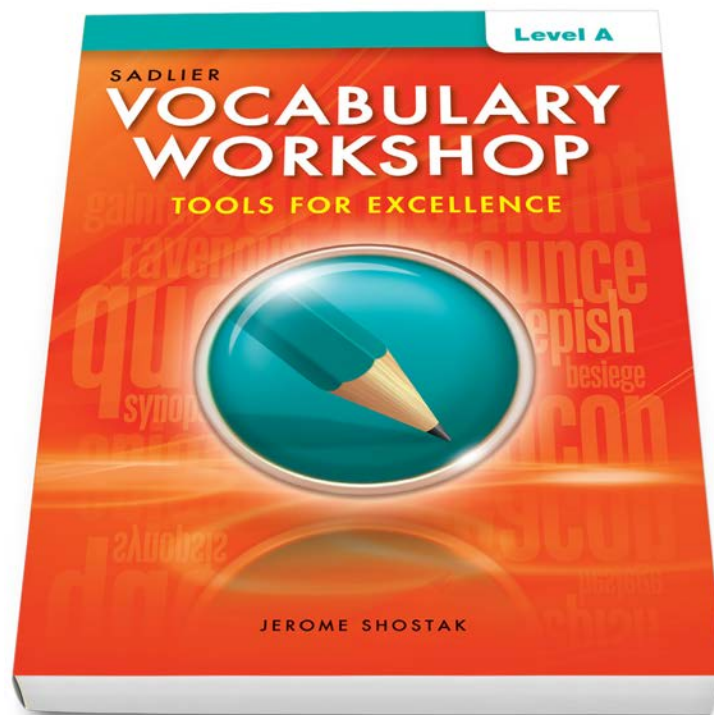


Vocabulary Workshop

Tools for Excellence

Correlation to the 2021 Alabama Course of Study
English Language Arts

Grade 6



GRADE 6 CORRELATED CONTENT

Recurring Standards

Recurring Standards for Grades 6–8. 2

Grade 6 Content Standards

Critical Literacy. 7

Language Literacy. 14

Digital Literacy. 15

Vocabulary Literacy. 16

Recurring Standards

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS

VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6

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 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

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 A/GR. 6

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 A/GR. 6

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 pages 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 A/GR. 6

Word Study: Idioms/Adages/Proverbs

The Choosing the Right Idiom/Adage/Proverb 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
- Adages: Review Units 7–9 Choosing the Right Adage, p. 124
- Proverbs: Review Units 13–15 Choosing the Right Proverb, 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 best 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 A/GR. 6
<p>EXPRESSION</p> <p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p>DIGITAL RESOURCES</p> <p><i>Vocabulary Workshop: Tools for Excellence</i> is also available in a fully interactive format.</p> <p>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.</p> <ul style="list-style-type: none"> • 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
<p>EXPRESSION</p> <p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • Timed Essay <ul style="list-style-type: none"> For each unit, students write a response to a statement in a total of 25 minutes. <ul style="list-style-type: none"> ○ 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)
<p>EXPRESSION</p> <p>R5. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p> <p>EXPRESSION</p> <p>R6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Questions About Tone (word choice, author’s attitude), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational or literary text then answer comprehension questions about choice of language and tone.</p> <ul style="list-style-type: none"> • 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 <p>Word Study: Denotation and Connotations</p> <p>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).</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS FOR GRADES 6–8

GRADES 6–8 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p>ANNOTATED TEACHER’S EDITION Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> • Writing with Vocabulary (informal and formal forms of communication), ATE pp. T21–T22 <p>Students should incorporate at least one or two vocabulary words into their daily writing activities, reading journals, or other forms of informal communication.</p> <p>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.</p>

