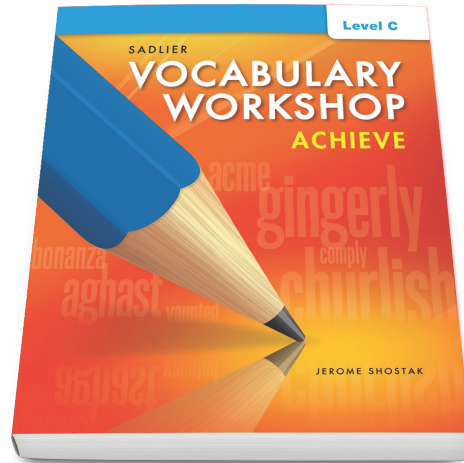


Sadlier

Vocabulary Workshop® Achieve

Grade 8 / Level C



Aligned to the

Georgia Standards of Excellence

English Language Arts for Grade 8

Contents

KEY ALIGNED CONTENT

2 **LANGUAGE:** Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

20 **READING LITERARY:** Craft and Structure

21 **READING INFORMATIONAL:** Craft and Structure

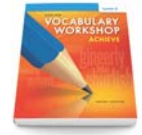
24 **WRITING:** Text Types and Purposes

26 **LANGUAGE:** Conventions of Standard English



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GRADE 8 / LEVEL C

KEY ALIGNED CONTENT

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L4 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.

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Vocabulary in Context: Overview, 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. 24–25; Unit 3 "Grand Columbian Carnival Unites the World" (Press Release), pp. 36–37; Unit 4 "Toni Cade Bambara" (Author Profile), pp. 56–57; Unit 5 "Reality Check" (Persuasive Essay), pp. 68–69; Unit 6 "Diary of a Young Migrant Worker" (Diary Entry), pp. 80–81; Unit 7 "The Discriminating Pigeon" (Magazine Article), pp. 100–101; Unit 8 "Aquatic Robotics" (Technical Essay), pp. 112–113; Unit 9 "Tecumseh of the Shawnee" (Biographical Sketch), pp. 124–125; Unit 10 "The Adventures of Narváez and Cabeza de Vaca in the New World" (Historical Nonfiction), pp. 144–145; Unit 11 "Working Like a Dog" (Interview), pp. 156–157; Unit 12 "To the Bat Cave!" (Informational Essay), pp. 168–169; Unit 13 "Steven P. Jobs: 1955–2011" (Obituary), pp. 188–189; Unit 14 "UNIT 14 Now Arriving on Track 1: New York Dry Goods" (Letter), pp. 200–201; Unit 15 "Muckraking Journalist Ida M. Tarbell" (Biographical Sketch), pp. 212–213

Example [Level A, Unit 4, pp. 56–57]

Bambara **deplored** social injustice. Her disapproval spurred her to work hard to oust injustice from American society. Her career united diverse interests in a single-minded effort to build and **bolster** equality and tolerance.

In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

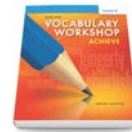
The **Reading Passages** as well as the **Using Context, Choosing the Right Word, Vocabulary in Context, and Vocabulary for Comprehension** exercises that appear in the Units, the Reviews, and the Final Mastery Test provide practice in using context to decode and to determine the meaning of unfamiliar words.

There are three types of context clues emphasized at this level of the program: a **restatement clue**, a **contrast clue**, and an **inference clue**.

Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

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

As emphasized throughout the program, students use context clues to determine the meanings of unfamiliar words in each passage then apply what they learn throughout the Unit and the Review.



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

Example [Level C, Unit 10 Set B, p. 150]

1. **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, the brother of Jacob, **bartered** away his birthright for a hot meal.

Using Context: Unit 1 Set A, p. 15, Unit 1 Set B, p. 19; Unit 2 Set A, p. 27, Unit 2 Set B, p. 31; Unit 3 Set A, p. 39, Unit 3 Set B, p. 43; Unit 4 Set A, p. 59, Unit 4 Set B, p. 63; Unit 5 Set A, p. 71, Unit 5 Set B, p. 75; Unit 6 Set A, p. 83, Unit 6 Set B, p. 87; Unit 7 Set A, p. 103, Unit 7 Set B, p. 107; Unit 8 Set A, p. 115, Unit 8 Set B, p. 119; Unit 9 Set A, p. 127, Unit 9 Set B, p. 131; Unit 10 Set A, p. 147, Unit 10 Set B, p. 151; Unit 11 Set A, p. 159, Unit 11 Set B, p. 163; Unit 12 Set A, p. 171, Unit 12 Set B, p. 175; Unit 13 Set A, p. 191, Unit 13 Set B, p. 195; Unit 14 Set A, p. 203, Unit 14 Set B, p. 207; Unit 15 Set A, p. 215, Unit 15 Set B, p. 219

Example [Level C, Unit 5 Set B, p. 75]

10. I woke up to what appeared to be an **apparition** floating just outside my window, only to turn on the light and see that it was a tree branch blowing in the wind.

DESCRIPTION

In each unit, there is a **Definitions** section for the 10 new words in Set A and for 10 additional words in Set B. 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.

There are two **Using Context** activities for each unit, covering words in Set A and Set B. It is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Choosing the Right Word: Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

The **Choosing the Right Word** exercises for sets A and B 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.

Example [Level C, Unit 7 Set A, p. 104]

9. He is so conceited that it is hard to (**convey, attribute**) to him the simple idea that he did not win the essay competition.

Completing the Sentence: Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

For **Completing the Sentence** for Set A and Set B, 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.

Example [Level C, Unit 1 Set B, p. 21]

1. Suddenly the **discordant** voices of two quarreling people burst upon my ears and jarred me out of my daydream.

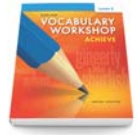
Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Drawing 15 words from both sets in each unit, the **Synonyms** activity requires students to rely on context clues to help find a unit word to match each given synonym.

Example [Level C, Unit 15 Sets A & B, p. 222]

10. a thoroughly selfish and **greedy** individual
mercenary

In each unit review, the **Synonyms** exercises feature complete sentences that reinforce meanings while providing students with examples of usage and context.

