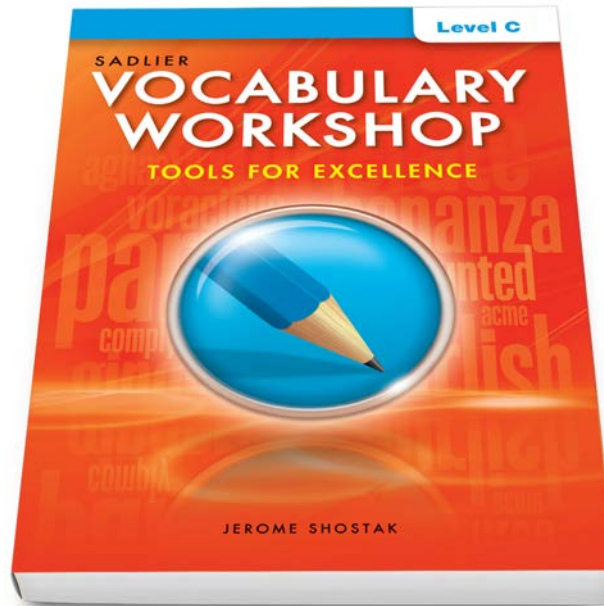


# Vocabulary Workshop

Tools for Excellence

Correlation to the Texas Essential Knowledge and Skills (TEKS)  
for English Language Arts and Reading, Adopted 2017

**Grade 8**



### Key Aligned Content

(2) Developing and sustaining foundational language skills— vocabulary. ....	2
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## Key Aligned Content

### §110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(2) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p><b>ANNOTATED TEACHER'S EDITION</b>  <b>Word Lists</b></p> <ul style="list-style-type: none"> <li>• Dictionary and Reference Sources, TAE p. T10</li> </ul> <p><b>Units</b></p> <ul style="list-style-type: none"> <li>• Synonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Antonyms (use a thesaurus or dictionary), TAE p. T13</li> <li>• Denotation and Connotation (dictionary definition), TAE p. T15</li> </ul> <p><b>STUDENT EDITION</b>  <b>Pronunciation Key</b></p> <p>Symbols in the Pronunciation Key are similar to those used in most recent standard dictionaries. The author has primarily consulted <i>Webster's Third New International Dictionary</i> and <i>The Random House Dictionary of the English Language (Unabridged)</i>.</p> <p>Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech.</p> <p>Spaces in the phonetic respelling of each word indicate syllabication. The accent mark follows the syllable receiving the major stress.</p> <ul style="list-style-type: none"> <li>• P. 11</li> </ul> <p><b>Definitions</b></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, syllabication, pronunciation, part or parts of speech, and meaning 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"> <li>• 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</li> </ul> <p><b>Synonyms</b></p> <p>For the Synonyms activity in each Unit, students use a dictionary if necessary.</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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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 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

#### Word List

A list of all the words taught in the units of this level of the program is located on the last two pages of the book. The number after each entry indicates the page on which the word is defined.

- Pages 207–208

#### DIGITAL RESOURCES

##### Overview

- Student Program Overview and Resources
  - Pronunciation Key  
The pronunciation is indicated for every basic word in this level of the program. Pronunciation symbols are similar to those used in most recent standard dictionaries. The key is organized into four sections: Vowels, Consonants, Stress, and Abbreviations.
  - Program Word List  
Words taught at this level of the program appear in alphabetical order and include a page-number reference to where the word is defined.

##### Instruction (each Unit)

Listening to audio recordings of the definitions of Unit words is particularly helpful to auditory learners, ELL students, and striving readers.

- 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 (each Unit)

- iWords Audio Program  
The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. 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.

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<p>(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; an</p>	<p><b>STUDENT EDITION</b></p> <p><b>Vocabulary In Context</b>                      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.</p> <ul style="list-style-type: none"> <li>• Three Types of Context Clues—p. 7</li> </ul> <p><b>Unit Introductory Passage (Reading Passage)</b>                      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.)</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and unit reviews.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Definitions</b>                      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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Choosing the Right Word</b>                      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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Synonyms</b>                      The Synonyms activity requires students to rely on context clues to help find a Unit word to match each given synonym.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**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*

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### Texas Essential Knowledge and Skills (TEKS)

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#### 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 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.

