [Historical Nonfiction], pp. 126–127; Unit 11 “Working Like a Dog” [Interview], pp. 136–137; Unit 12 “To the Bat Cave!” [Informational Essay], pp. 146–147; Unit 13 “Steven P. Jobs” [Obituary], pp. 164–165; Unit 14 “Now Arriving on Track 1: New York Dry Goods” [Letters], pp. 174–175; Unit 15 “Muckraking Journalist Ida M. Tarbell” [Biographical Sketch], 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>

READING

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VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<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>
<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 Baroness Orczy, p. 21; Unit 2 O. Henry, p. 31; Unit 3 Henry David Thoreau, p. 41; Unit 4 Edgar Allan Poe, p. 59; Unit 5 Charles Dickens, p. 69; Unit 6 Jack London, p. 79; Unit 7 Louisa May Alcott, p. 97; Unit 8 Stephen Crane, p. 107; Unit 9 Mark Twain, p. 117; Unit 10 Edgar Rice Burroughs, p. 135; Unit 11 E.M. Forster, p. 145; Unit 12 Sir Arthur Conan Doyle, p. 155; Unit 13 George Eliot, p. 173; Unit 14 Robert Louis Stevenson, p. 183; Unit 15 Henry James, 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 [Native American Structures], pp. 42–43; Review Units 4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel], pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], 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>

READING

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VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<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>
<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 Proverb, p. 121; Review Units 10–12 Choosing the Right Idiom, p. 159; Review Units 13–15 Choosing the Right Adage, 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 Expressing the 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>vers, vert</i>), p. 49; Review Units 4–6 (<i>cur, curr, curse, cour</i>), p. 87; Review Units 7–9 (<i>chron, crypt</i>), p. 125; Review Units 10–12 (<i>ven, vent</i>), p. 163; Review Units 13–15 (<i>fect, fic, fy</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>Additional Practice Vocabulary in Context: Informational Text (online*) Unit 1 “A Dynamic and Creative Duo”; Unit 2 “The Oldest Rookie: Satchel Paige”; Unit 3 “The Other Rain Forests”; Unit 4 “Crazy About Bikes”; Unit 5 “American Man of Letters: Washington Irving”; Unit 6 “Ahead of Her Time: Victoria Woodhull”; Unit 7 “Cool!”; Unit 8 “Old Eggs, New Discoveries”; Unit 9 “A Quiet Voice for Freedom: Rosa Parks”; Unit 10 “Disappearing Data”; Unit 11 “An American Tragedy”; Unit 12 “Playing It Again”; Unit 13 “A Huge Job: Building the Hoover Dam”; Unit 14 “Thin Slices”; Unit 15 “Sunken Treasures” *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>

READING

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- (b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<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>

- (c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 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>
<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>vers, vert</i>), p. 49; Review Units 4–6 (<i>cur, curr, curse, cour</i>), p. 87; Review Units 7–9 (<i>chron, crypt</i>), p. 125; Review Units 10–12 (<i>ven, vent</i>), p. 163; Review Units 13–15 (<i>fect, fic, fy</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>

READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- (c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<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>

- (d) Identify the meaning of common idioms.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Reading Passages Unit 3 “Grand Columbian Carnival United the World” [Press Release], pp. 32–33; Unit 4 “Toni Cade Bambara” [Author Profile], pp. 50–51; Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch], pp. 108–109; Unit 11 “Working Like a Dog” [Interview], pp. 136–137; Unit 13 “Steven P. Jobs” [Obituary], pp. 164–165</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 Proverbs, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Adages, 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>

READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

(e) Use word-reference materials to determine meanings and etymology.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 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>
<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>vers, vert</i>), p. 49; Review Units 4–6 (<i>cur, curr, curse, cour</i>), p. 87; Review Units 7–9 (<i>chron, crypt</i>), p. 125; Review Units 10–12 (<i>ven, vent</i>), p. 163; Review Units 13–15 (<i>fect, fic, fy</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>

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(e) Use word-reference materials to determine meanings and etymology.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<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>
<p>Cumulative Review Enriching Your Vocabulary (online*) Cumulative Review I, Cumulative Review II, Cumulative Review III, Cumulative Review IV *www.SadlierConnect.com</p>	<p>Many Enriching Your Vocabulary activities explain the origin of words, names, or colorful phrases derived from literature or other languages.</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 are invited to use a dictionary if needed.</p>

(f) Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Denotation, Connotation, and Shades of Meaning Overview, TE p. T39 (also online at www.SadlierConnect.com)</p>	<p>Located in the Teacher’s Edition front matter and online, Denotation, Connotation, and Shades of Meaning defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.</p>