Grade 6 Content Standards

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
<p>Students will:</p> <p>RECEPTION READING</p> <ol style="list-style-type: none"> 1. Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas. 	<p style="text-align: center;">Unit Introductory Passages</p> <p>STUDENT EDITION Unit Introductory Passage (Reading Passage)</p> <p>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.</p> <p>(A shorter version of the Unit Introductory Passage with a lower Lexile® level, the Differentiated Passage is available online—see Digital Resources below.)</p> <ul style="list-style-type: none"> • Unit 1 “City of Gold” (First-Person Nonfiction), pp. 12–13 • Unit 2 “West End School Has Comestible Curriculum” (Interview), pp. 22–23 • Unit 3 “This Day in 1923: The Olympic’s the Thing!” (Archived Newspaper Article), pp. 32–33 • Unit 4 “The Art and Science of Traditional Healing” (Expository Essay), pp. 50–51 • Unit 5 “Continue Space Exploration, Now!” (Persuasive Speech), pp. 60–61 • Unit 6 “The Fine Art of War: WWI Propaganda Images” (Textbook Entry), pp. 70–71 • Unit 7 “Made for the Shade” (Informational Essay), pp. 80–81 • Unit 8 “From Big Dream to Big Top” (Interview), pp. 98–99 • Unit 9 “From Fire Arrows to Space Flight: A History of Rockets” (Informational Essay), pp. 108–109 • Unit 10 “Farewell, Blue Yodeler” (Obituary), pp. 126–127 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<ul style="list-style-type: none"> • Unit 11 “Here I Am: Galápagos Log” (Log), pp. 136–137 • Unit 12 “Vampires We Have Known” (Humorous Essay), pp. 146–147 • Unit 13 “Polar Opposites” (Compare and Contrast Essay), pp. 164–165 • Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” (Biographical Sketch), pp. 174–175 • Unit 15 “Running With the Big Dogs” (Magazine Article), pp. 184–185 <p>ANNOTATED TEACHER’S EDITION</p> <p>Reading Passages in Level A</p> <p>Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class discussion, or assign the questions as homework prior to class if students are reading the passage independently.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p>DIGITAL RESOURCES</p> <p>Program Overview for Teachers</p> <p>Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “How was Astley’s circus different from circuses today?” (Unit 8), and “How are the Arctic and Antarctica similar?” (Unit 13).</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking <p>Instruction (each unit)</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Vocabulary for Comprehension</p> <p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions <ul style="list-style-type: none"> ○ Main Idea Questions, p. 8 ○ Detail Questions, p. 8 ○ Vocabulary-in-Context Questions, p. 8 ○ Questions About Tone (word choice, author’s attitude), p. 9 ○ Questions About Author’s Technique (use of language), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2</p> <p>Students read a passage of informational text then answer comprehension and text-in-context questions</p> <ul style="list-style-type: none"> • Review Units 1–3: Part 1 “A Winter Playground” (Sapporo Snow Festival), pp. 42–43/Part 2 (Patrick Henry’s 1775 Speech), pp. 44–45 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<ul style="list-style-type: none"> Review Units 4–6: Part 1 “Oseola McCarty: 1908–1999,” pp. 80–81/Part 2 (Passage 1: History and World Popularity of Puppetry/Passage 2: Shadow Puppet Theater in Asian Countries), pp. 82–83 Review Units 10–12: Part 1 “An International Science Lab,” pp. 156–157/Part 2 (Passage 1: Self-Driving Cars/Passage 2: Problems with Self-Driving Cars Still to Be Resolved), pp. 158–159 Review Units 13–15: Part 1 “Goya: A Victim of His Art?” pp. 194–195/Part 2 (Frank Lloyd Wright, Architect), pp. 196–197 <p style="text-align: center;">Passage-Based Reading</p> <p>DIGITAL RESOURCES Additional Practice (each unit)</p> <ul style="list-style-type: none"> 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.
<p>RECEPTION READING</p> <p>2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.</p>	<p style="text-align: center;">Vocabulary for Comprehension</p> <p>STUDENT EDITION Vocabulary in Context</p> <ul style="list-style-type: none"> Types of Context Clues <ul style="list-style-type: none"> An Inference Clue, p. 7 <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> Types of Questions <ul style="list-style-type: none"> Inference Questions, p. 9 Evidence-Based Questions, p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational text then answer comprehension questions, such as “Which statement best provides an inference that is supported by “Oseola McCarty: 1908–1999”?”</p> <ul style="list-style-type: none"> Review Units 1–3: Part 1 “A Winter Playground” (Sapporo Snow Festival), pp. 42–43/Part 2 (Patrick Henry’s 1775 Speech), pp. 44–45 Review Units 4–6: Part 1 “Oseola McCarty: 1908–1999,” pp. 80–81/Part 2 (Passage 1: History and World Popularity of Puppetry/Passage 2: Shadow Puppet Theater in Asian Countries), pp. 82–83 Review Units 10–12: Part 1 “An International Science Lab,” pp. 156–157/Part 2 (Passage 1: Self-Driving Cars/Passage 2: Problems with Self-Driving Cars Still to Be Resolved), pp. 158–159 Review Units 13–15: Part 1 “Goya: A Victim of His Art?” pp. 194–195/Part 2 (Frank Lloyd Wright, Architect), pp. 196–197 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p style="text-align: center;">Unit Introductory Passages</p> <p>STUDENT EDITION Unit Introductory Passage (Reading Passage)</p> <ul style="list-style-type: none"> • Unit 4 “The Art and Science of Traditional Healing” (Expository Essay), pp. 50–51 • Unit 7 “Made for the Shade” (Informational Essay), pp. 80–81 • Unit 9 “From Fire Arrows to Space Flight: A History of Rockets” (Informational Essay), pp. 108–109 • Unit 13 “Polar Opposites” (Compare and Contrast Essay), pp. 164–165 • Unit 15 “Running With the Big Dogs” (Magazine Article), pp. 184–185 <p>ANNOTATED TEACHER’S EDITION Reading Passages in Level A</p> <p>Two comprehension questions are provided for each Unit Introductory Passage. Teachers may choose to use these questions to guide class discussion, or assign the questions as homework prior to class if students are reading the passage independently.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p>DIGITAL RESOURCES Program Overview for Teachers</p> <p>Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “How was Astley’s circus different from circuses today?” (Unit 8), and “How are the Arctic and Antarctica similar?” (Unit 13).</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking <p style="text-align: center;">Passage-Based Reading</p> <p>DIGITAL RESOURCES Additional Practice (each unit)</p> <ul style="list-style-type: none"> • Passage-Based Reading <p>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.</p>
<p>RECEPTION READING</p> <p>3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.</p> <p>RECEPTION READING</p> <p>4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.</p>	<p>Related content</p> <p>STUDENT EDITION Vocabulary in Context: Literary Text</p> <p>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.</p> <ul style="list-style-type: none"> • Unit 1 Johann David Wyss (<i>The Swiss Family Robinson</i>), p. 21 • Unit 2 Walt Whitman (<i>Leaves of Grass</i>), p. 31 • Unit 3 Jules Verne (<i>Twenty Thousand Leagues Under the Sea</i>), p. 41 • Unit 4 Edgar Rice Burroughs (<i>A Princess of Mars</i>), p. 59 • Unit 5 H.G. Wells (<i>The First Men in the Moon</i>), p. 69 <p style="text-align: right;"><i>continued</i></p>

