



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level C**

Aligned to the  
**Texas Essential Knowledge and Skills for  
Language Arts and Reading, Middle School —  
§110.20. English Language Arts and Reading  
and  
STAAR Grade 8 Reading Assessment**

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### KEY ALIGNED CONTENT

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**KEY ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR GR. 8 READING ASSESSMENT Reporting Category 1	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL C																
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<p>(2) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p>(2) <b>Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; <b>Readiness Standard</b></p>	<p><b>Vocabulary Strategy: Word Structure</b>—p. 8</p> <p><i>Examples [Level C, p. 8]</i></p> <p><b>Prefixes, suffixes, and roots, or bases,</b> are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts.</p> <table border="1" data-bbox="1054 971 1499 1068"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>com-, con-</td> <td>together, with</td> <td>compatriot, contact</td> </tr> </tbody> </table> <p>A <b>base</b> or <b>root</b> is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="1054 1260 1499 1333"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table> <table border="1" data-bbox="1054 1362 1499 1404"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> </tbody> </table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	<p>In <b>Vocabulary Strategy: Word Structure</b>, students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the <b>Classical Roots</b> page of the <b>Word Study</b> section.</p>
Prefix	Meaning	Sample Words																
com-, con-	together, with	compatriot, contact																
Greek Root	Meaning	Sample Words																
-gnos	know	diagnostic																
Latin Root	Meaning	Sample Words																

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		<table border="1"> <tr> <td>-tain-, -ten-, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </table>	-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue	
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue				
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings; <b>Readiness Standard</b>	<p><b>Word Study: Classical Roots—</b> Review Units 1–3 (<b>vers, vert</b>), p. 49; Review Units 4–6 (<b>cur, curr, curs, cour</b>), p. 87; Review Units 7–9 (<b>chron, crypt</b>), p. 125; Review Units 10–12 (<b>ven, vent</b>), p. 163; Review Units 13–15 (<b>fact, fic, fy</b>), p. 201</p> <p><i>Example [Level C, Review Units 7–9, p. 125]</i></p> <p>2. of a long duration, continuing; constant Drought is a <b>chronic</b> problem in many parts of the world.</p> <p><b>Vocabulary Strategy: Using Context—</b>p. 7</p> <p><i>Example [Level C, p. 7]</i></p> <p>A <b>contrast clue</b> consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example: “It seems to me that the coach is even-tempered,” I said, “But many of my teammates find the coach (<b>irascible, porous</b>).”</p> <p>In this sentence, <b>even-tempered</b> is an antonym of the missing word, <b>irascible</b>. This is confirmed by the presence of the</p>	<p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p> <p>In <b>Vocabulary Strategy: Using Context</b>, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include <b>restatement clue, contrast clue, and inference clue</b>.</p>			

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		word <b>but</b> , which indicates that the answer must be the opposite of <b>even-tempered</b> .	
		<p><b>Reading Passages</b>—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.</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.</p>

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		<p>174–175; Unit 15 "Muckraking Journalist Ida M. Tarbell" [Biographical Sketch], pp. 184–185</p> <p><i>Example [Level C, Unit 10, p. 126]</i></p> <p>On June 17, 1527, the Narváez expedition departed from Spain to claim Florida for the Spanish crown. By this time, Spain's <b>transition</b> from European kingdom to global empire was well underway. The Spanish were experienced seafarers and colonizers, and by all accounts, the Narváez expedition was <b>devised</b> in accord with the best practices of the day. The risks <b>entailed</b> in such ventures remained high, however. The Narváez expedition was a <b>veritable</b> disaster.</p>	
		<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level C, Unit 4, p. 52]</i></p> <p>You will need to <b>muster</b> up your courage to face the fully who has been</p>	<p>In the <b>Definitions</b> 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 order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each Unit.</p>

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		tormenting you.	
		<p><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190</p> <p><i>Example [Level C, Unit 12, p. 151]</i></p> <p><b>10.</b> She is a very severe critic, and the (<b>capacious, caustic</b>) comments in her reviews have made her many enemies.</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.</p>
		<p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level C, Unit 3, p. 38]</i></p> <p><b>8.</b> chose only the <b>select few</b> <u>elite</u></p>	<p>The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</p>