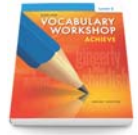


GRADE 8 / LEVEL C

| LANGUAGE | L |
|--|----------|
| Vocabulary Acquisition and Use | |
| ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. | |
| a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | |

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|---|---|
| <p>Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><i>Example [Level C, Review Units 13–15, p. 228]</i></p> <p>3. As she considered the two job offers, she knew that the logical decision was to take the position with higher pay instead of the lower-paying job that would allow her to follow her passion. <u> rational </u></p> <hr/> <p>Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><i>Example [Level C, Unit 6, p. 90]</i></p> <p>4. watched with a look of delight <u> anguish </u></p> <hr/> <p>Vocabulary in Context: Unit 1 Sets A & B (New Deal), p. 23; Unit 2 Sets A & B (Passwords), p. 35; Unit 3 Sets A & B (World's Fairs), p. 47; Unit 4 Sets A & B (A Raisin in the Sun), p. 67; Unit 5 Sets A & B (Screen Time for Children), p. 79; Unit 6 Sets A & B (Mexican Folk Art), p. 91; Unit 7 Sets A & B (Willy the Chicken), p. 111; Unit 8 Sets A & B (Rossum's Universal Robots), p. 123; Unit 9 Sets A & B (Corn-husk Dolls), p. 135; Unit 10 Sets A & B (Fort Mosé), p. 155; Unit 11 Sets A & B (Domestication of the Dog), p. 167; Unit 12 Sets A & B (Caves), p. 179; Unit 13 Sets A & B (Gwen Ifill), p. 199; Unit 14 Sets A & B (The Compromise of 1850), p. 211; Unit 15 Sets A & B (Don't Believe Everything You Read), p. 223</p> <p><i>Example [Level C, Unit 10, p. 155]</i> They soon habituated to their new settlement.</p> <p>4. What does habituated most likely mean as it is used in paragraph 2?</p> <p>a. escaped from c. became used to b. caused injury d. became valuable</p> <hr/> <p>Vocabulary in Context: Informational Text (online*): Unit 1 "A Dynamic and Creative Duo"; Unit 2 "The Oldest Rookie"; Unit 3 "The Other Rain Forests"; Unit 4 "Crazy About Bikes"; Unit 5 "American Man of Letters"; Unit 6 "Ahead of Her</p> | <p>The Antonyms activity for each unit requires students to use context clues to help find a unit word to match each given antonym.</p> <hr/> <p>Located at the end of each unit, the Vocabulary in Context reading selection is related in theme to the Reading Passage. It incorporates at least six words, including words not introduced earlier in the Reading Passage, thereby ensuring that all unit words are presented in context.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p> <hr/> <p>The Vocabulary in Context: Informational Text reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.</p> |

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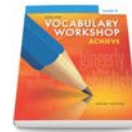


GRADE 8 / LEVEL C

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| LANGUAGE | L |
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| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|--|---|
| <p>Time"; Unit 7 "Cool!"; Unit 8 "Old Eggs, New Discoveries"; Unit 9 "A Quiet Voice for Freedom"; Unit 10 "Disappearing Data"; Unit 11 "An American Tragedy"; Unit 12 "Playing It Again"; Unit 13 "A Huge Job"; Unit 14 "Thin Slices"; Unit 15 "Sunken Treasures"</p> <p><u>Example [Level C, Unit 7]</u></p> <p>In ancient Rome, when excess was at its acme, lavish banquets and elaborate parties were common among the upper classes.</p> <p>2. Acme most nearly means</p> <p>O a. best O b. bottom O c. worst O d. peak</p> | <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p> <p>Students may reference a pop-out wordlist at any time.</p> |
| <p>Vocabulary in Context: Literary Text (online*): Unit 1 Baroness Orczy ("The Scarlet Pimpernel"); Unit 2 O. Henry (several works); Unit 3 Henry David Thoreau ("Walden"); Unit 4 Edgar Allan Poe (several works); Unit 5 Charles Dickens ("A Christmas Carol"); Unit 6 Jack London ("The Call of the Wild" and "White Fang"); Unit 7 Louisa May Alcott ("Little Women"); Unit 8 Stephen Crane ("The Monster and Other Stories" and "The Red Badge of Courage"); Unit 9 Mark Twain ("Life on the Mississippi"); Unit 10 Edgar Rice Burroughs ("Tarzan of the Apes"); Unit 11 E.M. Forster ("Where Angels Fear to Tread"); Unit 12 Sir Arthur Conan Doyle ("The Lost World"); Unit 13 George Eliot ("Silas Marner and the Mill on the Floss"); Unit 14 Robert Louis Stevenson ("Strange Case of Dr. Jekyll and Mr. Hyde"); Unit 15 Henry James ("The Turn of the Screw")</p> <p><u>Example [Level C, Unit 10]</u></p> <p>2. As the boats moved slowly over the smooth waters of the bay, Clayton and his wife stood silently watching their departure—in the breasts of both a feeling of impending disaster and utter hopelessness.</p> <p>Feelings or events that are impending are NOT</p> <p>O a. forthcoming O b. life-like O c. far away O d. common</p> | <p>The Vocabulary in Context: Literary Text activities 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. Furthermore, they are able to glimpse the artistry of great American and British writers in their careful choice and use of words in relation to the elements of story.</p> |

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GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Vocabulary for Comprehension: Review Units 1–3: Part 1 (How News Travels), pp. 48–49; Review Units 1–3: Part 2 (Choosing Jefferson), pp. 50–51; Review Units 4–6: Part 1 (The Umbrella: A Portable Roof), pp. 92–93; Review Units 4–6: Part 2 (The American Musical), pp. 94–95; Review Units 7–9: Part 1 (Sarah Orne Jewett, from "The Queen's Twin"), pp. 136–137; Review Units 7–9: Part 2 (Charles Brockden Brown, from "Arthur Mervyn; or, Memoirs of the Year 1793"), pp. 138–139; Review Units 10–12: Part 1 (Kabuki: An Enduring Art Form), pp. 180–181; Review Units 10–12: Part 2 (The Synchrotron), pp. 182–183; Review Units 13–15: Part 1 (The Mummies of the Inca Empire), pp. 224–225; Review Units 13–15: Part 2 (Modern Psychology), pp. 226–227

Example [Level C, Review Units 1–3, Part 2, pp. 50–51]

Jefferson denied Adams’s claims, and still refused to **comply** with his wishes, Adams said simply, “You can write ten times better than I can.” According to Adams, that settled it.

- 9. As it is used in line 73, the word “comply” most nearly means
 - A) understand.
 - B) consent.
 - C) reject.
 - D) display.