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CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<ul style="list-style-type: none"> • Unit 6 Mark Twain (<i>The Prince and The Pauper</i> and “The Celebrated Jumping Frog of Calaveras County”), p. 79 • Unit 7 Charles Dickens (<i>Oliver Twist</i>), p. 97 • Unit 8 Sir Arthur Conan Doyle (<i>The Adventures of Sherlock Holmes</i>), p. 107 • Unit 9 L.M. Montgomery (<i>Anne of the Island</i>), p. 117 • Unit 10 Edgar Allan Poe (<i>The Works of Edgar Allan Poe, Volume I</i>), p. 135 • Unit 11 Jack London (<i>White Fang</i>), p. 145 • Unit 12 Sir Arthur Conan Doyle (<i>Tales of Terror and Mystery</i>), p. 155 • Unit 13 L.M. Montgomery (<i>Anne of Green Gables</i>), p. 173 • Unit 14 Charles Dickens (<i>The Life and Adventures of Nicholas Nickleby</i>), p. 183 • Unit 15 Washington Irving (“The Legend of Sleepy Hollow”), p. 193 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • Review Units 7–9: Part 1 (Guy de Maupassant, adapted from <i>Two Friends</i>), pp. 118–119/Part 2 (Alice Dunbar Nelson, adapted from “The Fisherman of Pass Christian”), pp. 120–121
<p>RECEPTION LISTENING</p> <p>5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.</p>	<p style="text-align: center;">Unit Introductory Passages</p> <p>DIGITAL RESOURCES</p> <p>Instruction (each unit) Listening to audio recordings of the unit passages is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> • 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p>ANNOTATED TEACHER’S EDITION</p> <p>Reading Passages in Level A 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.</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p>DIGITAL RESOURCES</p> <p>Program Overview for Teachers Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “Why are some opposed to continuing space exploration?” (Unit 5), and “1. How are the Arctic and Antarctica similar? 2. How are they different?” (Unit 15).</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking <p style="text-align: center;">Word Study</p> <p>STUDENT EDITION</p> <p>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).</p> <ul style="list-style-type: none"> • 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
<p>RECEPTION LISTENING</p> <p>6. Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.</p>	<p>Related content</p> <p>STUDENT EDITION</p> <p>Vocabulary and Reading</p> <ul style="list-style-type: none"> • Types of Questions (following Vocabulary for Comprehension reading passages) <ul style="list-style-type: none"> ○ Questions About Tone (author’s attitude), p. 9 ○ Questions About Author’s Technique (use of language), p. 9 <p>Vocabulary for Comprehension, Parts 1 and 2 Students read a passage of informational or literary text then answer comprehension and vocabulary-in-context questions.</p> <ul style="list-style-type: none"> • 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
<p>EXPRESSION WRITING</p> <p>7. 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.</p>	
<p>a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action In Writing: Words in Action, the first prompt is in the form of a text-dependent question that asks students to cite evidence from the Unit Introductory Passage.</p> <ul style="list-style-type: none"> • Unit 1 Writing Prompt #1, p. 20

