## Vocabulary by unit

The following lists of words and phrases are the leveled vocabulary that students are learning in the ELD units. These words are taken directly out of the reading passages excerpted from the core texts. The lessons integrate the use of these words into the listening, speaking, reading and writing activities.

## Grade 6

Unit 6A: Dahl \& Narrative
Get Started

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| story <br> grab your attention <br> detail(s) <br> notice (to notice) <br> write about (to write about) | grab your attention <br> detail(s) <br> moment <br> notice (to notice) <br> describe (to describe) | grab your attention <br> detail(s) <br> moment <br> notice (to notice) <br> describe (to describe) |
| Lessons 4 and 5 |  |  |
| showing (to show) <br> focused (to focus) <br> sharing (to share) <br> made an impact (to make an impact) <br> responded (to respond) | showing (to show) <br> focused (to focus) <br> sharing (to share) <br> made an impact (to make an impact) <br> responded (to respond) | focused (to focus) <br> sharing (to share) <br> made an impact (to make an impact) <br> picture (to picture) <br> response |
| Lessons 8 and 9 |  |  |
| working with <br> starter <br> discuss (to discuss) <br> passage <br> opinion(s) | working with <br> starter <br> discuss (to discuss) <br> passage <br> opinion(s) | discuss (to discuss) <br> passage <br> opinion(s) <br> specific <br> develop (to develop) |
| Lessons 10 and 11 |  |  |
| vocabulary mean (to mean) antonym(s) synonym(s) root | vocabulary <br> antonym(s) <br> synonym(s) <br> root <br> prefix(es) <br> suffix(es) | antonym(s) <br> synonym(s) <br> root <br> prefix(es) |

Boy: Tales of Childhood by Roald Dahl

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| hag <br> dirt <br> mustache <br> disgusting <br> filth | hag <br> loathsome <br> filth <br> disgusting <br> foul | hag <br> loathsome <br> clung (to cling) <br> grime <br> foul |
| Lessons 4 and 5 |  |  |
| stared (to stare) <br> suddenly <br> wonderful <br> brave <br> tremble (to tremble) | across casually suddenly slope flashed (to flash) | slope <br> flashed (to flash) <br> swift <br> ambition <br> hesitation |
| Lessons 8 and 9 |  |  |
| jar <br> stinky <br> slapped (to slap) <br> cheered (to cheer) <br> danced (to dance) | slip (to slip) <br> grab (to grab) <br> wonder <br> genius <br> tremendously | slip (to slip) <br> wonder <br> genius <br> grinning (to grin) <br> tremendously |
| Lessons 10 and 11 |  |  |
| uncomfortable <br> dead <br> all of a sudden <br> silent <br> frightening | uncomfortable <br> frightening <br> scent of danger <br> authority <br> explanation | scent of danger authority explanation faint reasonable |
| Lessons 14 and 15 |  |  |
| violently <br> burning <br> sting <br> skin <br> job | sting <br> gasp <br> agony <br> doubt (to doubt) <br> violently | ```agony inclined splendid doubt (to doubt) stroke``` |
| Lessons 16 and 17 |  |  |
| marched (to march) <br> road <br> gate <br> hard | marched (to march) <br> took no notice (to take no notice) <br> slightest <br> method | ```erect method slightest took no notice (to take no notice)``` |

Unit 6B: Tom \& Sherlock
The Adventures of Tom Sawyer by Mark Twain

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| ```closet tricks jam disappeared (to disappear) fool``` | slight <br> flight <br> scrambled (to scramble) <br> desperate <br> seize (to seize) | seize (to seize) <br> slight <br> hovered (to hover) <br> desperate <br> peril |
| Lessons 4 and 5 |  |  |
| whitewashing (to whitewash) fence wish (to wish) interested answered (to answer) | absorbed suits (to suit) criticized (to criticize) nibbling (to nibble) in a new light | contemplated (to contemplate) <br> in a new light <br> nibbling (to nibble) <br> absorbed <br> resumed (to resume) |
| Lessons 8 and 9 |  |  |
| careful <br> honest <br> face <br> heart | considered (to consider) <br> consent (to consent) <br> core <br> heart | considered (to consider) <br> consent (to consent) <br> altered (to alter) <br> reluctance |
| Lessons 10 and 11 |  |  |
| disappeared (to disappear) performances balance (to balance) flower | worshipped (to worship) <br> pretended (to pretend) <br> admiration <br> performances | furtive <br> show off (to show off) <br> absurd <br> grieving (to grieve) |
| Lessons 14 and 15 |  |  |
| sugar <br> reached (to reach) <br> slipped (to slip) <br> dropped (to drop) <br> silent | broke (to break) <br> unbearable <br> mischief <br> ecstasies | torment (to torment) <br> unbearable <br> ecstasies <br> pity |
| Lessons 16 and 17 |  |  |
| tried (to try) <br> friendly <br> bell <br> sweat | work (to work) <br> can't stand (to stand) <br> sweat <br> used to | can't stand (to stand) ornery <br> sermons <br> used to |