Two-Word Completions: Review Units 1–3, p. 53; Review Units 4–6, p. 97; Review Units 7–9, p. 141; Review Units 10–12, p. 185; Review Units 13–15, p. 229

Example [Level C, Review Units 1–3, p. 53]

- 5. Though other people have been moved to action by high ideals, Thomas Alva Edison, one of the most _____ inventors ever to be produced by this country, seems in part to have been _____ simply by the love of a challenge.
 The TV marathon not only garnered _____ amounts of money for the region’s starving millions but also yielded an unexpectedly rich _____ of publicity for their plight.
 - a. legendary ... allotment
 - b. prodigious ... bonanza
 - c. bountiful ... banterd
 - d. myriad ... rubble

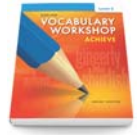
DESCRIPTION

Vocabulary for Comprehension, Part 1 provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.

In addition to providing vocabulary-in-context questions featured in Part 1, some **Vocabulary for Comprehension, Part 2** exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.

Additional **Two-Word Completions** exercises are provided in each Cumulative Review, as well as on the Final Mastery Test.

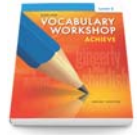


GRADE 8 / LEVEL C

| LANGUAGE | L |
|--|----------|
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| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|---|--|
| <p>Two-Word Completions: (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p> <p>Final Mastery Test: pp. 232–236</p> <p><i>Example [Level C, Final Mastery Test, p. 233]</i></p> <p>27. As a child _____, Mozart basked in public praise and attention from an early age, _____ his talents all around Europe.</p> <p>a. laggard ... tainting c. turncoat ... obliterating b. prodigy ... flaunting d. mendicant ... ruing</p> <hr/> <p>Word Study: Idioms: Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level C, Word Study Units 13–15, p. 230]</i></p> <p>Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.</p> <p>3. Getting a window office was the icing on the cake after I got my promotion and pay raise.</p> <p><u>d. (an extra benefit on top of something that’s already good)</u></p> <hr/> <p>Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level C, Review Units 4–6, p. 98]</i></p> <p>positive 2. In Paris, we kept going to the same restaurant to enjoy the wonderful meals that a renowned chef created with remarkable (skill, finesse).</p> <hr/> <p>Word Study: Classical Roots: Word Study Units 1–3 (<i>vers, vert</i>—to turn), p. 55; Word Study Units 4–6 (<i>cur, curr, curs, cour</i>—to run), p. 99; Word Study Units 7–9 (<i>chron</i>—time; <i>cryph, crypt</i>—hidden, secret), p. 143; Word Study Units 10–12 (<i>ven, vent</i>—to come), p. 187; Word Study Units 13–15 (<i>fect, fic, efy, ify</i>—to make), p. 231</p> | <p>As part of the Word Study lessons in alternating unit reviews, the Choosing the Right Idiom activity helps students practice using context clues to figure out the meaning of figurative expressions.</p> <hr/> <p>Alternating with the Idioms in the Word Study section that follows each unit review, Word Study: Denotation and Connotation helps 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 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> <hr/> <p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p> |

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GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

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

DESCRIPTION

Example [Level A, Word Study Units 4–6, p. 99]

- 8. to talk; a conversation; a long discussion on some topic
 The featured speaker delivered a(n) discourse on using the Internet as a research tool.

Choosing the Right Meaning (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Example [Level C, Cumulative Review II]

So Scrooge concludes, while in the corner poor Bob Cratchit **chafes** his hands in a furious attempt to keep some semblance of the divine spark alive in him.

- 2. The word **chafes** most nearly means
 - O a. irritates
 - O b. torments
 - O c. rubs
 - O d. claps

Final Mastery Test: pp. 232–236

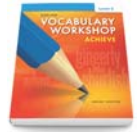
Example [Level C, p. 236]

Choosing the Right Meaning

- 65. It’s astonishing how many adults still believe in the **legendary** Loch Ness Monster.
 The word **legendary** most nearly means
 - a. historical b. foreign c. mythical d. fascinating

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.

The **Final Mastery Test** provides practice in using context to decode and determine the meaning of unfamiliar words presented in the following sections: **Two-Word Completions**, **Supplying Words in Context**, and **Choosing the Right Meaning**.



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L4 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.

- b. 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 ACHIEVE LEVEL C FEATURE & LOCATION

Student Resources: Word Structure: Greek and Latin Roots (online*)

Example [Level C, Unit 1, Student Resources, Word Structure: Greek and Latin Roots]

| Prefix | Meaning | Sample Words |
|-------------|------------------------------|--------------------------------|
| bi- | two | bicycle |
| com-, con- | together, with | compatriot, contact |
| Verb Suffix | Meaning | Sample Words |
| -ate | to become, produce, or treat | validate, salivate, chlorinate |

Word Study: Classical Roots: Word Study Units 1–3 (*vers*, *vert*—to turn), p. 55; Word Study Units 4–6 (*cur*, *curr*, *curr*, *cour*—to run), p. 99; Word Study Units 7–9 (*chron*—time; *crypt*, *crypt*—hidden, secret), p. 143; Word Study Units 10–12 (*ven*, *vent*—to come), p. 187; Word Study Units 13–15 (*fect*, *fic*, *efy*, *ify*—to make), p. 231

Example [Level A, Word Study Units 4–6, p. 99]

- 8. to talk; a conversation; a long discussion on some topic
The featured speaker delivered a(n) discourse on using the Internet as a research tool.

Games and Study Aids: Matching Challenge – Greek Roots and Matching Challenge – Latin Roots (online*)

DESCRIPTION

In **Word Structure: Greek and Latin Roots**, 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.

Two online video games, **Greek Roots – Matching Challenge** and **Latin Roots – Matching Challenge**, 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.

*Go to <https://www.sadlierconnect.com/vwa> for online resources. Copyright © William H. Sadlier, Inc. All rights reserved.



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Vocabulary in 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:

“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”

- a. ignorance . . . painter
- b. wisdom . . . beginner
- c. wealth . . . surgeon
- d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel*, *artistry*, and *skill* suggests the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

Example [Level C, Unit 10 Set B, p. 150]

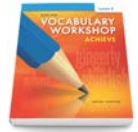
1. **barter** (n.) an exchange in trade; (v.) to exchange goods (bär' tər) By definition, **barter** does not involve the exchange of money in any form. According to the Hebrew Bible, Esau, the brother of Jacob, **bartered** away his birthright for a hot meal.