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		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level C, Unit 8, p. 105]</i></p> <p>5. a healthy but hefty dachshund <u>gaunt</u></p>	<p>The <b>Antonyms</b> activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</p>
		<p><b>Completing the Sentence</b>—Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level C, Unit 8, p. 105]</i></p> <p>4. My father has three <u>cronies</u> who go with him each year on a camping trip in the High Sierras.</p>	<p>For <b>Completing the Sentence</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.</p>
		<p><b>Vocabulary in Context: Literary Text</b>— Unit 1 [Baroness Orczy], p. 21;</p>	<p>The <b>Vocabulary in Context: Literary Text</b> pages contain</p>

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		<p>Unit 2 [O. Henry], p. 31; Unit 3 [Henry David Thoreau], p. 41; Unit 4 [Edgar Allan Poe], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Jack London], p. 79; Unit 7 [Louisa May Alcott], p. 97; Unit 8 [Stephen Crane], p. 107; Unit 9 [Mark Twain], p. 117; Unit 10 [Edgar Rice Burroughs], p. 135; Unit 11 [E.M. Forster], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Robert Louis Stevenson], p. 183; Unit 15 [Henry James], p. 193</p> <p><i>Example [Level C, Unit 3, p. 41]</i></p> <p>1. Sometimes one [whip-poor-will] would circle round and round me in the woods a few feet distant as if <b>tethered</b> 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. (<i>Walden</i>)</p> <p>If something is <b>tethered</b> it is NOT</p> <table border="0" data-bbox="1087 1192 1325 1263"> <tr> <td>fastened</td> <td>nearby</td> </tr> <tr> <td>free</td> <td>caught</td> </tr> </table>	fastened	nearby	free	caught	<p>excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>
fastened	nearby						
free	caught						
		<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [Native American Structures], pp. 42–43; Review Units</p>	<p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare</p>				



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		<p>4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel], pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], pp. 194–195</p> <p><u>Example [Level C, Review Units 13–15, pp. 194–195]</u></p> <p>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 <b>ransacked</b> by thieves seeking to <b>plunder</b> gold and precious artifacts buried with the mummies.</p> <p>7. The meaning of <b>plunder</b> (line 51) is</p> <ol style="list-style-type: none"> <li>sell</li> <li>loot</li> <li>collect</li> <li>preserve</li> <li>uncover</li> </ol>	<p>for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
		<p><b>Two-Word Completions</b>—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review</p>	<p>In <b>Two-Word Completions</b>, students practice with word-omission (cloze) exercises that</p>

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		<p>Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level C, Review Units 1–3, p. 44]</i></p> <p>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.</p> <p>a. enterprise . . . citadels                      b. compliance . . . perspectives                      c. longevity . . . antics                      d. audacity . . . durables</p>	<p>appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>
		<p><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Proverbs], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Adages], pp. 197–198</p> <p><i>Example [Level C, Review Units 1–3, p. 45]</i></p> <p><b>Choosing the Right Idiom</b></p> <p>6. My little nephews <b>fight like cats and dogs</b>, so I don't enjoy babysitting them.</p> <p>_____</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>

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		<p><b>Word Study: Expressing the Connotation/ Challenge: Using Connotation</b>—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level C, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation neutral 4.</b> Did you see that car (<b>veer, turn</b>) into the other lane without signaling?</p>	<p>In <b>Word Study: Expressing the Connotation</b>, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p>
		<p><b>Word Study: Classical Roots</b>—Review Units 1–3 (<b>vers, vert</b>), p. 49; Review Units 4–6 (<b>cur, curr, curs, cour</b>), p. 87; Review Units 7–9 (<b>chron, crypt</b>), p. 125; Review Units 10–12 (<b>ven, vent</b>), p. 163; Review Units 13–15 (<b>fact, fic, fy</b>), p. 201</p> <p><i>Example [Level C, Review Units 7–9, p. 125]</i></p> <p>2. of a long duration, continuing; constant</p> <p>Drought is a <u>chronic</u> problem in many parts of the world.</p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