"The Speckled Band" by Sir Arthur Conan Doyle

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| studied (to study) <br> strange <br> refused (to refuse) <br> wealth | glancing (to glance) <br> strange <br> refused (to refuse) <br> wealth | associate (to associate) occurred (to occur) come to light rumors |
| Lessons 4 and 5 |  |  |
| pass (to pass) <br> Ionelier <br> died (to die) <br> marriage | fate <br> awake <br> terror <br> sprang up (to spring up) | in the course of fate opposition shaken |

"The Red-Headed League" by Sir Arthur Conan Doyle

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | $\begin{array}{l}\text { glancing (to glance) } \\ \text { strange } \\ \text { refused (to refuse) } \\ \text { wealth }\end{array}$ | $\begin{array}{l}\text { associate (to associate) } \\ \text { studied (to study) } \\ \text { strange } \\ \text { refused (to refuse) } \\ \text { wealth }\end{array}$ |
| come to light |  |  |
| rumors |  |  |$\}$

Unit 6C: The Chocolate Collection
Fair Trade Chocolate

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| field <br> pick <br> buy <br> sold (to sell) | forced (to force) in order for survive slaves | survive <br> slaves <br> at risk <br> out of the question |
| Lessons 4 and 5 |  |  |
| farms <br> sign <br> fair <br> promising (to promise) | promising (to promise) <br> control <br> companies <br> emerging | emerging <br> industry <br> certified <br> fair and square |

Chocolate: If It Doesn't Kill You, It May Make You Smarter

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| drawing explosive bomb steel | slabs <br> mechanism break off initiates | sort of indicate revealed sharply |
| Lessons 4 and 5 |  |  |
| consumption ties <br> published experts | boost evidence nevertheless correlation | take (this) with a grain of salt dispute contention correlation |

## A Dream Come True: Smarter AND Healthier?

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| $\begin{array}{l}\text { admits } \\ \text { smart } \\ \text { cause } \\ \text { effect }\end{array}$ | $\begin{array}{l}\text { speculates } \\ \text { likely } \\ \text { giggling (to giggle) } \\ \text { dose }\end{array}$ | patriotic |
| Lessons 4 and 5 bias |  |  |$]$ gross | discloses |
| :--- |$|$| dream come true <br> reduce <br> improve <br> diet | ingredient <br> short-term <br> moderation <br> contribute | risk factor <br> implicated <br> compensate |
| :--- | :--- | :--- |

Chocolate: The Pros and Cons

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| research <br> improvements <br> regularly <br> showed | study <br> promising <br> effect(s) <br> involved | bittersweet <br> blood clotting <br> reduction <br> indicators |
| Lessons 4 and 5 | obesity <br> diabetes <br> decay <br> requently <br> risk <br> conclusion <br> minimum | gobbling up (to gobble) <br> indulgence <br> burn (the) calories <br> chronic |

Unit 6D: The Greeks
Prometheus

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| morning <br> beast <br> weather <br> shadow | appear (to appear) <br> beast <br> innocence <br> persuades (to persuade) | enlighten (to enlighten) <br> ignorance <br> innocence <br> persuades (to persuade) |
| Lessons 4 and 5 | entertainment <br> miserable <br> destroy (to destroy) <br> rage | rage <br> vengeance <br> mountain <br> chains <br> destroy - (to destroy) <br> miserable |