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(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc*.

**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**

**Overview**

- Student Program Overview and Resources
  - Greek and Latin Roots Reference Guide
 

Students see how to build vocabulary by learning the meaning of word parts that make up many English words.

They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.

The final section focuses on Greek and Latin roots, meanings, and sample words.

**Word Study (each Unit Review)**

- 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

## Additional Aligned Content

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<p>(1) <b>Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:</p>	
<p>(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;</p> <p>(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b>  <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Daily Discussion and Review, TE p. T21                      Teachers are encouraged to model vocabulary usage by including vocabulary words in their instructions or conversations with students. Students should use the learned vocabulary words during debates, discussions, or at other times when students are conversing.</li> </ul> <p><b>Addressing Different Learners</b></p> <ul style="list-style-type: none"> <li>• Differentiating Daily Instruction for Striving and ELL Students, TE p. T23                      Provide opportunities for oral practice: 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.</li> <li>• Differentiating Assignments for Striving and ELL Students, TE p. T23                      Students should work at a similar pace and clarify word meaning through discussions over answers.</li> <li>• Differentiating Exercises and Assignments for Above Grade-Level Students, TE 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.</li> </ul> <p><b>Reading Passages in Level C</b></p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking, TE p. T29                      Thoughtful discussion questions are provided for each Unit Introductory Passage (Reading Passage) and can be used to help monitor student comprehension. The Answer Key is located online (see Digital Resources below).</li> </ul> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Program Overview for Teachers                      Use the Questions for Critical Thinking to spur discussion of cultural and literary issues presented in the Unit Introductory Passages.                     <ul style="list-style-type: none"> <li>○ Questions for Critical Thinking</li> <li>○ Answer Key: Questions for Critical Thinking</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>Instruction (each Unit)</b> Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p> <p><b>Student Resources (each Unit)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;	<p><b>ANNOTATED TEACHER'S EDITION</b> <b>Best Practices for Using Vocabulary Workshop in the Classroom</b></p> <ul style="list-style-type: none"> <li>• Daily Discussion and Review, ATE p. T21 Teachers may model vocabulary usage by including vocabulary words in their instructions to students.</li> </ul>
(5) <b>Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
(E) make connections to personal experiences, ideas in other texts, and society;	<p><b>STUDENT EDITION</b> <b>Writing: Words in Action</b> Students make connections to personal experiences when writing responses to Unit passages.</p> <p>Example: "Write a brief essay in which you support your opinion with evidence from the reading (refer to pages 136-137) or from your own knowledge or experience. Write at least three paragraphs, and use three or more words from this Unit" (p. 144).</p> <ul style="list-style-type: none"> <li>• Unit 1, p. 20; Unit 2, p. 30; Unit 3, p. 40; Unit 4, p. 58; Unit 5, p. 68; Unit 6, p. 78; Unit 7, p. 96; Unit 8, p. 106; Unit 9, p. 116; Unit 10, p. 134; Unit 11, p. 144; Unit 12, p. 154; Unit 13, p. 172; Unit 14, p. 182; Unit 15, p. 192</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>Vocabulary for Comprehension, Part 2</b> Paired passages help students make connections between related ideas from different authors. Example: “Passage 1 and Passage 2 are similar in that both passages stress B) the unexpectedly broad range of the applications of synchotrons” (p. 159).</p> <ul style="list-style-type: none"> <li>• Review Units 4–6: Part 2 (Passage 1: Musicals, An American Art Form/Passage 2: Four Key Artists Behind Musical Productions), pp. 82–83</li> <li>• 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</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep</b> The Cumulative Test Prep practice tests feature paired passages related in topic or theme. Students compare the passages in order to answer comprehension questions.</p> <ul style="list-style-type: none"> <li>• Cumulative Test Prep 1: “Charles Dickens” (from <i>Victorian Worthies</i> by George Henry Blore)/”Louisa May Alcott” (from <i>Louisa May Alcott: Her Life, Letters, and Journals</i> edited by Ednah B. Cheney)</li> <li>• Cumulative Test Prep 2: “Maude Adams” (from <i>Famous Actresses of the Day in America</i> by Lewis Clinton Strang)/”Edwin Booth” (from <i>Edwin Booth</i> by Charles Townsend Copeland)</li> </ul>
