Vocabulary Workshop
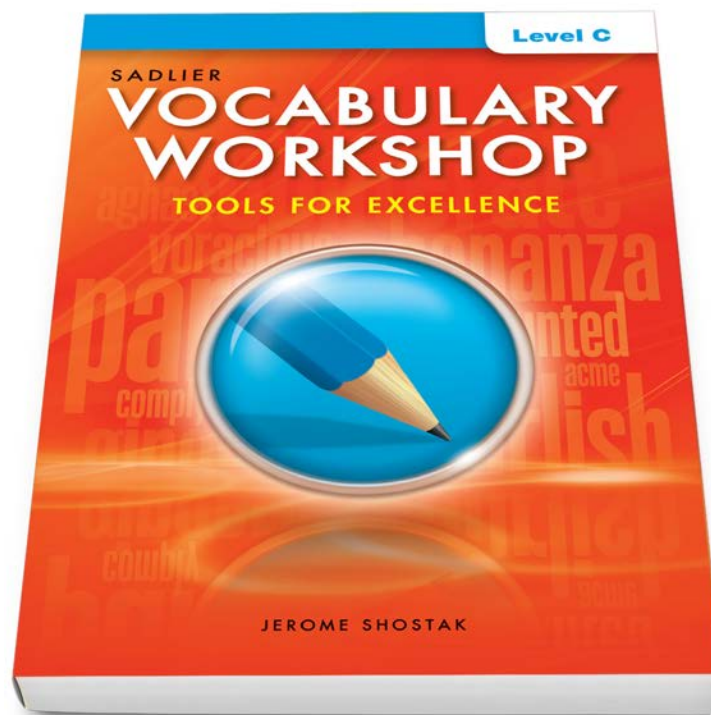## Tools for Excellence

Correlation to the 2021 Alabama Course of Study English Language Arts

Grade 8

Level C

SADLIER
VOCABULARY WORKSHOP
TOOLS FOR EXCELLENCE

JEROME SHOSTAK

GRADE 8 CORRELATED CONTENT

Recurring Standards

Grade 8 Content Standards

Sadlier School

Recurring Standards

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

Students will:
 	
RECEPTION
 	
R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
	ANNOTATED TEACHER'S EDITION
	Best Practices for Using Vocabulary Workshop in the Classroom
	• Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21–T22
	  Students should incorporate at least one or two vocabulary words into their forms of formal and informal communication.
	
	Addressing Different Learners
	• Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23
	  Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies.
	
	Reading Passages in Level C
	• Questions for Critical Thinking, ATE p. T29
	  Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic.
	
	DIGITAL RESOURCES
	Overview
	• Program Overview for Teachers
	  ○ Questions for Critical Thinking
	  ○ Answer Key: Questions for Critical Thinking
	
	Instruction (each unit)
	Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.
	• Unit Introductory Passage
	  In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.
	• Differentiated Passage*
	  Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.
	• Instructional Videos*
	  Students select and click on a unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences.
	  *Available with Vocabulary Workshop Interactive Edition (optional purchase).
	
	Student Resources
	• iWords Audio Program
	  Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
RECEPTION R2. Use context clues to determine meanings of unfamiliar spoken or written words.	**STUDENT EDITION** **Vocabulary In Context** Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue. • Three Types of Context Clues—p. 7 **Unit Introductory Passage** (Reading Passage) At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.) 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 unit reviews. • Unit 1, pp. 12–13, Unit 2, pp. 22–23, Unit 3, pp. 32–33, Unit 4, pp. 50–51, Unit 5, pp. 60–61, Unit 6, pp. 70–71, Unit 7, pp. 88–89, Unit 8, pp. 98–99, Unit 9, pp. 108–109, Unit 10, pp. 126–127, Unit 11, pp. 136–137, Unit 12, pp. 146–147, Unit 13, pp. 164–165, Unit 14, pp. 174–175, Unit 15, pp. 184–185 **Definitions** In the Definitions section after each unit Introductory Passage, students see the importance of context as they write each unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words. • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 **Choosing the Right Word** These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence. • 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 **Synonyms** The Synonyms activity requires students to rely on context clues to help find a unit word to match each given synonym. • Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 *continued*