## Odysseus

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging <br> guests <br> gope <br> gifts <br> voice | panic <br> vast <br> contrary <br> pitiless |
| Lessons 4 and 5 | contrary <br> pitiless <br> customarily <br> promptly |  |
| patience <br> protect (to protect) <br> curled (to curl) <br> terrible | patience <br> curled (to curl) <br> burdened (to burden) <br> scheme | scheme <br> burdened (to burden) <br> stock <br> tortured (to torture) |

## Arachne

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| taught (to teach) claimed (to claim) wins (to win) laughed (to laugh) | instructor <br> claimed (to claim) <br> grace <br> sole | grace <br> bundled (to bundle) <br> conjured (to conjure) <br> sole |
| Lessons 4 and 5 |  |  |
| lived (to live) <br> brain <br> granddaughter(s) <br> contest | decrepit <br> challenge <br> babble <br> contest | decrepit possess (to possess) babble practice what she preaches |
| Lessons 8 and 9 |  |  |
| neck <br> jumped (to jump) <br> rope <br> swinging (to swing) | squeezed (to squeeze) <br> dangled (to dangle) <br> wicked <br> shrank (to shrink) | wicked <br> shrank (to shrink) <br> jerked (to jerk) <br> injustice |
| Lessons 10 and 11 |  |  |
| tiny <br> hangs (to hang) <br> web(s) <br> became (to become) | patterned <br> slender <br> weaves (to weave) <br> retains (to retain) | slender <br> retains (to retain) <br> diminished (to diminish) <br> ceaselessly |

Unit 6E: Reading the Novel
M.C. Higgins, the Great by Virginia Hamilton

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| mother <br> character <br> fact <br> goal | star <br> text <br> author <br> focus | dude <br> sequence <br> infer <br> assist |
| Lessons 4 and 5 |  |  |
| together <br> area <br> chart <br> similar | to mind paragraph strategy narrator | stalk unspoken agreement aspect perspective |
| Lessons 8 and 9 |  |  |
| coal <br> nightmare(s) <br> adult <br> image | heal <br> affect <br> source <br> issue | edgy <br> anticipate <br> impact <br> major |
| Lessons 10 and 11 |  |  |
| scared <br> every day <br> always <br> create | ledge <br> highlight <br> achieve <br> describe | shining beacon in the midst of transition context |
| Lessons 14 and 15 |  |  |
| hurrying <br> chapter <br> subject <br> event | revealed freedom environment locate | concealed <br> aware <br> individual <br> specific |
| Lessons 16 and 17 |  |  |
| memory <br> swim <br> energy <br> communicate | drown shaking respond compare | shrank back consider consequence outcome |

## M.C. Higgins, the Great by Virginia Hamilton (cont.)

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 20 and 21 |  |  |
| fingers <br> react <br> approach <br> explain | crippled <br> conflict <br> motive <br> topic | feel small <br> defects <br> assume <br> theory |
| Lessons 22 and 23 |  |  |
| behind detail claim plot | threat <br> role <br> challenge <br> assign | smirked imply concept clarify |
| Lessons 26 and 27 |  |  |
| knife <br> edit <br> define <br> clue | tense <br> predict <br> method <br> quote | got (something) through my head significant require constant |
| Lessons 28 and 29 |  |  |
| reason <br> revise <br> project <br> identify | gravestone <br> process <br> summary <br> task | worn <br> available <br> conclude <br> structure |

Unit 6F: Titanic
A Night to Remember by Walter Lord

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| everybody <br> warning(s) <br> message(s) <br> enough | enough <br> part-time <br> last time <br> wireless | sank (to sink) <br> wireless <br> appreciated (to appreciate) <br> worked out (to work out) |
| Lessons 4 and 5 |  |  |
| filling <br> below <br> group(s) <br> passenger(s) | evidence <br> passenger(s) <br> vertical <br> loading (to load) | vertical <br> saved (to save) <br> backed them up (to back up) <br> chance |