<p>(F) make inferences and use evidence to support understanding;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions             <ul style="list-style-type: none"> <li>◦ Inference Questions (use facts from text plus knowledge and reasoning to understand what is implied), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer questions that involve making inferences and identifying supporting evidence. Example: “It can reasonably be inferred that the narrator initially stays off the main streets: D) because he was nervous that he might be robbed once more” (p. 121).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Assessment: Test Prep</b> Students read a passage of informational or literary text then answer questions that involve making inferences, drawing conclusions, and identifying supporting evidence. Example: “Which of these inferences is best supported by paragraph 2? A) Everything in nature that may be experienced and understood is of value to a poet” (Test Prep 7).</p> <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1–10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b>Additional Practice (each Unit)</b>                      Students read a passage then pick the best answer for questions about making inferences.                      Example: “From paragraph 6, you can infer that Dolley Madison: c. was the first person to be unofficially accorded the title of First Lady” (Passage-Based Reading, Unit 1).                      • Passage-Based Reading, Units 1-10                      • Model Reading Test, Units 11-15</p>
<p>(G) evaluate details read to determine key ideas;</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary and Reading</b>                      • Types of Questions                      ○ Detail Questions (answers to detail questions may be restatements or paraphrases of the text), p. 8</p> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of informational or literary text then answer detail questions.                      Example: “Which choice provides the best evidence for the answer to the previous question? A) Lines 3–8 (“The basic . . . States”)” (p. 159).                      • 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> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep</b>                      Students read a passage of informational or literary text then answer questions that require identifying supporting evidence.                      Example: “Which sentence from the text supports your answer to the previous question?” (Test Prep 2).                      • Test Prep for Standardized Exams 1–10                      • Cumulative Test Prep for Standardized Exams 1 &amp; 2</p> <p><b>Additional Practice (each Unit)</b>                      Students read a passage then pick the best answer for questions about identifying supporting details                      Example: “What evidence supported the ivory bill sighting?” (Model Reading Test, Unit 11).                      • Passage-Based Reading, Units 1-10                      • Model Reading Test, Units 11-15</p>
<p>(H) synthesize information to create new understanding; and</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary for Comprehension, Part 2</b>                      Paired passages help students consider and compare perspectives to create new understanding.                      • 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</p> <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Assessment: Test Prep</b> Students create new understanding after compare paired passages related in topic or theme.</p> <ul style="list-style-type: none"> <li>Cumulative Test Prep 1: “Charles Dickens” (from <i>Victorian Worthies</i> by George Henry Blore)/”Louisa May Alcott” (from <i>Louisa May Alcott: Her Life, Letters, and Journals</i> edited by Ednah B. Cheney)</li> <li>Cumulative Test Prep 2: “Maude Adams” (from <i>Famous Actresses of the Day in America</i> by Lewis Clinton Strang)/”Edwin Booth” (from <i>Edwin Booth</i> by Charles Townsend Copeland)</li> </ul>
<p><b>(6) Response skills: listening, speaking, reading, writing, and thinking using texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	
<ul style="list-style-type: none"> <li>(A) describe personal connections to a variety of sources, including self-selected texts;</li> <li>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</li> <li>(C) use text evidence to support an appropriate response;</li> <li>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</li> <li>(F) respond using newly acquired vocabulary as appropriate;</li> </ul>	<p><b><u>STUDENT EDITION</u></b></p> <p><b>Writing: Words in Action</b> 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.</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> <p>Example: “Write a brief essay in which you state your position on this topic and support it with information from the reading (refer to pages 98–99), your own observations, your knowledge, or your personal experience. Write at least three paragraphs, and use three or more words from this unit” (Unit 8, Writing Prompt #2, p. 106).</p> <ul style="list-style-type: none"> <li>Unit 1 Writing Prompts #1 &amp; #2, p. 20; Unit 2 Writing Prompts #1 &amp; #2, p. 30; Unit 3 Writing Prompts #1 &amp; #2, p. 40; Unit 4 Writing Prompts #1 &amp; #2, p. 58; Unit 5 Writing Prompts #1 &amp; #2, p. 68; Unit 6 Writing Prompts #1 &amp; #2, p. 78; Unit 7 Writing Prompts #1 &amp; #2, p. 96; Unit 8 Writing Prompts #1 &amp; #2, p. 106; Unit 9 Writing Prompts #1 &amp; #2, p. 116; Unit 10 Writing Prompts #1 &amp; #2, p. 134; Unit 11 Writing Prompts #1 &amp; #2, p. 144; Unit 12 Writing Prompts #1 &amp; #2, p. 154; Unit 13 Writing Prompts #1 &amp; #2, p. 172; Unit 14 Writing Prompts #1 &amp; #2, p. 182; Unit 15 Writing Prompts #1 &amp; #2, p. 192</li> </ul>

