



SADLIER

# VOCABULARY WORKSHOP

 Common Core Enriched Edition

**Level C**

Aligned to the

## Common Core State Standards

for English Language Arts

## Grade 8

### Contents

#### KEY ALIGNED CONTENT

- 2 **READING:** LITERATURE
- 3 **READING:** INFORMATIONAL TEXT
- 6 **WRITING**
- 8 **LANGUAGE:** Vocabulary Acquisition and Use

#### ADDITIONAL ALIGNED CONTENT

- 21 **LANGUAGE:** Conventions of Standard English



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KEY ALIGNED CONTENT

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION

**Vocabulary and Reading:** pp. 9–10

*Example [Level C, p. 10]*

**Questions About Tone** show your understanding of the author’s attitude toward the subject of the passage. Words that describe tone, or attitude, are “feeling” words, such as *bored, unsure, scornful, amazed, respectful*. These are typical questions:

- The author’s attitude toward . . . is best described as . . .
- Which word best describes the author’s tone?

To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (unsure).

**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

*Example [Level C, Unit 3, p. 41]*

1. Sometimes one [whip-poor-will] would circle round and round me in the woods a few feet distant as if **tethered** by a string, when probably I was near its eggs. They sang at intervals throughout the night, and were again as musical as ever just before and about dawn. (*Walden*)

If something is **tethered** it is NOT

- |             |           |
|-------------|-----------|
| a. fastened | c. nearby |
| b. free     | d. caught |

DESCRIPTION

Located in the textbook front matter, **Vocabulary and Reading** explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.

There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author’s Technique.

They are also given five general strategies to help as they read the passages and answer the questions.

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.

In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**Vocabulary and Reading:** pp. 9–10

*Example [Level C, p. 9]*

**Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

- It can be inferred from the passage that . . .
- The author implies that . . .
- Evidently the author feels that . . .

*Example [Level C, p. 10]*

**Questions About Tone** show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as *bored, unsure, scornful, amazed, respectful*. These are typical questions:

- The author's attitude toward . . . is best described as . . .
- Which word best describes the author's tone?

To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (unsure).

**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

**DESCRIPTION**

Located in the textbook front matter, **Vocabulary and Reading** explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.

There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique.

They are also given five general strategies to help as they read the passages and answer the questions.

Each of the 15 **Reading Passages** is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.

Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.

In addition, the **Reading Passages** provide context clues and information referenced in other activities in the Unit and Review, including **Choosing the Right Word** and the **Writing: Words in Action** writing prompts.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

M. Tarbell” [Biographical Sketch], pp. 184–185

*Example [Level C, Unit 10, p. 126]*

On June 17, 1527, the Narváez expedition departed from Spain to claim Florida for the Spanish crown. By this time, Spain’s **transition** from European kingdom to global empire was well underway. The Spanish were experienced seafarers and colonizers, and by all accounts, the Narváez expedition was **devised** in accord with the best practices of the day. The risks **entailed** in such ventures remained high, however. The Narváez expedition was a **veritable** disaster.

**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

*Example [Level C, Review Units 4–6, p. 81]*

9. The tone of this passage can best be described as

- a. ironic
- b. factual
- c. critical
- d. skeptical
- e. humorous

*Example [Level C, Review Units 13–15, pp. 194–195]*

In the 1990s, burial chambers were discovered on a cliff high in a temperate rain forest in the Andes. Other mummies were found preserved in ice at the top of mountains regarded by the Inca as sacred places. Some of these burial sites are intact. Others have been **ransacked** by thieves seeking to **plunder** gold and precious artifacts buried with the mummies.

7. The meaning of **plunder** (line 51) is

- a. sell
- b. loot
- c. collect

**DESCRIPTION**

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 and comprehension questions.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION	DESCRIPTION
d. preserve	
e. uncover	

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.8.1** Write arguments to support claims with clear reasons and relevant evidence.

### SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION

**Writing: Words in Action:** 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

*Example [Level C, Unit 3, p.40]*

1. Look back at “Grand Columbian Carnival Unites the World” (pages 32–33). Suppose that you are one of the sponsors for the exposition. You want to persuade visitors to attend this event. Write a brochure enticing visitors, using at least two details from the passage and three Unit words.