## Grade 7

Unit 7A: Red Scarf Girl \& Narrative
Get Started

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| story <br> grab your attention <br> detail(s) <br> notice (to notice) <br> write about | grab your attention <br> detail(s) <br> moment <br> notice (to notice) <br> describe (to describe) | grab your attention <br> detail(s) <br> moment <br> notice (to notice) <br> describe (to describe) |
| Lessons 4 and 5 |  |  |
| showing (to show) <br> focused (to focus) <br> sharing (to share) <br> made an impact <br> responded (to respond) | showing (to show) <br> focused (to focus) <br> sharing (to share) <br> made an impact <br> responded (to respond) | focused (to focus) sharing (to share) made an impact picture (to picture) response |
| Lessons 8 and 9 |  |  |
| working with <br> starter <br> discuss (to discuss) <br> passage <br> opinion(s) | working with <br> starter <br> discuss (to discuss) <br> passage <br> opinion(s) | discuss (to discuss) <br> passage <br> opinion(s) <br> specific <br> develop (to develop) |
| Lessons 10 and 11 |  |  |
| vocabulary <br> mean (to mean) <br> antonym(s) <br> synonym(s) <br> root | vocabulary <br> antonym(s) <br> synonym(s) <br> root <br> prefix(es) <br> suffix(es) | antonym(s) <br> synonym(s) <br> root <br> prefix(es) |

Unit 7A: Red Scarf Girl \& Narrative
Red Scarf Girl by Ji-li Jiang

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| parents <br> happy <br> scarf <br> proud <br> doubted (to doubt) | doubted (to doubt) <br> proud <br> fateful <br> revolution <br> excel | doubted (to doubt) <br> fateful <br> revolution <br> excel <br> trusting |
| Lessons 4 and 5 |  |  |
| complicated <br> sigh <br> audition <br> investigation <br> problem | complicated <br> sigh <br> investigation <br> sorrow <br> admitted (to admit) | investigation <br> sorrow <br> wardrobe <br> wailed (to wail) <br> political |
| Lessons 8 and 9 |  |  |
| admiration <br> inspectors <br> oppose (to oppose) <br> guilty <br> handsome | inspectors <br> oppose (to oppose) <br> guilty <br> eliminating (to eliminate) <br> target | guilty <br> eliminating (to eliminate) <br> reflected (to reflect) <br> detrimental <br> fashionable |
| Lessons 10 and 11 |  |  |
| posters <br> suggestions <br> write (to write) <br> roamed (to roam) <br> participate (to participate) | suggestions <br> roamed (to roam) <br> participate (to participate) <br> suspended (to suspend) <br> indefinitely | roamed (to roam) <br> indefinitely <br> fervor <br> criticizing (to criticize) <br> eagerly |
| Lessons 14 and 15 |  |  |
| nominated (to nominate) <br> background <br> phrase <br> admit (to admit) | nominated (to nominate) <br> phrase <br> admit (to admit) <br> taken into account | nominated (to nominate) <br> taken into account <br> gratefully <br> election |

Red Scarf Girl by Ji-li Jiang (cont.)

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 16 and 17 | Bridging |  |
| model | accusations <br> ashamed <br> accusations <br> ashamed <br> avoid (to avoid) | accusations <br> excuse |

Unit 7B: Character \& Conflict
A Raisin in the Sun by Lorraine Hansberry

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| rests (to rest) <br> several <br> through <br> groceries | folds (to fold) <br> crosses (to cross) <br> gone <br> make up your bed (to make up) | unnaturally <br> tense <br> sulking (to sulk) <br> obeys (to obey) |
| Lessons 4 and 5 |  |  |
| power <br> slams (to slam) <br> rich <br> raises (to raise) | stares (to stare) <br> raises (to raise) <br> gaining (to gain) <br> take hold | impatiently <br> passionately <br> anguish <br> pay somebody off |
| Lessons 8 and 9 |  |  |
| package <br> record(s) <br> robe(s) <br> wear (to wear) | drawing out (to draw out) <br> properly <br> admiration <br> teasing (to tease) | drawing out (to draw out) drape (to drape) mutilated (to mutilate) disturbed |
| Lessons 10 and 11 |  |  |
| freezes (to freeze) <br> proud <br> natural <br> expect | proud <br> natural <br> lost your natural mind ashamed | heritage <br> eccentric <br> make an argument <br> assimilationist |