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**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p><b>STUDENT EDITION</b></p> <p><b>Word Study: Denotation and Connotation</b></p> <p>In this part of the Word Study section, students learn to distinguish between the explicit and implicit meanings of words. They investigate connotation—positive, negative, or neutral associations of a word—and denotation, the strict, dictionary definition of a word.</p> <p>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"> <li>• 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</li> </ul> <p>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>.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>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).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <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>

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<p><b>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	
<p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>(i) the controlling idea or thesis with supporting evidence;</li> <li>(ii) features such as references or acknowledgements; and</li> <li>(iii) organizational patterns that support multiple topics, categories, and subcategories;</li> </ul>	<p style="text-align: center;"><b>Unit Introductory Passage</b></p> <p><b>ANNOTATED TEACHER'S EDITION</b> <b>Reading Passages in Level C</b></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"> <li>• Questions for Critical Thinking, ATE p. T29</li> </ul> <p><b>STUDENT EDITION</b> <b>Unit Introductory Passage (Reading Passage)</b></p> <ul style="list-style-type: none"> <li>• Unit 1 “Greetings from the WPA” [Letters], pp. 12–13</li> <li>• Unit 2 “Instant Cash” [Expository Essay], pp. 22–23</li> <li>• Unit 3 “Grand Columbian Carnival United the World” [Press Release], pp. 32–33</li> <li>• Unit 4 “Toni Cade Bambara” [Author Profile], pp. 50–51</li> <li>• Unit 6 “Diary of a Young Migrant Worker” [Diary Entry], pp. 70–71</li> <li>• Unit 7 “The Discrimination Pigeon” [Magazine Article], pp. 88–89</li> <li>• Unit 8 “Aquatic Robotics” [Technical Essay], pp. 98–99</li> <li>• Unit 9 “Tecumseh of the Shawnee” [Biographical Sketch], pp. 108–109</li> <li>• Unit 10 “The Adventures of Narváez and Cabeza de Vaca in the New World” [Historical Nonfiction], pp. 126–127</li> <li>• Unit 11 “Working Like a Dog” [Interview], pp. 136–137</li> <li>• Unit 12 “To the Bat Cave!” [Informational Essay], pp. 146–147</li> <li>• Unit 13 “Steven P. Jobs” [Obituary], pp. 164–165</li> <li>• Unit 14 “Now Arriving on Track 1: New York Dry Goods” [Letters], pp. 174–175</li> <li>• Unit 15 “Muckraking Journalist Ida M. Tarbell” [Biographical Sketch], pp. 184–185</li> </ul> <p><b>DIGITAL RESOURCES</b> <b>Program Overview for Teachers</b></p> <p>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).</p> <ul style="list-style-type: none"> <li>• Questions for Critical Thinking</li> <li>• Answer Key: Questions for Critical Thinking</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## \$110.24. English Language Arts and Reading, Grade 8, Adopted 2017.