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Antonyms This activity requires students to use context clues to help find a unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase. • 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 **Completing the Sentence** Students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence. • 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 **Vocabulary in Context: Literary Text** These exercises feature 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. • Unit 1, p. 21; Unit 2, p. 31; Unit 3, p. 41; Unit 4, p. 59; Unit 5, p. 69; Unit 6, p. 79; Unit 7, p. 97; Unit 8, p. 107; Unit 9, p. 117; Unit 10, p. 135; Unit 11, p. 145; Unit 12, p. 155; Unit 13, p. 173; Unit 14, p. 183; Unit 15, p. 193 **Vocabulary for Comprehension, Parts 1 and 2** Students read a passage of informational or literary text then answer vocabulary-in-context questions. • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 **Word Study: Denotation and Connotation** For 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). In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. • Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 • Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 *continued*

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Word Study: Idioms/Proverbs/Adages The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions. • Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162 • Proverbs: Review Units 7–9 Choosing the Right Proverb, p. 124 • Adages: Review Units 13–15 Choosing the Right Adage, p. 200 **Word Study: Classical Roots** Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence. • Classical Roots 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 **Two-Word Completions** In Two-Word Completions, students practice with word-omission (cloze) exercises. Students use embedded context clues to identify the correct choices. • Final Mastery Test, p. 203 **Supplying Words in Context** Students select the word that bests completes each sentence. • Final Mastery Test, p. 204 **Choosing the Right Meaning** Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type. • Final Mastery Test, p. 206 **DIGITAL RESOURCES** **Instruction** (each unit) • Introducing the Words: Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students. As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word. **Additional Practice** (each unit) • Passage-Based Reading Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions. **Reviews** (each Unit Review) • Student Practice ○ Two-Word Completions Students use embedded context clues to identify the pair of words that best completes the meaning of each sentence.

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
EXPRESSION R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	**DIGITAL RESOURCES** *Vocabulary Workshop: Tools for Excellence* is also available in a fully interactive format. QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. The QR code can be read with a smartphone camera. The code can also be read with any free QR code application downloaded to a smartphone. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com. • I-Words Audio Program • Interactive Activities • Interactive Flash Cards • Practice Worksheets • Interactive Quizzes • Interactive Graphic Organizers • Word Part Gallery • Pronunciation Key • Diagnostic Tests and Cumulative Reviews • Printable Differentiated Reading Passages • Test Prep for SAT® and ACT® Exams

EXPRESSION
R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
	DIGITAL RESOURCES
	Additional Practice
	• Timed Essay
	  For each unit, students write a response to a statement in a total of 25 minutes.
	    ○ Writing Your Thesis Statement (1-2 minutes)
	    ○ Prewriting (3-4 minutes)
	    ○ Writing Your Draft (17-18 minutes)
	    ○ Editing and Revising Your Draft (2-3 minutes)

EXPRESSION R5. Assess the formality of occasions in order to speak or write using appropriate language and tone. **EXPRESSION** R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**STUDENT EDITION** **Vocabulary and Reading** • Types of Questions ○ Questions About Tone (word choice, author's attitude), p. 9 **Word Study: Denotation and Connotations** Understanding a word's connotation develop a student's skills as a reader, writer, and speaker. In these Word Study activities, students practice choosing words that best express the desired connotation (positive, negative, or neutral). • Denotation and Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 **ANNOTATED TEACHER'S EDITION** **Best Practices for Using Vocabulary Workshop in the Classroom** • Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21–T22 *continued*

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Students should incorporate at least one or two vocabulary words into their daily writing activities, reading journals, or other forms of informal communication.
	Whenever students write formally for class (essays, stories, etc.), teachers may require a set minimum number of vocabulary words to be used. Check to make sure that the usage is appropriate, and provide feedback. Read aloud essays and review the use of vocabulary for correct usage.