### DESCRIPTION

**Writing: Words in Action** has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.

## WRITING: Text Types and Purposes

**CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

### SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION

**Writing: Words in Action:** 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

*Example [Level C, Unit 14, p. 182]*

1. Commerce has changed drastically since the days of the Gold Rush. Think about how e-commerce, priority mail, overnight deliveries, courier services, and other methods of getting merchandise quickly have affected the exchange of goods. Then, in an essay, compare and contrast the business practices of today with those of 1849. Support your essay with evidence from the reading (refer to pages 174–175) or from your own knowledge, experience, or observations. Write at least three paragraphs, and use three or more

### DESCRIPTION

**Writing: Words in Action** has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.



**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SADLIER **VOCABULARY WORKSHOP LEVEL C** FEATURE & LOCATION

words from this Unit.

DESCRIPTION

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SADLIER **VOCABULARY WORKSHOP LEVEL C** FEATURE & LOCATION

**Writing: Words in Action:** Unit 4, Writing Prompt #1 [synopsis of a story], p. 58

*Example [Level C, Unit 4, p. 58]*

1. Look back at “Toni Cade Bambara” (pages 50–51). Suppose you were going to write a story about social injustice. What would you write about? What would be the outcome of your story? Write a brief synopsis of your story, including its theme. Use at least two details from the passage and three Unit words.

DESCRIPTION

**Writing: Words in Action** has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**Vocabulary Strategy: Using Context:** p. 7

*Example [Level C, p. 7]*

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

“My view of the situation may be far too rosy,” I admitted. “On the other hand, yours may be a bit (**optimistic, bleak**).”

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

**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

*Example [Level C, Unit 10, p. 126]*

On June 17, 1527, the Narváez expedition departed from Spain to claim Florida for the Spanish crown. By this time, Spain’s **transition** from European kingdom to global empire was well underway. The Spanish were experienced seafarers and colonizers, and by all accounts, the Narváez expedition was **devised** in accord with the best practices of the day. The risks **entailed** in such ventures remained high, however. The Narváez expedition was a **veritable** disaster.

**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–

**DESCRIPTION**

In **Vocabulary Strategy: Using Context**, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.

The three types of context clues emphasized at this level of the program include **restatement clue**, **contrast clue**, and **inference clue**.

At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph **Reading Passage**.

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.

In the **Definitions** section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in



**LANGUAGE: Vocabulary Acquisition and Use**

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- **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

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

*Example [Level C, Unit 4, p. 52]*

You will need to **muster** up your courage to face the fully who has been tormenting you.

**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

*Example [Level C, Unit 12, p. 151]*

10. She is a very severe critic, and the (**capacious, caustic**) comments in her reviews have made her many enemies.

**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

*Example [Level C, Unit 6, p. 76]*

1. needs to **enunciate** words more clearly **articulate**

**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

*Example [Level C, Unit 6, p. 76]*

3. used a **permeable** plant container **retentive**

**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

*Example [Level C, Unit 8, p. 105]*

4. My father has three **cronies** who go with him each year on a camping trip in the High Sierras.

**DESCRIPTION**

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.

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.

The **Synonyms** activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.

The **Antonyms** activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.

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.

**LANGUAGE: Vocabulary Acquisition and Use**

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- **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

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*Example [Level C, Unit 3, p. 41]*

1. Sometimes one [whip-poor-will] would circle round and round me in the woods a few feet distant as if **tethered** by a string, when probably I was near its eggs. They sang at intervals throughout the night, and were again as musical as ever just before and about dawn. (*Walden*)

If something is **tethered** it is NOT

- a. fastened
- b. free
- c. nearby
- d. caught

**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

*Example [Level C, Review Units 13–15, pp. 194–195]*

In the 1990s, burial chambers were discovered on a cliff high in a temperate rain forest in the Andes. Other mummies were found preserved in ice at the top of mountains regarded by the Inca as sacred places. Some of these burial sites are intact. Others have been **ransacked** by thieves seeking to **plunder** gold and precious artifacts buried with the mummies.

7. The meaning of **plunder** (line 51) is

- a. sell
- b. loot
- c. collect
- d. preserve
- e. uncover

**DESCRIPTION**

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.