### Texas Essential Knowledge and Skills (TEKS)

### Vocabulary Workshop, Level C / Grade 8

#### 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
  - Main Idea Questions, p. 8
  - Detail Questions, p. 8
  - Evidence-Based Questions, p. 9
  - Questions About Tone (word choice, author's attitude), p. 9
  - Questions About Author's Technique (structure and function/text organization), 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

#### ***Test Prep***

#### **DIGITAL RESOURCES**

#### **Assessment: Test Prep**

Students read a passage of informational then answer questions about main or controlling idea, supporting evidence, and text organization.

- Test Prep for Standardized Exams 1–10
- Cumulative Test Prep for Standardized Exams 1 & 2

#### ***Passage-Based Reading/Model Reading Test***

#### **DIGITAL RESOURCES**

#### **Additional Practice (each Unit)**

- Passage-Based Reading (Units 1–10)/Model Reading Test (Units 11–13, 15)

Students read a passage of informational text from an academic discipline then select the letter of the best answer to the accompanying comprehension questions.

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> <li>(i) identifying the claim and analyzing the argument;</li> <li>(ii) identifying and explaining the counter argument; and</li> <li>(iii) identifying the intended audience or reader; and</li> </ul>	<p><b>STUDENT EDITION</b>  <b>Unit Introductory Passage</b> (Reading Passage)  <ul style="list-style-type: none"> <li>• Unit 5 “Reality Check” [Persuasive Essay], pp. 60–61</li> </ul> <b>DIGITAL RESOURCES</b>  <b>Additional Practice</b> (each Unit)                      Students read a passage of argumentative or persuasive text then answer comprehension questions.                      Example: “My own view is that the violence-on-TV debate really boils down to a question of social responsibility, not First Amendment rights or psychological hair-splitting” (Passage-Based Reading, Unit 3).  <ul style="list-style-type: none"> <li>• Passage-Based Reading                             <ul style="list-style-type: none"> <li>○ Unit 2 (compulsory voting)</li> <li>○ Unit 3 (violence on TV)</li> <li>○ Unit 8 (becoming a birder)</li> </ul> </li> </ul> </p>
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p><b>DIGITAL RESOURCES</b>  <b>Unit Instructional Support</b>                      QR (Quick Response) codes appear on the Unit Introductory Passage and Vocabulary in Context pages. Snapping the QR code links students directly to the relevant Vocabulary Workshop digital resource on SadlierConnect.com.  <ul style="list-style-type: none"> <li>• Unit Passage</li> <li>• Printable Differentiated Unit Passage</li> <li>• Passage-Based Reading</li> <li>• Identifying Sentence Errors</li> <li>• Improving Sentences</li> <li>• Timed Essay</li> <li>• Model Reading Test</li> <li>• English Test</li> <li>• Practice Quiz (Printable)</li> <li>• Interactive Quizzes</li> <li>• Interactive Flash Cards</li> <li>• i-Words Audio Program</li> <li>• Interactive Activities</li> <li>• Practice Worksheets</li> <li>• Interactive Graphic Organizers</li> <li>• Word Part Gallery</li> <li>• Pronunciation Key</li> <li>• Diagnostic Tests and Cumulative Reviews</li> <li>• Test Prep for Standardized Exams</li> </ul>                     Vocabulary Workshop: Tools for Excellence is also available in a fully interactive format.  <b>Vocabulary Workshop Interactive Edition</b> (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.  <p style="text-align: right;"><i>continued</i></p> </p>

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	<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><b>Instruction (each Unit)</b> Listening to audio recordings of the unit passages and definitions of words is particularly helpful to auditory learners, ELL students, and striving readers.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><small>*Available with Vocabulary Workshop Interactive Edition (optional purchase).</small></p>
<p><b>(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p><b>STUDENT EDITION</b> <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions             <ul style="list-style-type: none"> <li>◦ Main Idea Questions (author’s primary or main purpose), p. 8</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of text then consider author’s purpose and message. Example: “Which sentence best summarizes the author’s purpose in the passage? B) The author informs readers about the history of the umbrella” (p. 81).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p style="text-align: right;"><i>continued</i></p>