In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. Students learn to use inference clues to arrive at a preliminary understanding of an unknown word or phrase, which may subsequently be checked using various print or online resources.

The **Definitions** section at the beginning of each unit serves as a master reference of information for each of the unit words. Presented in two 10-word sets, each entry in the numbered study list is 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.



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

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

Example [Level C, Unit 15 Sets A & B, p. 222]

- 10. a thoroughly selfish and **greedy** individual
mercenary

Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

For the **Antonyms** activity in each unit, students are directed to use a dictionary as needed.

Example [Level C, Unit 6, p. 90]

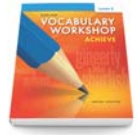
- 4. watched with a look of **delight**
anguish

Word Study: Classical Roots: Word Study Units 1–3 (*vers, vert*—to turn), p. 55; Word Study Units 4–6 (*cur, curr, curs, cour*—to run), p. 99; Word Study Units 7–9 (*chron*—time; *crypt, cryph*—hidden, secret), p. 143; Word Study Units 10–12 (*ven, vent*—to come), p. 187; Word Study Units 13–15 (*fect, fic, efy, ify*—to make), p. 231

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

Example [Level A, Word Study Units 4–6, p. 99]

- 8. to talk; a conversation; a long discussion on some topic
 The featured speaker delivered a(n) discourse on using the Internet as a research tool.



GRADE 8 / LEVEL C

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|--|----------|
| LANGUAGE | L |
| <p>Vocabulary Acquisition and Use</p> <p>ELAGSE8L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | |

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Study Aids: iWords Audio Program (online*)

Example [Level C, Unit 4, Games and Study Aids: iWords]



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, part or parts of speech, and examples of usage for every vocabulary word presented at this level.

In addition to hearing the pronunciation of each of the 20 vocabulary words for every unit, students can listen to the entire **Reading Passage** for every unit. The iWords oral models and practice are especially helpful to ELL students.

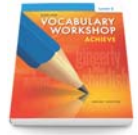
Student Resources: Pronunciation Key—p. 11 & online*

Example [Level C, Unit 1, Student Resources: Pronunciation Key]

| | | | | | | | | | | | | | | | | | | | |
|---|-------------------|-------------|-----------------|-------------------|-------------------|----------|---------|--|--------|---------|---------|--|------------------|----------|------|--|--------|----------|------------|
| Vowels | ā lake | e stress | ù loot, new | | | | | | | | | | | | | | | | |
| | a mat | ī knife | ú foot, pull | | | | | | | | | | | | | | | | |
| | â care | i sit | è jump, broken | | | | | | | | | | | | | | | | |
| | ā bark, bottle | ō flow | er bird, better | | | | | | | | | | | | | | | | |
| | aù doubt | ô all, cord | | | | | | | | | | | | | | | | | |
| | ē beat, wordy | oi oil | | | | | | | | | | | | | | | | | |
| <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="vertical-align: top; padding-right: 10px;">Consonants</td> <td style="padding-right: 10px;">ch child, lecture</td> <td style="padding-right: 10px;">s cellar</td> <td style="padding-right: 10px;">wh what</td> </tr> <tr> <td></td> <td style="padding-right: 10px;">g give</td> <td style="padding-right: 10px;">sh shun</td> <td style="padding-right: 10px;">y yearn</td> </tr> <tr> <td></td> <td style="padding-right: 10px;">j gentle, bridge</td> <td style="padding-right: 10px;">th thank</td> <td style="padding-right: 10px;">z is</td> </tr> <tr> <td></td> <td style="padding-right: 10px;">ŋ sing</td> <td style="padding-right: 10px;">#h those</td> <td style="padding-right: 10px;">zh measure</td> </tr> </table> <p style="font-size: small; margin-top: 5px;">All other consonants are sounded as in the alphabet.</p> | | | | Consonants | ch child, lecture | s cellar | wh what | | g give | sh shun | y yearn | | j gentle, bridge | th thank | z is | | ŋ sing | #h those | zh measure |
| Consonants | ch child, lecture | s cellar | wh what | | | | | | | | | | | | | | | | |
| | g give | sh shun | y yearn | | | | | | | | | | | | | | | | |
| | j gentle, bridge | th thank | z is | | | | | | | | | | | | | | | | |
| | ŋ sing | #h those | zh measure | | | | | | | | | | | | | | | | |

The pronunciation is indicated for every basic word in the program. Symbols used in the **Pronunciation Key** are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s Third New International Dictionary and The Random House Dictionary of the English Language (Unabridged). Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb project is pronounced **prə jekt’**, and the noun form is pronounced **prāj’ ekt**.

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GRADE 8 / LEVEL C

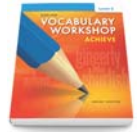
| | |
|--|----------|
| LANGUAGE | L |
| <u>Vocabulary Acquisition and Use</u> | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. | |

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|---|--|
| <p>Word Study: Idioms: Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level C, Word Study Units 13–15, p. 230]</i></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>3. Getting a window office was the icing on the cake after I got my promotion and pay raise.</p> <p><u>d. (an extra benefit on top of something that’s already good)</u></p> | <p>As part of the Word Study lessons in each review, students learn about figures of speech in the form of idioms.</p> <p>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,” and “a dark horse.”</p> <p>After introductory instruction, students practice Choosing the Right Idiom by matching an idiom used in context with its definition (in the adjacent column).</p> |
| <p>Enriching Your Vocabulary (online*): Cumulative Review I (“Olé!”); Cumulative Review II (“From the Bible”); Cumulative Review III (“What’s in a Name”); Cumulative Review VI (“On the Money”)</p> <p><i>Example [Level C, Cumulative Review I]</i></p> <p><i>In the column on the left are 8 more words and names with roots in Greek and Roman mythology. With or without a dictionary, line up each word to its meaning in the column on the right.</i></p> <p>8. bravado <u>swaggering behavior, a pretense of bravery</u></p> | <p>Located in the online Cumulative Reviews, each Enriching Your Vocabulary activity includes a reading passage explaining the origin and meaning of colorful expressions, figures of speech, or technical terminology. After reading the introduction, students match each phrase with its definition.</p> |

| | |
|--|----------|
| LANGUAGE | L |
| <u>Vocabulary Acquisition and Use</u> | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| b. Use the relationship between particular words to better understand each of the words. | |