In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

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.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**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

*Example [Level C, Review Units 1–3, p. 44]*

5. He was a man of great energy and \_\_\_\_\_. In no time at all, he rose from relatively humble beginnings to the very \_\_\_\_\_ of power.
- a. enterprise . . . citadels
  - b. compliance . . . perspectives
  - c. longevity . . . antics
  - d. audacity . . . durables

**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

*Example [Level C, Review Units 1–3, p. 45]*

**Choosing the Right Idiom**

6. My little nephews **fight like cats and dogs**, so I don't enjoy babysitting them. \_\_\_\_\_

**Word Study: 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

*Example [Level C, Review Units 1–3, p. 48]*

**Expressing the Connotation**

- neutral 4.** Did you see that car (**veer, turn**) into the other lane without signaling?

**Word Study: Classical Roots:** Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201

*Example [Level C, Review Units 7–9, p. 125]*

2. of a long duration, continuing; constant
- Drought is a **chronic** problem in many parts of the world.

**DESCRIPTION**

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.

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.

In **Word Study: 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).

In **Word Study: Classical Roots**, students use context clues to help choose which word based on the featured root best completes the sentence.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION

**Vocabulary Strategy: Word Structure**, p. 8

Example [Level C, p. 8]

<b>Adjective Suffix</b>	<b>Meaning</b>	<b>Sample Words</b>
- able, -ible	able, capable of	believable, incredible
<b>Greek Root</b>	<b>Meaning</b>	<b>Sample Words</b>
- dem-, -demo-	people	epidemic, democracy
<b>Latin Root</b>	<b>Meaning</b>	<b>Sample Words</b>
- cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient

**Word Study: Classical Roots:** Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201

Example [Level C, Review Units 7–9, p. 125]

2. of a long duration, continuing; constant

Drought is a chronic problem in many parts of the world.

**Vocabulary Strategy: Word Structure**, TE p. T36

**Online Components: Greek and Latin Roots Reference Guide:**  
vocabularyworkshop.com

DESCRIPTION

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. The first section in the lesson introduces a variety of prefixes and suffixes. The second section focuses on Greek and Roman roots.

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.

**Vocabulary Strategy: Word Structure** teaches how to build vocabulary by learning the meaning of word parts that make up many English words. The first section of the guide presents common prefixes and suffixes, their grammatical function, their meaning, and how they appear in sample words. The second section lists Greek and Latin roots, meanings, and sample words.

The online **Greek and Latin Roots Reference Guide** mirrors the **Vocabulary Strategy: Word Structure** resource found in the Teacher’s Edition.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**DESCRIPTION**

**Vocabulary Strategy: Using Context:** p. 7

*Example [Level C, p. 7]*

An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:

The \_\_\_\_\_ patient had lost a lot of weight in a short period of time, but his energy was \_\_\_\_\_ and he kept up his usual busy schedule.

- a. abashed . . . calamitous      c. resolute . . . whimsical
- b. judicious . . . bountiful      d. gaunt . . . unflagging

In this sentence, there are several inference clues: (a) the phrase *had lost a lot of weight* suggests *gaunt*; (b) the words *kept up his usual busy schedule* suggest the word *unflagging*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

Located in the textbook front matter, **Vocabulary Strategy: Using Context** provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.

**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

*Example [Level C, Unit 10, p. 128]*

**2. barter** (n.) an exchange in trade; (v.) to exchange goods  
(bär' tər)

By definition, **barter** does not involve the exchange of money in any form.

According to the Hebrew Bible, Esau **bartered** away his birthright for a hot meal.

SYNONYMS: (v.) trade, swap

ANTONYMS: (v.) sell, buy, purchase

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.

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.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

**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;

For the **Synonyms** activity in each Unit, students are directed

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

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

*Example [Level C, Unit 6, p. 76]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. needs to **enunciate** words more clearly   **articulate**  

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**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

*Example [Level C, Unit 6, p. 77]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

3. used a **permeable** plant container   **retentive**  

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**Word Study: Writing with Idioms,** Review Units 1–3, p. 46; **Writing with Idioms,** Review Units 4–6, p. 84; **Writing with Proverbs,** Review Units 7–9, p. 122; **Writing with Idioms,** Review Units 10–12, p. 160; **Writing with Adages,** Review Units 13–15, p. 198

*Example [Level C, Review Units 1–3, p. 46]*

Find the meaning of each idiom. (Use a dictionary if necessary.) Then write a sentence for each idiom. Answers will vary.