Grade 8 Content Standards

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
Students will: RECEPTION | READING 1. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.	***Unit Introductory Passages*** **STUDENT EDITION** **Unit Introductory Passage** (Reading Passage) • Unit 1 "Greetings from the WPA" [Letters], pp. 12–13 • Unit 2 "Instant Cash" [Expository Essay], pp. 22–23 • Unit 3 "Grand Columbian Carnival United the World" [Press Release], pp. 32–33 • Unit 4 "Toni Cade Bambara" [Author Profile], pp. 50–51 • Unit 5 "Reality Check" [Persuasive Essay], pp. 60–61 • Unit 6 "Diary of a Young Migrant Worker" [Diary Entry], pp. 70–71 • Unit 7 "The Discrimination Pigeon" [Magazine Article], pp. 88–89 • Unit 8 "Aquatic Robotics" [Technical Essay], pp. 98–99 • Unit 9 "Tecumseh of the Shawnee" [Biographical Sketch], pp. 108–109 • Unit 10 "The Adventures of Narváez and Cabeza de Vaca in the New World" [Historical Nonfiction], pp. 126–127 • Unit 11 "Working Like a Dog" [Interview], pp. 136–137 • Unit 12 "To the Bat Cave!" [Informational Essay], pp. 146–147 • Unit 13 "Steven P. Jobs" [Obituary], pp. 164–165 • Unit 14 "Now Arriving on Track 1: New York Dry Goods" [Letters], pp. 174–175 • Unit 15 "Muckraking Journalist Ida M. Tarbell" [Biographical Sketch], pp. 184–185 **ANNOTATED TEACHER'S EDITION** **Reading Passages in Level C** Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class *continued*

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

	discussion, or assign the questions as homework prior to class if students are reading the passage independently.
	• Questions for Critical Thinking, ATE p. T29
	
	DIGITAL RESOURCES
	Program Overview for Teachers
	Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, "Why did bank accountants think that self-service operations could reduce costs?" (Unit 2), and "Why might people in the early 20th century be surprised a woman helped bring down an oil empire?" (Unit 15).
	• Questions for Critical Thinking
	• Answer Key: Questions for Critical Thinking
	
	Instruction (each unit)
	• Introducing the Words: Differentiated Passage
	The printable Differentiated Passage is a shorter version of each Unit Introductory Passage with a lower Lexile® level. They are designed for striving readers and ELL students.
	As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.
	
	Vocabulary for Comprehension
	
	STUDENT EDITION
	Vocabulary and Reading
	• Types of Questions
	  ○ Questions About Tone (word choice, author's attitude), p. 9
	  ○ Questions About Author's Technique (use of language), p. 9
	
	Vocabulary for Comprehension, Parts 1 and 2
	Students read a passage of informational text then answer comprehension and text-in-context questions
	• Review Units 1–3: Part 1 "How News Travels," pp. 42–43/Part 2 (Writing the Declaration of Independence), pp. 44–45
	• Review Units 4–6: Part 1 "The Umbrella: A Portable Roof," pp. 80–81/Part 2 (Passage 1: Musicals, An American Art Form/ Passage 2: Four Key Artists Behind Musical Productions), pp. 82–83
	• Review Units 13–15: Part 1 "The Mummies of the Inca Empire," pp. 194–195/Part 2 (History of Psychology), pp. 196–197
	• Review Units 10–12: Part 1 "Kabuki: An Enduring Art Form," pp. 156–157/Part 2 (Passage 1: History and Use of the Synchotron/Passage 2: Using the Synchotron to Read Ancient Scrolls), pp. 158–159
	
	Passage-Based Reading
	
	DIGITAL RESOURCES
	Additional Practice (each unit)
	• Passage-Based Reading
	Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

RECEPTION | READING
 	
2. Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.
	STUDENT EDITION
	Vocabulary and Reading
	• Types of Questions
	  ○ Questions About Author's Technique (organizational structure and function), p. 9
	
	Vocabulary for Comprehension, Parts 1 and 2
	Students read a passage of informational text then answer comprehension questions, including questions about organizational structures of the text.
	• Review Units 1–3: Part 1 "How News Travels," pp. 42–43/Part 2 (Writing the Declaration of Independence), pp. 44–45
	• Review Units 4–6: Part 1 "The Umbrella: A Portable Roof," pp. 80–81/Part 2 (Passage 1: Musicals, An American Art Form/Passage 2: Four Key Artists Behind Musical Productions), pp. 82–83
	• Review Units 13–15: Part 1 "The Mummies of the Inca Empire," pp. 194–195/Part 2 (History of Psychology), pp. 196–197
	• Review Units 10–12: Part 1 "Kabuki: An Enduring Art Form," pp. 156–157/Part 2 (Passage 1: History and Use of the Synchotron/Passage 2: Using the Synchotron to Read Ancient Scrolls), pp. 158–159
	
	DIGITAL RESOURCES
	Additional Practice (each unit)
	• Passage-Based Reading
	  Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension questions, which may cover main idea, supporting details, author's attitude or purpose, and use of structures.