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION | | | | | | | | |
|--|-------------------|-------------------|----------|-----------|----------|-------|--------|----------|--|
| <p>Program Overview: Denotation, Connotation, and Shades of Meaning: Teacher’s Edition, p. T39</p> <p><i>Example [Level C, Program Overview: Denotation, Connotation, and Shades of Meaning, online*]</i></p> <table border="0"> <tr> <td>Word</td> <td>Denotation</td> </tr> <tr> <td>resolute</td> <td>steadfast</td> </tr> <tr> <td>churlish</td> <td>surly</td> </tr> <tr> <td>vendor</td> <td>merchant</td> </tr> </table> | Word | Denotation | resolute | steadfast | churlish | surly | vendor | merchant | <p>Located in the TE front matter and online, Overview: Denotation and Connotation 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> |
| Word | Denotation | | | | | | | | |
| resolute | steadfast | | | | | | | | |
| churlish | surly | | | | | | | | |
| vendor | merchant | | | | | | | | |

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GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Use the relationship between particular words to better understand each of the words.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

| Word | Connotation |
|----------|-------------|
| resolute | favorable |
| churlish | unfavorable |
| vendor | neutral |

Choosing the Right Word: Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

The **Choosing the Right Word** exercises for sets A and B 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.

Example [Level C, Unit 7 Set A, p. 104]

9. He is so conceited that it is hard to (**convey, attribute**) to him the simple idea that he did not win the essay competition.

Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

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.

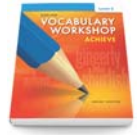
Example [Level C, Unit 15 Sets A & B, p. 222]

10. a thoroughly selfish and **greedy** individual
mercenary

Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

Example [Level C, Review Units 13–15, p. 228]

3. As she considered the two job offers, she knew that the **logical** decision was to take the position with higher pay instead of the lower-paying job that would allow her to follow her passion.
rational



GRADE 8 / LEVEL C

LANGUAGE

L

Vocabulary Acquisition and Use

ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Use the relationship between particular words to better understand each of the words.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Example [Level C, Unit 6, p. 90]

4. watched with a look of **delight**

anguish

Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186

Example [Level C, Review Units 4–6, p. 98]

- positive** 2. In Paris, we kept going to the same restaurant to enjoy the wonderful meals that a renowned chef created with remarkable (**skill, finesse**).

Overview: Vocabulary Strategies: Working with Analogies: p. 11

Analogies (online*)

Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Example [Level C, Cumulative Review I]

1. **audacious** is to **cower** as
- O a. timid is to tremble
 - O b. obstinate is to yield
 - O c. solicitous is to care
 - O d. enterprising is to venture

DESCRIPTION

For the **Antonyms** activity, students examine 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.

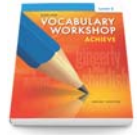
Alternating with the Idioms in the Word Study section that follows each unit review, **Word Study: Denotation and Connotation** helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—with emotional associations that are positive, negative, or neutral.

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).

Located in the online **Overview: Vocabulary Strategies** section, **Working with Analogies** helps students better understand comparisons between sets of related words.

The first feature of each online Cumulative Review, **Analogies** exercises test a student’s ability to analyze the relationship between pairs of related words then choose the letter of the item that best completes the comparison.

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



GRADE 8 / LEVEL C

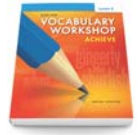
| | |
|--|----------|
| LANGUAGE | L |
| <u>Vocabulary Acquisition and Use</u> | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| b. Use the relationship between particular words to better understand each of the words. | |

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|---|--|
| <p>Choosing the Right Meaning (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p> <p><i>Example [Level C, Cumulative Review II]</i></p> <p>So Scrooge concludes, while in the corner poor Bob Cratchit chafes his hands in a furious attempt to keep some semblance of the divine spark alive in him.</p> <p>2. The word chafes most nearly means</p> <ul style="list-style-type: none"> O a. irritates O b. torments O c. rubs O d. claps | <p>The second feature of each online Cumulative Review, Choosing the Right Meaning exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.</p> |

| | |
|---|----------|
| LANGUAGE | L |
| <u>Vocabulary Acquisition and Use</u> | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). | |

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION | | | | | | | | | | | | | | | | |
|--|--------------------|-------------------|---------|----------|-----|----------|------|-------------|-------------|--------------------|---------|-----------|-----|-------------|------|---------|---|
| <p>Program Overview: Denotation, Connotation, and Shades of Meaning: Teacher’s Edition, p. T39</p> <p><i>Example [Level A, Program Overview: Denotation, Connotation, and Shades of Meaning, online*]</i></p> <table border="0"> <tr> <td>Word</td> <td>Denotation</td> </tr> <tr> <td>amiable</td> <td>friendly</td> </tr> <tr> <td>irk</td> <td>to annoy</td> </tr> <tr> <td>data</td> <td>information</td> </tr> <tr> <td>Word</td> <td>Connotation</td> </tr> <tr> <td>amiable</td> <td>favorable</td> </tr> <tr> <td>irk</td> <td>unfavorable</td> </tr> <tr> <td>data</td> <td>neutral</td> </tr> </table> <p>Choosing the Right Word: Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p.</p> <p style="text-align: center;">— continued —</p> | Word | Denotation | amiable | friendly | irk | to annoy | data | information | Word | Connotation | amiable | favorable | irk | unfavorable | data | neutral | <p>Located in the TE front matter and online, Overview: Denotation and Connotation 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> <p>The Choosing the Right Word exercises for sets A and B 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> |
| Word | Denotation | | | | | | | | | | | | | | | | |
| amiable | friendly | | | | | | | | | | | | | | | | |
| irk | to annoy | | | | | | | | | | | | | | | | |
| data | information | | | | | | | | | | | | | | | | |
| Word | Connotation | | | | | | | | | | | | | | | | |
| amiable | favorable | | | | | | | | | | | | | | | | |
| irk | unfavorable | | | | | | | | | | | | | | | | |
| data | neutral | | | | | | | | | | | | | | | | |

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GRADE 8 / LEVEL C

| | |
|---|----------|
| LANGUAGE | L |
| Vocabulary Acquisition and Use | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). | |