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<p>b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.</p>	<p>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.</p> <ul style="list-style-type: none"> Unit 1 Writing Prompt #2, p. 20; Unit 4 Writing Prompt #1, p. 58; Unit 6 Writing Prompts #1, p. 78; Unit 9 Writing Prompt #1, p. 116; Unit 11 Writing Prompt #2, p. 144; Unit 12 Writing Prompt #1, p. 154; Unit 13 Writing Prompts #1 & #2, p. 172; Unit 15 Writing Prompt #2, p. 192
<p>c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.</p>	<p>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.</p> <ul style="list-style-type: none"> 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, 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 Prompt #1, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 14 Writing Prompts #1 & #2, p. 182; Unit 15 Writing Prompt #1, p. 192
<p>EXPRESSION SPEAKING 8. Participate in collaborative discussions using information from a source.</p>	<p>ANNOTATED TEACHER'S EDITION Best Practices for Using Vocabulary Workshop</p> <ul style="list-style-type: none"> 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. <p>Addressing Different Learners</p> <ul style="list-style-type: none"> 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. <p style="text-align: right;"><i>continued</i></p>

CRITICAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p>Reading Passages in Level A</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 <p>DIGITAL RESOURCES</p> <p>Program Overview for Teachers</p> <p>Use the Questions for Critical Thinking to spur discussion of issues presented in the Unit Introductory Passages. For example, “How was Astley’s circus different from circuses today?” (Unit 8), and “How are the Arctic and Antarctica similar?” (Unit 13).</p> <ul style="list-style-type: none"> • Questions for Critical Thinking • Answer Key: Questions for Critical Thinking

DIGITAL LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
<p>Students will:</p> <p>RECEPTION READING</p> <p>10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.</p> <p><i>Examples: online academic journals, social media, blogs, podcasts</i></p>	<p>DIGITAL RESOURCES</p> <p>Vocabulary Workshop Interactive Edition (optional purchase)</p> <p><i>Vocabulary Workshop Interactive Edition</i> 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.</p> <p><i>Vocabulary Workshop Interactive Edition</i> contains each Unit Introductory Passage (Reading Passage)—on level and differentiated—with audio recordings.</p> <p><i>Vocabulary Workshop Interactive Edition</i> 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.</p>
<p>RECEPTION LISTENING</p> <p>12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.</p>	<p>DIGITAL RESOURCES</p> <p>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.</p> <p>Instruction</p> <ul style="list-style-type: none"> • 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. <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
<p>Students will:</p> <p>RECEPTION READING</p> <p>15. Identify the conventions of standard English grammar and usage in published texts.</p>	<p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> 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. 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.
<p>EXPRESSION WRITING</p> <p>19. Demonstrate command of standard English grammar, usage, and mechanics when writing.</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action</p> <p>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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> 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
<p>EXPRESSION WRITING</p> <p>20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.</p>	<p>Related content</p> <p>ANNOTATED TEACHER'S EDITION</p> <p>Best Practices for Using Vocabulary Workshop in the Classroom</p> <ul style="list-style-type: none"> 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 daily writing activities, reading journals, or other forms of informal communication. <p style="text-align: right;"><i>continued</i></p>

LANGUAGE LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	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.