RECEPTION | READING 3. Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support. **RECEPTION | READING** 4. Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.	Related content **STUDENT EDITION** **Vocabulary in Context: Literary Text** All units conclude with Vocabulary in Context: Literary Text. This activity showcases unit vocabulary words used in published literature. Each excerpt demonstrates how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative. It also offers students an opportunity to derive meaning from context. • Unit 1 Baroness Orczy, p. 21 (*The Scarlet Pimpernel*), p. 21 • Unit 2 O. Henry, p. 31 (*The Trimmed Lamp and Other Stories of the Four Million*), p. 31 • Unit 3 Henry David Thoreau, p. 41 (*Walden*), p. 41 • Unit 4 Edgar Allan Poe, p. 59 (*The Works of Edgar Allan Poe, Volume 2*), p. 59 • Unit 5 Charles Dickens, p. 69 (*A Christmas Carol*), p. 69 • Unit 6 Jack London, p. 79 (*The Call of the Wild* and *White Fang*), p. 79 • Unit 7 Louisa May Alcott, p. 97 (*Little Women*), p. 97 • Unit 8 Stephen Crane, p. 107 (*The Monster and Other Stories* and *The Red Badge of Courage*), p. 107 *continued*

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	• Unit 9 Mark Twain, p. 117 (*Life on the Mississippi*), p. 117 • Unit 10 Edgar Rice Burroughs, p. 135 (*Tarzan of the Apes*), p. 135 • Unit 11 E.M. Forster, p. 145 (*Where Angels Fear to Tread*), p. 145 • Unit 12 Sir Arthur Conan Doyle, p. 155 (*The Lost World*), p. 155 • Unit 13 George Eliot, p. 173 (*Silas Marner* and *The Mill on the Floss*), p. 173 • Unit 14 Robert Louis Stevenson, p. 183 (*Strange Case of Dr. Jekyll and Mr. Hyde*), p. 183 • Unit 15 Henry James, p. 193 (*The Turn of the Screw*), p. 193 **Vocabulary for Comprehension, Parts 1 and 2** Students read a passage of literary text then answer comprehension and vocabulary-in-context questions. • Review Units 7–9: Part 1 "The Queen's Twin" (Sara Orne Jewett, adapted from *The Queen's Twin*), pp. 118–119/Part 2 (Charles Brockden Brown, adapted from *Arthur Mervyn, or, Memoirs of the Year 1793*), pp. 120–121
RECEPTION | READING 5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.	**STUDENT EDITION** **Vocabulary for Comprehension, Part 2** Paired passages allow students the opportunity to compare and contrast perspectives. • Review Units 4–6: Part 2 (Passage 1: Musicals, An American Art Form/Passage 2: Four Key Artists Behind Musical Productions), pp. 82–83 • Review Units 10–12: Part 2 (Passage 1: History and Use of the Synchotron/Passage 2: Using the Synchotron to Read Ancient Scrolls), pp. 158–159
RECEPTION | LISTENING 6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.	*Unit Introductory Passages* **DIGITAL RESOURCES** **Instruction** (each unit) Listening to audio recordings of the unit passages is particularly helpful to auditory learners, ELL students, and striving readers. • Unit Introductory Passage Topics of the passages are grade-appropriate and of high-interest, and represent a variety of genres, including expository texts, informational essays, historical nonfiction, and biographies. Passages also provide exposure to figurative language such as idioms. In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. • Differentiated Passage* This is a shorter version of the Unit Introductory Passage with a lower Lexile® level. Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. *Available with Vocabulary Workshop Interactive Edition (optional purchase). *continued*

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	ANNOTATED TEACHER'S EDITION **Reading Passages in Level C** Two comprehension questions are provided for each Unit Introductory Passage. Teachers may use these questions to guide class discussion of main idea and supporting detail. • Questions for Critical Thinking, ATE p. T29 **DIGITAL RESOURCES** **Program Overview for Teachers** Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, "Why did bank accountants think that self-service operations could reduce costs?" (Unit 2), and "Why might people in the early 20th century be surprised a woman helped bring down an oil empire?" (Unit 15). • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking *Word Study* **STUDENT EDITION** **Word Study: Denotation and Connotations** Understanding a word's connotation develop a student's skills as a reader, writer, and speaker. In these Word Study activities, students practice choosing words that best express the desired connotation (positive, negative, or neutral). • Denotation and Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199
RECEPTION | LISTENING 7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	Related content **STUDENT EDITION** **Vocabulary and Reading** • Types of Questions (following Vocabulary for Comprehension reading passages) ○ Questions About Tone (word choice, author's attitude), p. 9 **Vocabulary for Comprehension, Parts 1 and 2** Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions. • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
EXPRESSION | WRITING 8. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.	
a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently. *Examples:* *narratives – memoir, short story, personal narrative;* *techniques – dialogue, pacing, description, reflection;* *sequencing – chronological, reverse chronological, flashback*	**STUDENT EDITION** **Writing: Words in Action** This prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. • Unit 4 Writing Prompt #1, p. 58
b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.	**STUDENT EDITION** **Writing: Words in Action** Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses. • Unit 6 Writing Prompt #1, p. 78; Unit 11 Writing Prompt #1, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompt #2, p. 182; Unit 15 Writing Prompt #1, p. 192
c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.	**STUDENT EDITION** **Writing: Words in Action** Writing: Words in Action provides practice with writing responses to two modes of writing. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses. • Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompt #2, *continued*

CRITICAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 9 Writing Prompt #2, p. 116; Unit 10 Writing Prompt #1 & #2, p. 134; Unit 11 Writing Prompts #2, p. 144; Unit 12 Writing Prompt #1, p. 154; Unit 15 Writing Prompts #1 & #2, p. 182

EXPRESSION | WRITING
9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.
	ANNOTATED TEACHER'S EDITION
	Best Practices for Using Vocabulary Workshop
	• Daily Discussion and Review, ATE p. T21
	  During debates, discussions, or at other times when students are conversing, teachers should require them to use the learned vocabulary words.
	
	Addressing Different Learners
	• Differentiating Exercises and Assignments for Above Grade-Level Students, ATE p. T24
	  Use words in conversations: During discussions of current events or literature, teachers can require students to use vocabulary words when making claims and expressing ideas.
	
	Reading Passages in Level C
	• Questions for Critical Thinking, ATE p. T29
	
	DIGITAL RESOURCES
	Program Overview for Teachers
	Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, "Why did bank accountants think that self-service operations could reduce costs?" (Unit 2), and "Why was it difficult to keep the Confederacy united?" (Unit 9).
	• Questions for Critical Thinking
	• Answer Key: Questions for Critical Thinking

DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
Students will: **RECEPTION | READING** 10. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.	**DIGITAL RESOURCES** **Vocabulary Workshop Interactive Edition** (optional purchase) *Vocabulary Workshop Interactive Edition* provides all of the program's print components, including the program's ancillary components, (Unit Test Booklets and Test Prep booklets for Standardized Exams) in a fully interactive online format. *Vocabulary Workshop Interactive Edition* contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings. *Vocabulary Workshop Interactive Edition* includes exercises that build academic vocabulary knowledge by using contextual and definitional information and ample practice of unit words in multiple contexts, including responding to text-based questions.

DIGITAL LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

RECEPTION | LISTENING

13. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

DIGITAL RESOURCES
Professional readings of all Unit Introductory Passages and Differentiated Passages are available at SadlierConnect.com. Listening to audio recordings of unit passages is particularly helpful to auditory learners, ELL students, and striving readers.

Instruction (each unit)
- Unit Introductory Passage
  In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text.
- Differentiated Passage*
  Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage.

  *Available with Vocabulary Workshop Interactive Edition (optional purchase).

LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

Students will:

RECEPTION | READING

16. Examine the use of conventions of standard English grammar and usage in writing.

DIGITAL RESOURCES
Additional Practice
- Identifying Sentence Errors (Units 1-5)
  Students mark the multiple-choice response containing the single error in grammar and usage, or no error at all.
- Improving Sentence Errors (Units 6-10)
  Beneath each given sentence are five ways of phrasing the underlined part of the sentence. Students determine which, if any, of the options improves the clarity of the sentence.

EXPRESSION | WRITING

20. Produce writing that shows a command of standard English grammar, usage, and mechanics.

STUDENT EDITION
Writing: Words in Action
Writing: Words in Action provides practice with writing responses to two modes of writing. In each mode, students are directed to use at least three recently studied unit words.

The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests.

Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses.

- Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompts #1

continued

LANGUAGE LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	& #2, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompt #1 & #2, p. 134; Unit 11 Writing Prompts #1 & #2, p. 144; Unit 12 Writing Prompts #1 & #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192
EXPRESSION | SPEAKING 21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**DIGITAL RESOURCES** **Additional Practice** • English Test (Units 11-15) Students read a passage then select from the multiple choice responses below to correct underlined sections in the text with errors or inappropriate expressions.