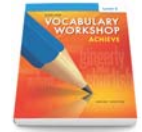
| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|--|--|
| <p>84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220</p> <p><i>Example [Level C, Unit 7 Set A, p. 104]</i></p> <p>9. He is so conceited that it is hard to (convey, attribute) to him the simple idea that he did not win the essay competition.</p> <hr/> <p>Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><i>Example [Level C, Unit 15 Sets A & B, p. 222]</i></p> <p>10. a thoroughly selfish and greedy individual <u> mercenary </u></p> <hr/> <p>Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><i>Example [Level C, Review Units 13–15, p. 228]</i></p> <p>3. As she considered the two job offers, she knew that the logical decision was to take the position with higher pay instead of the lower-paying job that would allow her to follow her passion. <u> rational </u></p> <hr/> <p>Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><i>Example [Level C, Unit 6, p. 90]</i></p> <p>4. watched with a look of delight <u> anguish </u></p> | <p>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.</p> <hr/> <p>For the Antonyms activity, students examine 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.</p> |



GRADE 8 / LEVEL C

| LANGUAGE | | L |
|--|---|----------|
| <u>Vocabulary Acquisition and Use</u> | | |
| ELAGSE8L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). | | |
| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION | |
| <p>Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level C, Review Units 4–6, p. 98]</i></p> <p>positive 2. In Paris, we kept going to the same restaurant to enjoy the wonderful meals that a renowned chef created with remarkable (skill, finesse).</p> | <p>Alternating with the Idioms in the Word Study section that follows each unit review, Word Study: Denotation and Connotation helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—with emotional associations that are positive, negative, or 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> | |

| LANGUAGE | | L |
|---|---|----------|
| <u>Vocabulary Acquisition and Use</u> | | |
| ELAGSE8L6 Acquire and accurately use 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 ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION | |
| <p>Throughout the program</p> | <p>Throughout the program 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.</p> <p>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> | |



GRADE 8 / LEVEL C

ADDITIONAL ALIGNED CONTENT

READING LITERARY

RL

Craft and Structure

ELAGSE8RL4 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 ACHIEVE LEVEL C** FEATURE & LOCATION

DESCRIPTION

Overview: Vocabulary and Reading: pp. 8–9

Example [Level A, p. 8]

Vocabulary in Context Questions check your ability to use context to identify a word’s meaning. For example:

- As it is used in paragraph 2, “adherents” most nearly means . . . Use the word’s context in a passage to select the best answer, particularly when the vocabulary word has more than one meaning. The answer choices may contain two (or more) correct meanings of the word in question. Choose the meaning that best fits the context.

Questions About Tone show your understanding of the author’s attitude toward the topic of the passage. To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (distant). These are typical questions:

- The author’s primary purpose in the passage is to . . .
- Which word best describes the author’s tone?

Vocabulary in Context: Literary Text (online*): Unit 1 Baroness Orczy (“The Scarlet Pimpernel”); Unit 2 O. Henry (several works); Unit 3 Henry David Thoreau (“Walden”); Unit 4 Edgar Allan Poe (several works); Unit 5 Charles Dickens (“A Christmas Carol”); Unit 6 Jack London (“The Call of the Wild” and “White Fang”); Unit 7 Louisa May Alcott (“Little Women”); Unit 8 Stephen Crane (“The Monster and Other Stories” and “The Red Badge of Courage”); Unit 9 Mark Twain (“Life on the Mississippi”); Unit 10 Edgar Rice Burroughs (“Tarzan of the Apes”); Unit 11 E.M. Forster (“Where Angels Fear to Tread”); Unit 12 Sir Arthur Conan Doyle (“The Lost World”); Unit 13 George Eliot (“Silas Marner and the Mill on the Floss”); Unit 14 Robert Louis Stevenson (“Strange Case of Dr. Jekyll and Mr. Hyde”); Unit 15 Henry James (“The Turn of the Screw”)

Example [Level C, Unit 10]

2. As the boats moved slowly over the smooth waters of the bay, Clayton and his wife stood silently watching their departure—in the breasts of both a feeling of **impending** disaster and utter hopelessness.

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.

The **Vocabulary in Context: Literary Text** activities 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 American and British writers in their careful choice and use of words in relation to the elements of story.

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GRADE 8 / LEVEL C

READING LITERARY

RL

Craft and Structure

ELAGSE8RL4 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 ACHIEVE LEVEL C** FEATURE & LOCATION

DESCRIPTION

Feelings or events that are **impending** are NOT

- O a. forthcoming
- O b. life-like
- O c. far away
- O d. common

Vocabulary for Comprehension: Review Units 7–9: Part 1 (Sarah Orne Jewett, from "The Queen's Twin"), pp. 136–137; Review Units 7–9: Part 2 (Charles Brockden Brown, from "Arthur Mervyn; or, Memoirs of the Year 1793"), pp. 138–139

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

Vocabulary for Comprehension Part 1 and **Part 2** for Review Units 7–9 feature literary selections.

Example [Level C, Review Units 7–9, Part 1, pp. 136–137]

There was a **fervent** vigor of growth, a persistence and a **perceptible** savagery about the sturdy little trees which suggested that powerful wild Nature and frail human nature were in a state of complete **enmity**.

4. As it is used in line 34, what is the meaning of **enmity**?
- A) friendship
 - B) hostility
 - C) impatient
 - D) unwholesome

READING INFORMATIONAL

RI

Craft and Structure

ELAGSE8RI4 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 ACHIEVE LEVEL C** FEATURE & LOCATION

DESCRIPTION

Overview: Vocabulary and Reading: pp. 9–10

Located in the textbook front matter and the Overview section online, **Vocabulary and Reading** explains that vocabulary 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.