## A Raisin in the Sun by Lorraine Hansberry (cont.)

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 14 and 15 |  |  |
| turns off (to turn off) destroy (to destroy) <br> leaves (to leave) <br> rest | rest of the world meets (to meet) worth holding on to savings account | precious <br> helplessly <br> head of this family <br> from now on |
| Lessons 16 and 17 |  |  |
| went off (to go off) <br> mean (to mean) <br> find (to find) <br> covers (to cover) | take care of (to take care of) leave (to leave) <br> take off (to take off) <br> grabs (to grab) | ```anxiously agony wandering around (to wander around) crying out (to cry out)``` |
| Lessons 20 and 21 |  |  |
| common <br> interest <br> community <br> honest | elected (to elect) caring (to care) hard working has the right to | take advantage of majority bitter background |
| Lessons 22 and 23 |  |  |
| going to be (to be) <br> called you over (to call over) <br> decided (to decide) <br> trouble | facing (to face) pride <br> fight (to fight) offer | cause(s) <br> earned (to earn) <br> wiser <br> folding up (to fold up) |

"Sucker" by Carson McCullers

| Emerging | Expanding | Bridging |
| :--- | :--- | :--- |
| Lessons 2 and 3 <br> every <br> always <br> once <br> fall | used to (to use to) <br> acted (to act) <br> take it in (to take in) <br> notice (to notice) | busted (to bust) <br> guilty <br> figure out (to figure out) <br> instance |
| Lessons 4 and 5 | as though <br> throw up (to throw up) <br> nightmare(s) <br> finish | getting on my nerves <br> stutter (to stutter) <br> remarked (to remark) |
| blast (to blame) <br> growing <br> fast |  | sick and tired |

Unit 7C: Brain Science
Phineas Gage: A Gruesome but True Story About Brain Science by John Fleischman

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| lucky recovery accident average | average <br> simplest <br> deals with <br> through | good with his hands construction blasting suffer |
| Lessons 4 and 5 |  |  |
| kill person causes closed | blow <br> bruised <br> strike (to strike) <br> swells (to swell) | swells (to swell) <br> choke (to choke) <br> battered <br> room |
| Lessons 8 and 9 |  |  |
| realize (to realize) <br> break <br> dangerous <br> warm | unwashed floating (to float) wound invading | invading reproduce (to reproduce) toxic represent |
| Lessons 10 and 11 |  |  |
| vision <br> faded (to fade) <br> carrying (to carry) <br> let him go | presence <br> efficient <br> state <br> capable | ```reclaim (to reclaim) intact conflicts (to conflict) desire(s)``` |
| Lessons 14 and 15 |  |  |
| surround (to surround) imagine (to imagine) <br> make sense of senses (to sense) | plugs into (to plug into) <br> visualize (to visualize) <br> coordinates (to coordinate) <br> senses (to sense) | cerebral <br> report (to report) <br> automatic <br> samples (to sample) |
| Lessons 16 and 17 |  |  |
| part <br> in charge <br> form (to form) <br> rules | in charge responsible for problem solving planning | responsible for react (to react) reasoning flinch |

"Demystifying the Adolescent Brain" by Laurence Steinberg

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| contains (to contain) <br> slows down (to slow down) <br> connection(s) <br> changing | connection(s) <br> formed (to form) <br> itch <br> changing | formed (to form) perceive process development |
| Lessons 4 and 5 |  |  |
| unused produces (to produce) <br> takes place <br> growth | produces (to produce) <br> growth <br> decline <br> eliminated (to eliminate) | cognitive <br> functioning <br> eliminated (to eliminate) <br> regions |
| Lessons 8 and 9 |  |  |
| enjoyable activity rewarding pay attention | increase <br> pleasure <br> exhibit <br> go out of their way | intense <br> tunnel vision <br> anticipating (to anticipate) <br> drive |
| Lessons 10 and 11 |  |  |
| mature behavior system(s) solve (to solve) | mature <br> system(s) <br> solve (to solve) <br> consequences | cognition <br> consequences <br> nature <br> distinction |

Unit 7D: Poetry \& Poe
Poetry

| Emerging | Expanding | Bridging |
| :--- | :--- | :--- |
| Lessons 2 and 3 | narrow <br> fellow <br> rides (to ride) <br> grass <br> comb | divides (to divide) <br> sudden <br> further |

## Poetry (cont.)

| Emerging | Expanding | Bridging |
| :--- | :--- | :--- |
| Lessons 4 and 5 | without |  |
| alone |  |  |
| met |  |  |
| without |  |  |
| feel | wrinkled <br> tighter | tighter <br> transport <br> secure (to secure) <br> barefoot |