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
Students will: **RECEPTION | READING** 28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.	***Word Parts*** **STUDENT EDITION** **Word Study: Classical Roots** Each Word Study includes a Classical Roots exercise that provides instruction in and practice with Greek and Latin roots. Developing a useful, transferable technique to make sense out of unfamiliar words through Greek and Latin roots will help students unlock the meanings of thousands of words. • Classical Roots: Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review Units 7–9 (*chron, cryph, crypt*), p. 125; Review Units 10–12 (*ven, vent*), p. 163; Review Units 13–15 (*fect, fic, fy*), p. 201 **DIGITAL RESOURCES** **Word Study** (each Unit Review Word Study) • Interactive Activities ○ Word Part Gallery In order to expose students to a deeper knowledge of word parts Vocabulary Workshop includes a Word Part Gallery available at SadlierConnect.com. The Word Part Gallery provides instruction and practice with Latin roots, Greek roots, prefixes, and suffixes through interactive lessons. Each interactive lesson in the Word Part Gallery identifies the word part, its meaning, and example words to help students understand the word part in context. Teachers can use direct instruction to help students learn, explore, and practice with these word parts. ○ Word Part Gallery: Teaching Suggestions *continued*

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Context Clues **STUDENT EDITION** **Vocabulary In Context** Students learn to recognize and use context clues in order to determine the meaning of unfamiliar words they encounter in their reading. The three types of context clues emphasized at this level of the program include restatement clue, contrast clue, and inference clue. • Three Types of Context Clues—p. 7 **Unit Introductory Passage** (Reading Passage) At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.) 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 unit reviews. • Unit 1, pp. 12–13, Unit 2, pp. 22–23, Unit 3, pp. 32–33, Unit 4, pp. 50–51, Unit 5, pp. 60–61, Unit 6, pp. 70–71, Unit 7, pp. 88–89, Unit 8, pp. 98–99, Unit 9, pp. 108–109, Unit 10, pp. 126–127, Unit 11, pp. 136–137, Unit 12, pp. 146–147, Unit 13, pp. 164–165, Unit 14, pp. 174–175, Unit 15, pp. 184–185 **Definitions** In the Definitions section after each unit Introductory Passage, students see the importance of context as they write each unit word in the blank in order to complete an illustrative sentence. This activity prepares learners for the additional unit exercises that require the use of context clues to determine the meaning of unfamiliar words. • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 **Choosing the Right Word** These exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence. • 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 **Synonyms** The Synonyms activity requires students to rely on context clues to help find a unit word to match each given synonym. • Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 *continued*

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Antonyms This activity requires students to use context clues to help find a unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase. • 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 **Completing the Sentence** Students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence. • 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 **Vocabulary in Context: Literary Text** These exercises feature 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. • Unit 1, p. 21; Unit 2, p. 31; Unit 3, p. 41; Unit 4, p. 59; Unit 5, p. 69; Unit 6, p. 79; Unit 7, p. 97; Unit 8, p. 107; Unit 9, p. 117; Unit 10, p. 135; Unit 11, p. 145; Unit 12, p. 155; Unit 13, p. 173; Unit 14, p. 183; Unit 15, p. 193 **Vocabulary for Comprehension, Parts 1 and 2** Students read a passage of informational or literary text then answer vocabulary-in-context questions. • Review Units 1–3, pp. 42–45; Review Units 4–6, pp. 80–83; Review Units 7–9, pp. 118–121; Review Units 10–12, pp. 156–159; Review Units 13–15, pp. 194–197 **Word Study: Denotation and Connotation** 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). In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence. • Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 • Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 *continued*

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

	Word Study: Idioms/Proverbs/Adages
	The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.
	• Idioms: Review Units 1–3 Choosing the Right Idiom, p. 48; Review Units 4–6 Choosing the Right Idiom, p. 86; Review Units 10–12 Choosing the Right Idiom, p. 162
	• Proverbs: Review Units 7–9 Choosing the Right Proverb, p. 124
	• Adages: Review Units 13–15 Choosing the Right Adage, p. 200
	
	Word Study: Classical Roots
	Students rely on context clues to understand the brief definition, as well as choose which word based on the featured root best completes the sentence.
	• 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
	
	Two-Word Completions
	In Two-Word Completions, students practice with word-omission exercises. Students use embedded context clues to identify the correct choices.
	• Final Mastery Test, p. 203
	
	Supplying Words in Context
	Students select the word that bests completes each sentence.
	• Final Mastery Test, p. 204
	
	Choosing the Right Meaning
	Students read each sentence, consider context clues, then select from four choices a synonym for the featured word in bold type.
	• Final Mastery Test, p. 206
	
	DIGITAL RESOURCES
	Instruction (each unit)
	• Introducing the Words: Differentiated Passage
	  A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students.
	  As with the Unit Introductory Passage, students read unit words in context to activate prior knowledge and draw on context clues to determine the meaning of unfamiliar word.
	