1. get your feet wet

  Sample answer: You'll never know if you're any good at acting if you don't get your feet wet.  

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**Word Study: Classical Roots:** Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201

*Example [Level C, Review Units 7–9, p. 125]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the

**DESCRIPTION**

to use a dictionary if necessary.

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For the **Antonyms** activity in each Unit, students are directed to use a dictionary if necessary.

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For **Word Study: Writing with Idioms/Adages/Proverbs**, students are directed to use a print or online dictionary as needed.

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For **Word Study: Classical Roots**, students are directed to use a print or online dictionary as needed.



**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.8.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

blank space in the illustrative sentence below the definition.  
Use a dictionary if necessary.

2. of a long duration, continuing; constant

Drought is a chronic problem in many parts of the world.

**Online Components: iWords Audio Program:**  
vocabularyworkshop.com

**DESCRIPTION**

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 students.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5a** Interpret figures of speech (e.g. verbal irony, puns) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**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

*Example [Level C, Review Units 1–3, p. 45]*

**Choosing the Right Idiom**

6. My little nephews **fight like cats and dogs**, so I don't enjoy babysitting them. \_\_\_\_\_

*Example [Level C, Review Units 7–9, p. 121]*

**Choosing the Right Proverb**

5. You have to be able to handle stress if you want to be a manager, so **if you can't stand the heat, get out of the kitchen**. \_\_\_\_\_

*Example [Level C, Review Units 4–6, p. 84]*

**DESCRIPTION**

As part of the **Word Study** lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs.

An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.”

An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”

A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”

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

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5a** Interpret figures of speech (e.g. verbal irony, puns) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**Writing with Idioms**

9. bursting at the seams

\_\_\_\_\_

*Example [Level C, Review Units 13–15, p. 198]*

**Writing with Adages**

9. Different strokes for different folks.

\_\_\_\_\_

**DESCRIPTION**

column).

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.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**Working with Analogies:** p. 11

*Example [Level C, p. 11]*

A verbal analogy expresses a relationship or comparison between sets of words. Normally, an analogy contains two pairs of words linked by a word or symbol that stands for an equal (=) sign. A complete analogy compares the two pairs of words and makes a statement about them. It asserts that the relationship between the first—or key—pair of words is the same as the relationship between the second pair.

1. **maple** is to **tree** as                      2. **joyful** is to **gloomy** as

a. acorn is to oak                              a. cheerful is to happy

b. hen is to rooster                            b. strong is to weak

c. rose is to flower                            c. quick is to famous

d. shrub is to lilac                              d. hungry is to starving

In order to find the correct answer to exercise 1, you must first determine the relationship between the two key words, **maple** and **tree**. In this case, that relationship might be expressed as “a maple is a kind (or type) of tree.” The next step is to select from choices a, b, c, and d the pair of words that best reflects the same relationship. The correct answer is c; it is the only pair

**DESCRIPTION**

Located in the textbook front matter, **Working with Analogies** helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.

Students encounter many different kinds of relationships represented in the analogy questions in the **Final Mastery Test**.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

whose relationship parallels the one in the key words: A rose is a kind (or type) of flower, just as a maple is a kind (or type) of tree. The other choices do not express the same relationship.

In exercise 2, the relationship between the key words can be expressed as “joyful means the opposite of gloomy.” Which of the choices best represents the same relationship? The answer is b: “strong means the opposite of weak.”

Here are examples of some other common analogy relationships:

Analogy	Key Relationship
<b>big</b> is to <b>large</b> as <b>little</b> is to <b>small</b>	<b>Big</b> means the same thing as <b>large</b> , just as <b>little</b> means the same thing as <b>small</b> .
<b>eyes</b> are to <b>see</b> as <b>ears</b> are to <b>hear</b>	You use your <b>eyes</b> to <b>see</b> with, just as you use your <b>ears</b> to <b>hear</b> with.

**DESCRIPTION**

**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

*Example [Level C, Unit 10, p. 128]*

**2. barter** (bär' tər) (n.) an exchange in trade; (v.) to exchange goods

By definition, barter does not involve the exchange of money in any form.

According to the Hebrew Bible, Esau bartered away his birthright for a hot meal.