"The Tell-Tale Heart" by Edgar Allan Poe

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| nervous <br> calmly <br> mad <br> tell (to tell) | nervous <br> calmly <br> mad <br> sharpened (to sharpen) | acute <br> calmly <br> above all <br> sharpened (to sharpen) |
| Lessons 4 and 5 |  |  |
| idea <br> loved (to love) <br> gold <br> desire | haunted (to haunt) desire made up my mind idea | conceived (to conceive) haunted (to haunt) take the life rid (to rid) |
| Lessons 8 and 9 |  |  |
| quick <br> heavy <br> noise <br> beating (to beat) | maintain (to maintain) <br> kept still <br> uncontrollable <br> increased (to increase) | fury refrained (to refrain) steadily uncontrollable |
| Lessons 10 and 11 |  |  |
| ringing <br> scream (to scream) <br> quickly <br> sound | chatted (to chat) <br> convinced (to convince) <br> suspected (to suspect) <br> pale | chatted (to chat) <br> fluently <br> at ease <br> pale |

## "The Cask of Amontillado" by Edgar Allan Poe

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| wine <br> respected (to respect) <br> punish (to punish) <br> revenge | revenge <br> insult <br> opportunity <br> definitively | opportunity <br> definitively <br> settled (to settle) <br> resolved (to resolve) |
| Lessons 4 and 5 |  |  |
| walls <br> rooms <br> winding <br> staircase | sufficient <br> passed (to pass) <br> toward <br> disappearance | requesting (to request) <br> farther <br> cough <br> sufficient |
| Lessons 8 and 9 |  |  |
| bones <br> piled (to pile) <br> dull <br> enable | appeared (to appear) <br> expose (to expose) <br> interval <br> depth | displacing (to displace) <br> exposed (to expose) <br> proceed (to proceed) <br> termination |
| Lessons 10 and 11 |  |  |
| stone <br> followed (to follow) <br> chain <br> return (to return) | surface <br> interrupted (to interrupt) <br> positively <br> recovered (to recover) | resist (to resist) <br> among <br> uncovered (to uncover) <br> recovered (to recover) |

"The Raven" by Edgar Allan Poe

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| wine <br> curtain <br> tapping (to tap) <br> visitor <br> forgotten (to forget) | volume borrow (to borrow) forgotten (to forget) uncertain | rare <br> curious <br> muttering (to mutter) <br> uncertain |
| Lessons 4 and 5 |  |  |
| evil <br> shadow <br> still <br> distant | adore (to adore) <br> parting (to part) <br> sign <br> distant | sign <br> prophet <br> clasp (to clasp) <br> token |

Unit 7E: Shakespeare's Romeo \& Juliet
Romeo \& Juliet by William Shakespeare

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| alike <br> pair <br> both <br> stage | patient <br> take their life <br> bury (to bury) <br> continuance | dignity <br> passage <br> grudge <br> continuance |
| Lessons 4 and 5 |  |  |
| smooth (to smooth) <br> rough <br> blushing <br> touch | grant (to grant) <br> faith <br> gentle <br> blushing | grant (to grant) <br> faith <br> holy <br> devotion |
| Lessons 8 and 9 |  |  |
| other <br> hear (to hear) <br> tear (to tear) <br> enemy | title <br> tear (to tear) <br> perfection <br> belonging to | title <br> tear (to tear) <br> perfection <br> counsel |

## Romeo \& Juliet by William Shakespeare (cont.)

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 10 and 11 |  |  |
| villain injuries excuse (to excuse) dearly | satisfied farewell excuse (to excuse) afford (to afford) | satisfied bear (to bear) devise (to devise) turn and draw |
| Lessons 14 and 15 |  |  |
| hurt scratch between forbid (to forbid) | courage <br> fetch (to fetch) <br> all for the best <br> deep as a well | courage <br> plague <br> surgeon <br> deep as a well |
| Lessons 16 and 17 |  |  |
| gentleman <br> beauty <br> determine (to determine) <br> keep him company | untimely <br> depend (to depend) <br> amazed <br> temper | untimely reputation in my behalf spirit |
| Lessons 20 and 21 |  |  |
| believe (to believe) <br> fear <br> monster <br> stay (to stay) | remain (to remain) keeps (to keep) depart (to depart) guide | remain (to remain) desperate depart (to depart) at once |
| Lessons 22 and 23 |  |  |
| poison <br> brief <br> stabs (to stab) <br> true love | rust (to rust) brief stabs (to stab) true love | rust (to rust) sheath timeless true love |