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	<p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Assessment: Test Prep</b> Students read a passage then answer questions about author’s purpose. Example: “Which of these describes the author’s intent in “A Boyhood in Scotland”? C) He wants to convey how his early experiences sowed the seeds for his lifelong passion.” (Test Prep 9).  <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1-10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> </p> <p><b>Additional Practice (each Unit)</b> Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example 1: “The passage is primarily about: c. two traditional theater styles in Japan” (Passage-Based Reading, Unit 4). Example 2: “Which of the following best states the writer’s purpose in the passage? c. to survey briefly the arguments in favor of and against a national ID card” (Passage-Based Reading, Unit 7).  <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1-10)</li> <li>• Model Reading Test (Units 11-15)</li> </ul> </p>
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p><b><u>STUDENT EDITION</u></b></p> <p><b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions <ul style="list-style-type: none"> <li>◦ Questions About Author’s Technique (organizational structure and function), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b> Students read a passage of informational or literary text then answer text structure questions. Example: “Passage 2 differs from Passage 1 primarily because it: C) is organized by topic rather than chronologically.” (p. 83).  <ul style="list-style-type: none"> <li>• 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</li> </ul> </p> <p><b><u>DIGITAL RESOURCES</u></b></p> <p><b>Assessment: Test Prep</b> Students read a passage then answer questions about text structure and organization. Example: “How does the author organize the information about Finnish women painters? C) by describing each principal woman painter’s work in separate paragraphs” (Test Prep 5).  <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1-10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> </p> <p><b>Additional Practice (each Unit)</b> Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions. Example: “The passage is primarily about: c. two traditional theater styles in Japan” (Passage-Based Reading, Unit 4).  <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1-10)</li> <li>• Model Reading Test (Units 11-15)</li> </ul> </p>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(D) describe how the author’s use of figurative language such as extended metaphor achieves specific purposes;</p>	<p><b>STUDENT EDITION</b>  <b>Word Study: Idioms/Proverbs/Adages</b>                      The Choosing the Right Idiom/Proverb/Adage activities help students practice using context clues to figure out the meaning of figurative expressions.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Proverbs: Review Units 7–9 Choosing the Right Proverb, p. 124</li> <li>• Adages: Review Units 13–15 Choosing the Right Adage, p. 200</li> </ul>
<p>(F) analyze how the author’s use of language contributes to the mood, voice, and tone; and</p>	<p><b>STUDENT EDITION</b>  <b>Vocabulary and Reading</b></p> <ul style="list-style-type: none"> <li>• Types of Questions                             <ul style="list-style-type: none"> <li>◦ Questions About Tone (word choice, author’s attitude), p. 9</li> </ul> </li> </ul> <p><b>Vocabulary for Comprehension, Parts 1 and 2</b>                      Students read a passage of informational or literary text then answer questions about author word choice and syntax.                      Example: “Which word best describes the tone of the passage? C) admiring” (p. 157).</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Word Study: Denotation and Connotation</b>                      Students learn how writers can make their work richer and more expressive by choosing words that convey the desired mood, tone, or shade of meaning. In these activities, students examine positive, negative, or neutral connotations of words.</p> <ul style="list-style-type: none"> <li>• Review Units 1–3, pp. 46–47; Review Units 4–6, pp. 84–85; Review Units 7–9, pp. 122–123; Review Units 10–12, pp. 160–161; Review Units 13–15, pp. 198–199</li> </ul> <p><b>DIGITAL RESOURCES</b>  <b>Assessment: Test Prep</b>                      Students read a passage then answer questions about text structure and organization.                      Example: “The tone of this passage can best be described as: C) grandiloquent” (Test Prep 7).</p> <ul style="list-style-type: none"> <li>• Test Prep for Standardized Exams 1–10</li> <li>• Cumulative Test Prep for Standardized Exams 1 &amp; 2</li> </ul> <p><b>Additional Practice (each Unit)</b>                      Passage-Based Reading and Model Reading Tests feature an untitled passage of informational text followed by vocabulary-in-context and comprehension questions.                      Example: “The author’s overall attitude or tone in the passage is BEST described as: a. factual and objective” (Model Reading Test, Unit 13).</p> <ul style="list-style-type: none"> <li>• Passage-Based Reading (Units 1–10)</li> <li>• Model Reading Test (Units 11–15)</li> </ul>