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 most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

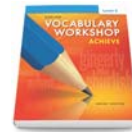
The inferences you make and the conclusions you draw must be based on the information in the passage. Using the facts you

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

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— continued —



GRADE 8 / LEVEL C

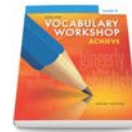
READING INFORMATIONAL

RI

Craft and Structure

ELAGSE8RI4 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 ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|--|--|
| <p>learn from the passage in addition to the knowledge and reasoning you already have helps you understand what is implied and reach conclusions that are logical.</p> | <p>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.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p> |
| <p>Reading Passages: Unit 1 "Greetings from the WPA" (Letters), pp. 12–13; Unit 2 "Instant Cash!" (Expository Essay), pp. 24–25; Unit 3 "Grand Columbian Carnival Unites the World" (Press Release), pp. 36–37; Unit 4 "Toni Cade Bambara" (Author Profile), pp. 56–57; Unit 5 "Reality Check" (Persuasive Essay), pp. 68–69; Unit 6 "Diary of a Young Migrant Worker" (Diary Entry), pp. 80–81; Unit 7 "The Discriminating Pigeon" (Magazine Article), pp. 100–101; Unit 8 "Aquatic Robotics" (Technical Essay), pp. 112–113; Unit 9 "Tecumseh of the Shawnee" (Biographical Sketch), pp. 124–125; Unit 10 "The Adventures of Narváez and Cabeza de Vaca in the New World" (Historical Nonfiction), pp. 144–145; Unit 11 "Working Like a Dog" (Interview), pp. 156–157; Unit 12 "To the Bat Cave!" (Informational Essay), pp. 168–169; Unit 13 "Steven P. Jobs: 1955–2011" (Obituary), pp. 188–189; Unit 14 "UNIT 14 Now Arriving on Track 1: New York Dry Goods" (Letter), pp. 200–201; Unit 15 "Muckraking Journalist Ida M. Tarbell" (Biographical Sketch), pp. 212–213</p> <p><i>Example [Level A, Unit 4, pp. 56–57]</i> Bambara deplored social injustice. Her disapproval spurred her to work hard to oust injustice from American society. Her career united diverse interests in a single-minded effort to build and bolster equality and tolerance.</p> | <p>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.</p> <p>Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.</p> <p>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.</p> |
| <p>Vocabulary in Context: Unit 1 Sets A & B (New Deal), p. 23; Unit 2 Sets A & B (Passwords), p. 35; Unit 3 Sets A & B (World's Fairs), p. 47; Unit 4 Sets A & B (A Raisin in the Sun), p. 67; Unit 5 Sets A & B (Screen Time for Children), p. 79; Unit 6 Sets A & B (Mexican Folk Art), p. 91; Unit 7 Sets A & B (Willy the Chicken), p. 111; Unit 8 Sets A & B (Rossum's Universal Robots), p. 123; Unit 9 Sets A & B (Corn-husk Dolls), p. 135; Unit 10 Sets A & B (Fort Mosé), p. 155; Unit 11 Sets A & B (Domestication of the Dog), p. 167; Unit 12 Sets A & B (Caves), p. 179; Unit 13 Sets A & B (Gwen Ifill), p. 199; Unit 14 Sets A & B (The Compromise of 1850), p. 211; Unit 15 Sets A & B (Don't Believe Everything You Read), p. 223</p> | <p>Located at the end of each unit, the Vocabulary in Context reading selection is related in theme to the Reading Passage. It incorporates at least six words, including words not introduced earlier in the Reading Passage, thereby ensuring that all unit words are presented in context.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p> |



GRADE 8 / LEVEL C

READING INFORMATIONAL

RI

Craft and Structure

ELAGSE8RI4 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 ACHIEVE LEVEL C FEATURE & LOCATION

DESCRIPTION

Example [Level C, Unit 10, p. 155]

Step into the museum and the exhibits **engulf** you in the experience of a truly American musical style. It is hard to express that experience in mere words. The museum offers a unique panorama.

4. What does **habituated** most likely mean as it is used in paragraph 2?
- a. escaped from c. became used to
b. caused injury d. became valuable

Vocabulary in Context: Informational Text (online*): Unit 1 "A Dynamic and Creative Duo"; Unit 2 "The Oldest Rookie"; Unit 3 "The Other Rain Forests"; Unit 4 "Crazy About Bikes"; Unit 5 "American Man of Letters"; Unit 6 "Ahead of Her Time"; Unit 7 "Cool!"; Unit 8 "Old Eggs, New Discoveries"; Unit 9 "A Quiet Voice for Freedom"; Unit 10 "Disappearing Data"; Unit 11 "An American Tragedy"; Unit 12 "Playing It Again"; Unit 13 "A Huge Job"; Unit 14 "Thin Slices"; Unit 15 "Sunken Treasures"

Example [Level C, Unit 7]

In ancient Rome, when excess was at its **acme**, lavish banquets and elaborate parties were common among the upper classes.

2. **Acme** most nearly means
- a. best
 b. bottom
 c. worst
 d. peak

Vocabulary for Comprehension: Review Units 1–3: Part 1 (How News Travels), pp. 48–49; Review Units 1–3: Part 2 (Choosing Jefferson), pp. 50–51; Review Units 4–6: Part 1 (The Umbrella: A Portable Roof), pp. 92–93; Review Units 4–6: Part 2 (The American Musical), pp. 94–95; Review Units 7–9: Part 1 (Sarah Orne Jewett, from "The Queen's Twin"), pp. 136–137; Review Units 7–9: Part 2 (Charles Brockden Brown, from "Arthur Mervyn; or, Memoirs of the Year 1793"), pp. 138–139; Review Units 10–12: Part 1 (Kabuki: An Enduring Art Form), pp. 180–181; Review Units 10–12: Part 2 (The Synchrotron), pp. 182–183; Review Units 13–15: Part 1 (The Mummies of the Inca Empire), pp. 224–225; Review Units 13–15: Part 2 (Modern Psychology), pp. 226–227

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.

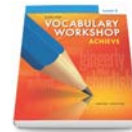
The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

Students may reference a pop-out wordlist at any time.

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

In **Vocabulary for Comprehension: Part 1**, students are presented with a single nonfiction passage similar to those that appear in the SAT® and ACT® exams. Based on their reading of that passage, students must answer questions assessing reading comprehension and vocabulary skills. These assessment items mirror those found in the SAT® and ACT® exams and require students to refer to the passage, and occasionally to cite text evidence, in order to answer them.