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<p>(C) complete that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);</p>	<p>[No corresponding STAAR student expectation.]</p>	<p><b>Working with Analogies</b>—p. 11  <i>Example [Level C, p. 11]</i>  <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <table border="1" data-bbox="1052 609 1514 755"> <thead> <tr> <th data-bbox="1052 609 1270 641">Analogy</th> <th data-bbox="1270 609 1514 641">Key Relationship</th> </tr> </thead> <tbody> <tr> <td data-bbox="1052 641 1270 698"><b>eyes</b> are to <b>see</b> as</td> <td data-bbox="1270 641 1514 698">You use your <b>eyes</b> to <b>see</b> with, just as</td> </tr> <tr> <td data-bbox="1052 698 1270 755"><b>ears</b> are to <b>hear</b></td> <td data-bbox="1270 698 1514 755">you use your <b>ears</b> to <b>hear</b> with.</td> </tr> </tbody> </table>	Analogy	Key Relationship	<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as	<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.	<p>Located in the textbook front matter, <b>Working with Analogies</b> 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.</p> <p>Students encounter many different kinds of relationships represented in the analogy questions in the <b>Final Mastery Test</b>.</p>
Analogy	Key Relationship								
<b>eyes</b> are to <b>see</b> as	You use your <b>eyes</b> to <b>see</b> with, just as								
<b>ears</b> are to <b>hear</b>	you use your <b>ears</b> to <b>hear</b> with.								
<p>(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and</p>	<p>[No corresponding STAAR student expectation.]</p>	<p>[Not addressed.]</p>	<p>For <b>Final Mastery Test: Analogies</b>, students select the item that best completes the comparison of two pairs of related words.</p>						

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<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.</p>	<p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. <b>Readiness Standard</b></p>	<p><b>Definitions</b>—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><b>Example [Level C, Units 3, p. 36]</b></p> <p><b>20. willful</b> (adj.) stubbornly self-willed; done on purpose, deliberate (wil' fəl)</p> <p>After lengthy deliberations, the jury found the defendant guilty of <b>willful</b> murder. SYNONYMS: headstrong, obstinate, premeditated ANTONYMS: docile, obedient, tractable</p> <p><b>Synonyms</b>—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p>	<p>The three-page <b>Definitions</b> section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>

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		<p><i>Example [Level C, Unit 3, p. 38]</i>                      8. chose only the <b>select few</b> <u>elite</u></p>	
		<p><b>Antonyms</b>—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level C, Unit 8, p. 105]</i>                      5. a healthy but hefty dachshund <u>gaunt</u></p>	<p>For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>
		<p><b>Word Study: Writing with Idioms</b>—Review Units 1–3, p. 46; <b>Writing with Idioms</b>—Review Units 4–6, p. 84; <b>Writing with Proverbs</b>—Review Units 7–9, p. 122; <b>Writing with Idioms</b>—Review Units 10–12, p. 160; <b>Writing with Adages</b>—Review Units 13–15, p. 198</p>	<p>Students are directed to use a print or online dictionary as needed.</p>
		<p><b>Word Study: Classical Roots</b>—Review Units 1–3, p. 49; Review Units 4–6, p. 87; Review Units 7–9, p. 125; Review Units 10–12, p. 163; Review Units 13–15, p. 201</p>	<p>Students are directed to use a dictionary as needed.</p>

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§110.20. English Language Arts and Reading, Grade 8	Understanding and Analysis Across Genres	Feature / Location	Description
		<b>Online Components: iWords Audio Program</b> —vocabularyworkshop.com	The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.

**ADDITIONAL ALIGNED CONTENT**

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR GR. 8 READING ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL C	
§110.20. English Language Arts and Reading, Grade 8	Understanding and Analysis of Informational Texts	Feature / Location	Description
<p>(10) <b>Comprehension of Informational Text/ Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p>(10) <b>Reading/Comprehension of Informational Text/ Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>	<p><b>Vocabulary and Reading</b>— pp. 9–10  <i>Example [Level C, pp. 9–10]</i>  <b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that . . .</li> <li>• The author implies that . . .</li> <li>• Evidently the author feels that . . .</li> </ul>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> 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.</p>
	<p>(Figure 19)  <b>Reading/Comprehension Skills.</b>                      Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to</p> <hr/> <p>(D) make complex inferences</p>		



TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR GR. 8 READING ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL C	
§110.20. English Language Arts and Reading, Grade 8	Understanding and Analysis of Informational Texts	Feature / Location	Description
	<p>about text and use textual evidence to support understanding. <b>Readiness Standard (Expository)</b></p>	<p><b>Vocabulary for Comprehension—</b> Review Units 1–3 [Native American Structures], pp. 42–43; Review Units 4–6 [Umbrellas], pp. 80–81; Review Units 7–9 [The Serial Novel], pp. 118–119; Review Units 10–12 [Kabuki: Ancient Japanese Theater], pp. 156–157; Review Units 13–15 [Incan Mummies], pp. 194–195</p> <p><u>Example [Level C, Review Units 13–15, pp. 194–195]</u></p> <p>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 <b>ransacked</b> by thieves seeking to <b>plunder</b> gold and precious artifacts buried with the mummies.</p> <p>7. The meaning of <b>plunder</b> (line 51) is</p> <ul style="list-style-type: none"> <li>a. sell</li> <li>b. loot</li> <li>c. collect</li> <li>d. preserve</li> </ul>	<p>Author's Technique.</p> <p>The <b>Vocabulary for Comprehension</b> section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <p>There are also comprehension questions covering main idea, relevant details, <b>inferences</b>, and author's point of view and purpose.</p>

TEKS FOR ENGLISH LANGUAGE ARTS AND READING, MIDDLE SCHOOL	STAAR GR. 8 READING ASSESSMENT Reporting Category 3	SADLIER VOCABULARY WORKSHOP, ENRICHED EDITION – LEVEL C	
§110.20. English Language Arts and Reading, Grade 8	Understanding and Analysis of Informational Texts	Feature / Location	Description
		e. uncover	

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§110.20. English Language Arts and Reading, Grade 8		Feature / Location	Description
(16) <b>Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	[No corresponding STAAR student expectation.]	<p><b>Writing: Words in Action</b>—Unit 4, Writing Prompt #1 [synopsis of a story], p. 58</p> <p><i>Example [Level C, Unit 4, p. 58]</i></p> <p>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.</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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<p>(17) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</p>	<p>[No corresponding STAAR student expectation.]</p>	<p><b>Writing: Words in Action</b>—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 &amp; #2 [tribute; expository essay], p. 172; Unit 14, Writing Prompt #2 [compare-and-contrast essay], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p><u>Example [Level C, Unit 14, p. 182]</u></p> <p>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 words from this Unit</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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§110.20. English Language Arts and Reading, Grade 8		Feature / Location	Description
<p>(18) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</p>	<p>[No corresponding STAAR student expectation.]</p>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompts #1 &amp; #2 [opinion letter to a friend; opinion essay], p. 20; Unit 2, Writing Prompts #1 &amp; #2 [persuasive ad copy; opinion essay], p. 30; Unit 3, Writing Prompts #1 &amp; #2 [persuasive brochure; opinion essay], p. 40; Unit 5, Writing Prompts #1 &amp; #2 [argument; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 &amp; #2 [persuasive article; opinion essay], p. 96; Unit 9, Writing Prompt #2 [opinion essay], p. 116; Unit 10, Writing Prompt #1 &amp; #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 &amp; #2 [persuasive letter; opinion essay], p. 182</p> <p><i>Example [Level C, Unit 3, p.40]</i></p> <p>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</p>	<p><b>Writing: Words in Action</b> has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>

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		visitors, using at least two details from the passage and three Unit words.	

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(21) <b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	[No corresponding STAAR student expectation.]	<b>Definitions</b> —Unit 1, pp. 14–15; 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  <i>Example [Level C, Unit 1, p. 14]</i> <i>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.</i>	Each Unit begins with a three-page <b>Definitions</b> 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.
		<b>Synonyms</b> —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	For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the

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		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  <i>Example [Level C, Unit 3, p. 38]</i> 8. chose only the <b>select few</b> <u>elite</u>	<b>Definitions</b> section as needed for the correct spelling of each Unit word.
		<b>Antonyms</b> —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  <i>Example [Level C, Unit 8, p. 105]</i> 5. a healthy but hefty dachshund <u>gaunt</u>	For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.
		<b>Completing the Sentence</b> —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.	For <b>Completing the Sentence</b> , students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.

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		191–192  <i>Example [Level C, Unit 8, p. 105]</i> 4. My father has three <u>cronies</u> who go with him each year on a camping trip in the High Sierras.	