SYNONYMS: (v.) trade, swap

ANTONYMS: (v.) sell, buy, purchase

The **Definitions** section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms and antonyms.

**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;

In the **Synonyms** activity in each Unit, students learn about the relationship of words with similar meanings. After this

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

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

*Example [Level C, Unit 6, p. 76]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. needs to **enunciate** words more clearly articulate

**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

*Example [Level C, Unit 6, p. 77]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

3. used a **permeable** plant container retentive

**Word Study: Classical Roots:** Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201

*Example [Level C, Review Units 7–9, p. 125]*

2. of a long duration, continuing; constant

Drought is a chronic problem in many parts of the world.

**Final Mastery Test: Analogies:** p. 203

**DESCRIPTION**

preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the **Word Study: Denotation and Connotation** lessons provided in the Review at the end of every three Units.

For the **Antonyms** activity, students learn about the relationship between words and their opposites. They are encouraged to refer back to the **Definitions** section as needed for lists of antonyms of Unit words.

In **Word Study: Classical Roots**, students study groups of words that feature the same or related classical affixes or roots.

For the **Final Mastery Test: Analogies**, students select the item that best completes the comparison of two pairs of related words.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**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

*Example [Level C, Unit 10, p. 128]*

**2. barter** (n.) an exchange in trade; (v.) to exchange goods  
(bär' tər)

By definition, **barter** does not involve the exchange of money in any form.

According to the Hebrew Bible, Esau **bartered** away his birthright for a hot meal.

SYNONYMS: (v.) trade, swap

ANTONYMS: (v.) sell, buy, purchase

**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

*Example [Level C, Unit 6, p.76]*

1. needs to **enunciate** words more clearly **articulate**

**Word Study: Denotation and Connotation:** Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199

*Example [Level C, Review Units 1–3, p. 47]*

**Shades of Meaning**

1. adage 0    2. glut –    3. bountiful +    4. congested –

**Word Study: Expressing the Connotation/Challenge: Using 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

**DESCRIPTION**

The **Definitions** section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms—words with similar denotations—and antonyms. This prepares students to better understand the discussions of connotations and denotations that follow.

In the **Synonyms** activity in each Unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the **Word Study: Denotation and Connotation** lessons provided in the Review at the end of every three Units.

Each **Word Study: Denotation and Connotation** lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, **Shades of Meaning**.

In **Word Study: Expressing the Connotation**, students read each sentence and consider context clues before selecting one of two vocabulary words that best expresses the target connotation (positive, negative, or neutral).

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.8.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION
<p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation</b></p> <p><b>neutral 4.</b> Did you see that car (<b>veer</b>, <b>turn</b>) into the other lane without signaling?</p> <p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p><b>Challenge: Using the Connotation</b></p> <p>1. Tossed into a dark cell, the prisoner bumped around, <b>feeling</b> <u>groping</u> for the walls and the door.</p> <p><u>Sample response: Groping is more dramatic, allowing the reader to visualize the darkness and to experience the prison's disorientation.</u></p>

DESCRIPTION
<p>In <b>Challenge: Using Connotation</b>, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.</p>

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION
<p><b>Throughout the program</b></p>

DESCRIPTION
<p><b>Throughout the program</b> students build and use 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**

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

**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

*Example [Level C, Unit 1, p. 14]*

*Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.*

**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

*Example [Level C, Unit 6, p.76]*

1. needs to **enunciate** words more clearly articulate

**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

*Example [Level C, Unit 6, p. 77]*

3. used a **permeable** plant container retentive

**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

*Example [Level C, Unit 8, p. 105]*

4. My father has three **cronies** who go with him each year on a camping trip in the High Sierras.

**Word Study: Classical Roots:** Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review

**DESCRIPTION**

Each Unit begins with a three-page **Definitions** section. Twenty words in the numbered study list are presented in a dictionary-style format.

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.

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.

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.

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.

After studying the featured classical base or affix in **Word Study: Classical Roots**, students consider the list of choices

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly

**SADLIER VOCABULARY WORKSHOP LEVEL C FEATURE & LOCATION**

Units 7–9 (*chron, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201

Example [Level C, Review Units 7–9, p. 125]

2. of a long duration, continuing; constant

Drought is a chronic problem in many parts of the world.

**DESCRIPTION**

then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.