	Connotation and Denotation
	
	STUDENT EDITION
	Word Study: Denotation and Connotation
	For 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).
	In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.
	
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VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	• Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 • Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 ***Print or Digital Reference Tools*** **STUDENT EDITION** **Definitions** The three-page Definitions section at the beginning of each unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format. Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms. For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence. • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 **Synonyms** For the Synonyms activity in each unit, students are directed to use a dictionary if necessary. • 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 **Antonyms** For the Antonyms activity in each unit, students are directed to use a dictionary if necessary. • 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 **Word Study: Classical Roots** Students are directed to use a dictionary as needed. • 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 **DIGITAL RESOURCES** **Instruction** (each unit) Listening to audio recordings of the definitions of words is particularly helpful to auditory learners, ELL students, and striving readers. • iWords Audio Program The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8

RECEPTION | READING

29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

STUDENT EDITION

Unit Introductory Passage (Reading Passage)

At least 15 of the 20 unit vocabulary words are introduced within the context of each two-page, multi-paragraph Unit Introductory Passage. (A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)

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 unit reviews.

- Unit 1 "Greetings from the WPA" [Letters], pp. 12–13
- Unit 2 "Instant Cash" [Expository Essay], pp. 22–23
- Unit 3 "Grand Columbian Carnival United the World" [Press Release], pp. 32–33
- Unit 4 "Toni Cade Bambara" [Author Profile], pp. 50–51
- Unit 5 "Reality Check" [Persuasive Essay], pp. 60–61
- Unit 6 "Diary of a Young Migrant Worker" [Diary Entry], pp. 70–71
- Unit 7 "The Discrimination Pigeon" [Magazine Article], pp. 88–89
- Unit 8 "Aquatic Robotics" [Technical Essay], pp. 98–99
- Unit 9 "Tecumseh of the Shawnee" [Biographical Sketch], pp. 108–109
- Unit 10 "The Adventures of Narváez and Cabeza de Vaca in the New World" [Historical Nonfiction], pp. 126–127
- Unit 11 "Working Like a Dog" [Interview], pp. 136–137
- Unit 12 "To the Bat Cave!" [Informational Essay], pp. 146–147
- Unit 13 "Steven P. Jobs" [Obituary], pp. 164–165
- Unit 14 "Now Arriving on Track 1: New York Dry Goods" [Letters], pp. 174–175
- Unit 15 "Muckraking Journalist Ida M. Tarbell" [Biographical Sketch], pp. 184–185

Vocabulary for Comprehension, Parts 1 and 2

Students read a passage of expository then answer comprehension and vocabulary-in-context questions.

- Review Units 1–3: Part 1 "How News Travels," pp. 42–43/Part 2 (Writing the Declaration of Independence), pp. 44–45
- Review Units 4–6: Part 1 "The Umbrella: A Portable Roof," pp. 80–81/Part 2 (Passage 1: Musicals, An American Art Form/Passage 2: Four Key Artists Behind Musical Productions), pp. 82–83
- Review Units 13–15: Part 1 "The Mummies of the Inca Empire," pp. 194–195/Part 2 (History of Psychology), pp. 196–197
- Review Units 10–12: Part 1 "Kabuki: An Enduring Art Form," pp. 156–157/Part 2 (Passage 1: History and Use of the Synchotron/Passage 2: Using the Synchotron to Read Ancient Scrolls), pp. 158–159