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READING

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

(f) Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Word Study: Denotation and Connotation Review Units 1–3, pp. 47–48; Review Units 4–6, pp. 85–86; Review Units 7–9, pp. 123–124; Review Units 10–12, pp. 161–162; Review Units 13–15, pp. 199–200</p>	<p>Every Word Study section of <i>Vocabulary Workshop</i> has two pages of instruction on and practice with the denotation and connotation of words. These lessons help students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.</p> <p>In Shades of Meaning, students write a plus sign next to words with a positive connotation; they write a minus sign by words with a negative connotation; and they put a zero if a word is neutral.</p> <p>In the Expressing the Connotation exercises, 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>For Challenge: Using Connotation, the third set of exercises, students choose vocabulary words from the preceding Unit to replace the highlighted words in the exercise sentences. Finally, they explain how the connotation of the replacement word changes the tone of the sentence.</p>

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

VOCABULARY WORKSHOP LEVEL C / GRADE 8 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

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text</p> <p>Unit 1 Louisa May Alcott, p. 21; Unit 2 Charlotte Brontë, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Daniel Defoe, p. 59; Unit 5 Henry James, p. 69; Unit 6 Sir Arthur Conan Doyle, p. 79; Unit 7 Jules Verne, p. 97; Unit 8 H.G. Wells, p. 107; Unit 9 Jane Austen, p. 117; Unit 10 Wilkie Collins, p. 135; Unit 11 Nathaniel Hawthorne, p. 145; Unit 12 Henry Fielding, p. 155; Unit 13 Thomas Hardy, p. 173; Unit 14 Stephen Crane, p. 183; Unit 15 Mary Wollstonecraft Shelley, 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>Program Overview</p> <p>Classic Literature to Use with the Program (online*)</p> <p>Lloyd Alexander, <i>The Book of Three</i>; Laurie Halse Anderson, <i>Speak</i>; William Armstrong, <i>Souther</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, <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</p> <p>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>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

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- (d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- (h) Identify the main idea.
- (i) Summarize the text identifying supporting details.

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Vocabulary and Reading Kinds of Questions, p. 9 Strategies, p. 10</p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension.</p> <p>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 [Native American Structures], pp. 42–43; Review Units 4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel], pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], 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

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

VOCABULARY WORKSHOP LEVEL C / GRADE 8 FEATURE	DESCRIPTION
<p>Writing: Words in Action</p> <p>ARGUMENTS Unit 1, Writing Prompts #1 & #2 [opinion letter to a friend; opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive ad copy; opinion essay], p. 30; Unit 3, Writing Prompts #1 & #2 [persuasive brochure; opinion essay], p. 40; Unit 5, Writing Prompts #1 & #2 [argument; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 & #2 [persuasive article; opinion essay], p. 96; Unit 9, Writing Prompt #2 [opinion essay], p. 116; Unit 10, Writing Prompt #1 & #2 [persuasive letter; opinion essay], p. 134; Unit 11, Writing Prompts #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive article], p. 154; Unit 15, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 182</p> <p>INFORMATIVE/EXPLANATORY TEXTS Unit 6, Writing Prompts #1 [compare-and-contrast essay], p. 78; Unit 11, Writing Prompt #1 [compare-and-contrast essay], p. 144; Unit 12, Writing Prompt #2 [explanatory essay], p. 154; Unit 13, Writing Prompts #1 & #2 [tribute; expository essay], p. 172; Unit 14, Writing Prompt #2 [compare-and-contrast essay], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p>NARRATIVE Unit 4, Writing Prompt #1 [synopsis of a story], p. 58</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>
<p>Additional Practice</p> <p>Timed Essay (online*) Units 1-15</p>	<p>The Timed Essay for each Unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:</p> <ol style="list-style-type: none"> 1. Writing Your Thesis Statement (1-2 minutes) 2. Prewriting (3-4 minutes) 3. Writing Your Draft (17-18 minutes) 4. Editing and Revising Your Draft (2-3 minutes) <p>The Timed Essay page includes a pop-out list of Unit words for easy reference.</p>

WRITING

8.8 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 C / GRADE 8 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>
<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 appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each Unit word.</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 appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each Unit word</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 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>
<p>Word Study: Classical Roots Review Units 1–3 (<i>vers, vert</i>), p. 49; Review Units 4–6 (<i>cur, curr, curse, cour</i>), p. 87; Review Units 7–9 (<i>chron, crypt</i>), p. 125; Review Units 10–12 (<i>ven, vent</i>), p. 163; Review Units 13–15 (<i>fect, fic, fy</i>), p. 201</p>	<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.</p>

WRITING

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

VOCABULARY WORKSHOP LEVEL C / GRADE 8 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>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>