VOCABULARY LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
<p>Students will:</p> <p>RECEPTION READING</p> <p>27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.</p>	<p style="text-align: center;">Word Parts</p> <p>STUDENT EDITION</p> <p>Word Study: Classical Roots</p> <p>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.</p> <ul style="list-style-type: none"> Classical Roots: Review Units 1–3 (<i>de</i>), p. 49; Review Units 4–6 (<i>re</i>), p. 87; Review Units 7–9 (<i>log, logue</i>), p. 125; Review Units 10–12 (<i>co, col, com, con, cor</i>), p. 163; Review Units 13–15 (<i>pre</i>), p. 201 <p>DIGITAL RESOURCES</p> <p>Word Study (each Unit Review Word Study)</p> <ul style="list-style-type: none"> Interactive Activities <ul style="list-style-type: none"> Word Part Gallery <p>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.</p> <p>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.</p> Word Part Gallery: Teaching Suggestions <p style="text-align: center;">Connotation and Denotation</p> <p>STUDENT EDITION</p> <p>Word Study: Denotation and Connotation</p> <p>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).</p> <p>In Challenge: Using Connotation, students use context clues to confirm their choice of a vocabulary word to replace the highlighted word in each sentence.</p> <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<ul style="list-style-type: none"> • 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 <p style="text-align: center;"><i>Print or Digital Reference Tools</i></p> <p><u>STUDENT EDITION</u></p> <p>Definitions</p> <p>The three-page Definitions section at the beginning of each unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p> <ul style="list-style-type: none"> • Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 <p>Synonyms</p> <p>For the Synonyms activity in each unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • 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>Antonyms</p> <p>For the Antonyms activity in each unit, students are directed to use a dictionary if necessary.</p> <ul style="list-style-type: none"> • 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>Word Study: Classical Roots</p> <p>Students are directed to use a dictionary as needed.</p> <ul style="list-style-type: none"> • 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><u>DIGITAL RESOURCES</u></p> <p>Instruction (each unit)</p> <p>Listening to audio recordings of the definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> • iWords Audio Program The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also <p style="text-align: right;"><i>continued</i></p>

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GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p>includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level.</p> <p>Student Resources</p> <ul style="list-style-type: none"> • 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.
<p>EXPRESSION WRITING</p> <p>29. Use academic vocabulary in writing to communicate effectively.</p>	<p>STUDENT EDITION</p> <p>Writing: Words in Action</p> <p>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 academic vocabulary words.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 182 <p>DIGITAL RESOURCES</p> <p>Additional Practice</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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)
<p>EXPRESSION SPEAKING</p> <p>30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.</p>	<p>ANNOTATED TEACHER'S EDITION</p> <p>Addressing Different Learners</p> <ul style="list-style-type: none"> • 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. <p style="text-align: right;"><i>continued</i></p>

VOCABULARY LITERACY

GRADE 6 CONTENT STANDARDS	VOCABULARY WORKSHOP: TOOLS FOR EXCELLENCE, LEVEL A/GR. 6
	<p>Reading Passages in Level A</p> <ul style="list-style-type: none"> • Questions for Critical Thinking, ATE p. T29 Critical Thinking questions spur classroom discussion using unit words while increasing comprehension of the passage topic. <p>DIGITAL RESOURCES</p> <p>Overview</p> <ul style="list-style-type: none"> • Program Overview for Teachers <ul style="list-style-type: none"> ○ Questions for Critical Thinking ○ Answer Key: Questions for Critical Thinking <p>Related content</p> <p>STUDENT EDITION</p> <p>Word Study: Denotation and Connotation</p> <p>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.</p> <ul style="list-style-type: none"> • 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 <i>discreet</i> to describe him or her. But if the writer wants us to see the character as secretive, he or she might use words like <i>guarded</i> or <i>wary</i>. • 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.

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