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Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(10) <b>Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	
<p>(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;</p>	<p><b>DIGITAL RESOURCES</b> <b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes.                             <ul style="list-style-type: none"> <li>○ Writing Your Thesis Statement (1-2 minutes)</li> <li>○ Prewriting (3-4 minutes)</li> <li>○ Writing Your Draft (17-18 minutes)</li> </ul> </li> </ul>
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p><b>DIGITAL RESOURCES</b> <b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes.                             <ul style="list-style-type: none"> <li>○ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> <li>• 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.</li> </ul>
<p>(D) edit drafts using standard English conventions,</p>	<p><b>DIGITAL RESOURCES</b> <b>Additional Practice</b> (each Unit)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Timed Essay (Units 1-10) Students write a response to a statement in a total of 25 minutes.                             <ul style="list-style-type: none"> <li>○ Editing and Revising Your Draft (2-3 minutes)</li> </ul> </li> </ul>

**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(11) <b>Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><b><u>ANNOTATED TEACHER'S EDITION</u></b>  <b>Best Practices for Using Vocabulary Workshop in the Classrooms</b></p> <ul style="list-style-type: none"> <li>• Writing with Vocabulary, TE pp. T21–T22 Ask students to write poems for individual words; write myths about the origins of individual words or groups of words.</li> <li>• Vocabulary Projects and Games, TE p. T22 Student groups may tell stories using vocabulary words. Create groups according to the students' abilities and levels.</li> </ul> <p><b><u>STUDENT EDITION</u></b>  <b>Writing: Words in Action</b></p> <p>This prompt is in the form of a text-dependent question that asks 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.</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"> <li>• Unit 4 Writing Prompt #2, p. 58; Unit 9 Writing Prompt #1, p. 116; Unit 13 Writing Prompt #1, p. 172</li> </ul>
<p>(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;</p>	<p><b><u>STUDENT EDITION</u></b>  <b>Writing: Words in Action</b></p> <p>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.</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"> <li>• Unit 3 Writing Prompt #2, p. 40; Unit 6 Writing Prompts 1 &amp; 2, p. 78; Unit 9 Writing Prompt #2, p. 116; Unit 11 Writing Prompt #1, p. 144; Unit 12 Writing Prompt #2, p. 154; Unit 13 Writing Prompt #2, p. 172; Unit 14 Writing Prompt #2, p. 182; Unit 15 Writing Prompt #1, p. 192</li> </ul>

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**§110.24. English Language Arts and Reading, Grade 8, Adopted 2017.**

Texas Essential Knowledge and Skills (TEKS)	Vocabulary Workshop, Level C / Grade 8
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      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.</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"> <li>• Unit 1 Writing Prompt #2, p. 20; Unit 2 Writing Prompts 1 &amp; 2, p. 30; Unit 3 Writing Prompt #1, p. 40; Unit 4 Writing Prompt #1, p. 58; Unit 5 Writing Prompts 1 &amp; 2, p. 68; Unit 7 Writing Prompts 1 &amp; 2, p. 96; Unit 8 Writing Prompts 1 &amp; 2, p. 106; Unit 10 Writing Prompt #2, p. 134; Unit 11 Writing Prompt #2, p. 144; Unit 12 Writing Prompt #1, p. 154; Unit 15 Writing Prompt #2 p. 192</li> </ul>
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><b>STUDENT EDITION</b>  <b>Writing: Words in Action</b>                      Writing: Words in Action writing prompts include suggestions for composing correspondence.</p> <ul style="list-style-type: none"> <li>• Unit 1 Writing Prompt #1, p. 20; Unit 10 Writing Prompt #1, p. 134; Unit 14 Writing Prompt #1, p. 182</li> </ul>