ANNOTATED TEACHER'S EDITION

Reading Passages in Level C

- Questions for Critical Thinking, ATE p. T29

continued

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	DIGITAL RESOURCES **Overview** • Program Overview for Teachers ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking **Instruction** (each unit) • Differentiated Passage A shorter version of each Unit Introductory Passage, the printable Differentiated Passages with a lower Lexile® level are designed for striving readers and ELL students. **Additional Practice** (each unit) • Passage-Based Reading Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension and vocabulary-in-context questions.
RECEPTION | LISTENING 30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication. *Examples: classroom discussion, oral presentations, digital formats*	**ANNOTATED TEACHER'S EDITION** **Addressing Different Learners** • Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies. **DIGITAL RESOURCES** Listening to audio recordings of the unit passages and words is particularly helpful to auditory learners, ELL students, and striving readers. **Instruction** • Unit Introductory Passage In addition to accessing this resource on SadlierConnect.com, students may use the QR (Quick Response) code that appears in the textbook at the end of each passage to link directly to the audio recording of the text. • Differentiated Passage* Students may link directly to the audio recording of the text using the QR (Quick Response) code that appears at the end of the printed version of each Differentiated Passage. • Instructional Videos* Students select and click on a unit word to launch a video presentation that includes spelling, pronunciation, part(s) of speech, definition(s), and illustrative sentences. *Available with Vocabulary Workshop Interactive Edition (optional purchase). **Student Resources** • iWords Audio Program Especially useful for English learners, this program may be downloaded to a cellphone, allowing students to listen multiple times to the recommended pronunciations, definitions, and examples of usage for all taught vocabulary words.

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
EXPRESSION | WRITING 31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.	**STUDENT EDITION** **Writing: Words in Action** Writing: Words in Action provides practice with writing responses to two modes of writing. In each mode, students are directed to use at least three recently studied unit words. The first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage. The second prompt is modeled on those that appear on standardized tests. Teachers may provide students with a four-point rubric that will be used to score the exercise. It is best if the rubric aligns with those used on the assessments students most frequently take. Prior to assigning the writing exercise, teachers should model responding to text-based questions and how to cite details from the text to support responses. • Unit 1 Writing Prompts #1 & #2, p. 20; Unit 2 Writing Prompts #1 & #2, p. 30; Unit 3 Writing Prompts #1 & #2, p. 40; Unit 4 Writing Prompts #1 & #2, p. 58; Unit 5 Writing Prompts #1 & #2, p. 68; Unit 6 Writing Prompts #1 & #2, p. 78; Unit 7 Writing Prompts #1 & #2, p. 96; Unit 8 Writing Prompts #1 & #2, p. 106; Unit 9 Writing Prompts #1 & #2, p. 116; Unit 10 Writing Prompt #1 & #2, p. 134; Unit 11 Writing Prompts #1 & #2, p. 144; Unit 12 Writing Prompts #1 & #2, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompts #1 & #2, p. 192 **DIGITAL RESOURCES** **Additional Practice** • Timed Essay For each unit, students write a response to a statement in a total of 25 minutes. A pull-down Unit Word List helps them identify key words they want to integrate into their writing. ○ Writing Your Thesis Statement (1-2 minutes) ○ Prewriting (3-4 minutes) ○ Writing Your Draft (17-18 minutes) ○ Editing and Revising Your Draft (2-3 minutes)
EXPRESSION | SPEAKING 32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication .	**ANNOTATED TEACHER'S EDITION** **Addressing Different Learners** • Differentiating Daily Instruction for Striving and ELL Students, ATE p. T23 Engaging students in actively using the new vocabulary in classroom discussions and conversations allows them to enrich their understanding of the words' meanings and to make connections between words while building their vocabularies. **Reading Passages in Level A** • Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic. **DIGITAL RESOURCES** **Overview** • Program Overview for Teachers ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking *continued*

VOCABULARY LITERACY

GRADE 8 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL C/GR. 8
	Related content **STUDENT EDITION** **Word Study: Denotation and Connotation** In this part of the Word Study section, students investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word. Understanding the difference between denotation and connotation helps students better appreciate nuances of meaning and author's purpose or point of view, and helps them better express themselves in their own writing with more discriminating word choices. • Instruction/Shades of Meaning: Review Units 1–3, p. 46; Review Units 4–6, p. 84; Review Units 7–9, p. 122; Review Units 10–12, p. 160; Review Units 13–15, p. 198 Writers choose their words carefully in order to express a particular tone or point of view. The most precise word helps readers understand exactly what the writer is trying to say. If a writer wants the reader to view a character as a private, thoughtful person, the writer might use a word like *discreet* to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like *guarded* or *wary*. • Expressing the Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 For 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). • Challenge: Using Connotation: Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199 In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.