— continued —



GRADE 8 / LEVEL C

READING INFORMATIONAL

RI

Craft and Structure

ELAGSE8RI4 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 ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|--|---|
| <p><u>Example [Level C, Review Units 1–3, Part 2, pp. 50–51]</u></p> <p>Jefferson denied Adams’s claims, and still refused to comply with his wishes, Adams said simply, “You can write ten times better than I can.” According to Adams, that settled it.</p> <p>9. As it is used in line 73, the word “comply” most nearly means</p> <p>A) understand. B) consent. C) reject. D) display.</p> | <p>In Vocabulary for Comprehension: Part 2, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts, including questions requiring comparative analysis and evaluation. Again, both passages and assessment items are modeled on those that appear in the SAT® and ACT® exams.</p> |

WRITING

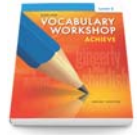
W

Text Types and Purposes

ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence.

| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|---|--|
| <p>Writing: Words in Action: Unit 1 Sets A & B (Opinion), p. 22; Unit 2 Sets A & B (Commercial), p. 34; Unit 3 Sets A & B (Brochure), p. 46; Unit 5 Sets A & B (Argument), p. 78; Unit 6 Sets A & B (Persuasive Essay), p. 90; Unit 8 Sets A & B (Newspaper Editorial), p. 122; Unit 9 Sets A & B (Tribute), p. 134; Unit 11 Sets A & B (Opinion), p. 166; Unit 12 Sets A & B (Persuasive Article), p. 178</p> <p><u>Example [Level C, Unit 7, p. 110]</u></p> <p>Suppose Professor Watanabe has asked you to write an article for a local newspaper to persuade readers that pigeons are not public nuisances. Summarize Dr. Watanabe’s findings, and make a strong case for the intelligence of the pigeon. Use details from the passage (pages 100–101) and three or more words from this Unit.</p> <p>Timed Essays (online*): Units 1–15</p> <p><u>Example [Level C, Unit 4]</u></p> <p>Statement: Reading, in contrast to sitting before the screen, is not a purely passive exercise. The child, particularly one who reads a book dealing with real life, has nothing before it but the hieroglyphics of the printed page. Imagination must do the rest; and</p> <p style="text-align: center;">— continued —</p> | <p>The Writing: Words in Action activity in each unit presents a writing prompt linked to the Reading Passage. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.</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) |

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GRADE 8 / LEVEL C

WRITING

W

Text Types and Purposes

ELAGSE8W1 Write arguments to support claims with clear reasons and relevant evidence.

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

DESCRIPTION

imagination is called upon to do it. Not so the television screen. No effort of imagination is called upon.

George F. Kennan, “American Addictions,” *New Oxford Review*

Assignment:

Do you agree with the contrast between reading and watching television? Is it true that no imagination is required of TV watchers? Plan and write an essay in which you develop your thoughts in response to Kennan’s view. To begin, write a *thesis statement*. Then take notes and use them to write a clear, firm, full statement of your views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from your reading, studies, experiences, or observations.

Use the following pointers to guide you. You have **25 minutes** total.

The **Timed Essay** page includes a pop-out list of unit words for easy reference.

WRITING

W

Text Types and Purposes

ELAGSE8W2 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 ACHIEVE LEVEL C** FEATURE & LOCATION

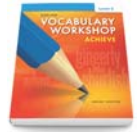
DESCRIPTION

Writing: Words in Action: Unit 4 Sets A & B (Synopsis), p. 66; Unit 7 Sets A & B (Summary), p. 110; Unit 9 Sets A & B (Tribute), p. 134; Unit 13 Sets A & B (Pros-and-Cons Essay), p. 198; Unit 15 Sets A & B (Report), p. 222

Example [Level C, Unit 13, p. 198]

In a brief essay, describe some of the ways—both positive and negative—that high-tech products have had an impact on the way we live today. Support your views with evidence from the reading (pages 188–189) or from your own knowledge or experience. Use three or more words from this Unit.

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.



GRADE 8 / LEVEL C

WRITING

W

Text Types and Purposes

ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Writing: Words in Action: Unit 10 Sets A & B (Letter), p. 154;
 Unit 14 Sets A & B (Letter), p. 210

Example [Level C, Unit 14, p. 210]

Suppose you are William’s friend, and you have decided to head west. You want to persuade William to join you on the trip. Write a letter using examples from your reading (pages 200–201), personal experiences, and prior knowledge to convince him. Use three or more words from this Unit.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

LANGUAGE

L

Conventions of Standard English

ELAGSE8L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- c. Spell correctly.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

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.

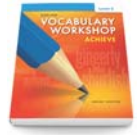
Completing the Sentence: Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p.

— continued —

DESCRIPTION

The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed 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 **Completing the Sentence**, students write the unit word that best completes each sentence in the exercise, referring back to the **Definitions** sections as needed for the correct spelling.



GRADE 8 / LEVEL C

LANGUAGE

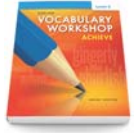
L

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| SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION | DESCRIPTION |
|--|--|
| <p>109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221</p> <p><u>Example [Level C, Unit 1 Set B, p. 21]</u></p> <p>1. Suddenly the discordant voices of two quarreling people burst upon my ears and jarred me out of my daydream.</p> | |
| <p>Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><u>Example [Level C, Unit 15 Sets A & B, p. 222]</u></p> <p>10. a thoroughly selfish and greedy individual <u>mercenary</u></p> | <p>For the Synonyms activities that follow sets A and B—also in the review at the end of every three units, students write the appropriate synonym, referring back to the Definitions sections as needed for the correct spelling of each unit word.</p> |
| <p>Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><u>Example [Level C, Review Units 13–15, p. 228]</u></p> <p>3. As she considered the two job offers, she knew that the logical decision was to take the position with higher pay instead of the lower-paying job that would allow her to follow her passion. <u>rational</u></p> | |
| <p>Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><u>Example [Level C, Unit 6, p. 90]</u></p> <p>4. watched with a look of delight <u>anguish</u></p> | <p>To complete the Antonyms activity for sets A and B, students write the appropriate antonym, referring back to the Definitions sections as needed for the correct spelling of each unit word.</p> |



GRADE 8 / LEVEL C

LANGUAGE

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL C FEATURE & LOCATION

Word Study: Classical Roots: Word Study Units 1–3 (*vers*, *vert*—to turn), p. 55; Word Study Units 4–6 (*cur*, *curr*, *curs*, *cour*—to run), p. 99; Word Study Units 7–9 (*chron*—time; *crypt*, *crypt*—hidden, secret), p. 143; Word Study Units 10–12 (*ven*, *vent*—to come), p. 187; Word Study Units 13–15 (*fect*, *fic*, *efy*, *ify*—to make), p. 231

Example [Level A, Word Study Units 4–6, p. 99]

- 8. to talk; a conversation; a long discussion on some topic
The featured speaker delivered a(n) discourse on using the Internet as a research tool.

DESCRIPTION

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.