Unit 7F: The Gold Rush Collection
The Gold Rush

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| lost (to lose) <br> last <br> letter <br> receive (to receive) | except <br> valuable <br> sacrifice <br> receive (to receive) | trade <br> nearly <br> sacrifice <br> close |
| Lessons 4 and 5 | assistance |  |
| sum <br> single <br> never <br> hole | succeeded (to succeed) <br> requested (to request) <br> gathering (to gather) | go through the motions <br> permitting (to permit) <br> income <br> gains |

## Grade 8

Unit 8A: World War II \& Narrative
Get Started

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| grab your attention <br> detail(s) <br> notice (to notice) <br> describe (to describe) | grab your attention <br> detail(s) <br> moment <br> notice (to notice) <br> describe (to describe) | grab your attention <br> detail(s) <br> notice (to notice) <br> describe (to describe) |
| Lessons 4 and 5 |  |  |
| focus (to focus) <br> made an impact <br> showing (to show) <br> respond (to respond) | focus (to focus) <br> made an impact <br> showing (to show) <br> respond (to respond) | focus (to focus) made an impact description response |
| Lessons 8 and 9 |  |  |
| passage <br> argument <br> evidence <br> direct quote(s) | passage <br> argument <br> evidence <br> direct quote(s) | passage <br> argument <br> evidence <br> revise (to revise) |
| Lessons 10 and 11 |  |  |
| antonym(s) <br> synonym(s) <br> root <br> prefix <br> suffix | antonym(s) <br> synonym(s) <br> root <br> prefix <br> suffix | antonym(s) <br> synonym(s) <br> root <br> prefix <br> suffix |

Going Solo by Roald Dahl

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| fabulous <br> vibrating (to vibrate) <br> left (to leave) <br> fly (to fly) | fabulous <br> vibrating (to vibrate) <br> journey <br> voyage | nowadays nowhere on the way voyage |
| Lessons 4 and 5 |  |  |
| solid <br> naked <br> ghost <br> short | solid <br> naked <br> weakly <br> attitude | jealous <br> had the guts to <br> recognized (to recognize) <br> disapproving (to disapprove) |
| Lessons 8 and 9 |  |  |
| slowly <br> movements <br> standing (to stand) trying (to try) | immediately <br> frightened (to frighten) <br> pointed (to point) <br> show (to show) | twice <br> addressed (to address) <br> identical <br> move on |
| Lessons 10 and 11 |  |  |
| neck <br> lots of bringing (to bring) pushed (to push) | hurried (to hurry) <br> good news <br> back <br> sometimes | hurried (to hurry) <br> good news <br> never <br> swung (to swing) |
| Lessons 14 and 15 |  |  |
| trick <br> taste <br> because <br> problems | trick <br> experienced (to experience) <br> noticed (to notice) <br> treated (to treat) | disguising (to disguise) <br> experienced (to experience) <br> exceptional <br> treated (to treat) |
| Lessons 16 and 17 |  |  |
| outside <br> folding (to fold) <br> miracle <br> waist | bending over (to bend over) entire <br> miracle <br> waist | bending over (to bend over) <br> entire <br> ridiculous <br> evacuated (to evacuate) |

Unit 8B: Biography \& Literature
Benjamin Franklin

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| invented (to invent) creating (to create) proved (to prove) common | common <br> national <br> uniting (to unite) <br> practical | unique <br> approach <br> contagious <br> national |
| Lessons 4 and 5 |  |  |
| published <br> power <br> stuck (to stick) <br> free | arranged (to arrange) <br> published <br> completely <br> identity | impressing (to impress) <br> treatment <br> apprentice <br> assumed name |
| Lessons 8 and 9 |  |  |
| silence <br> pleasure <br> agree (to agree) <br> advice | suggest (to suggest) <br> escape (to escape) <br> follow (to follow) <br> denied (to deny) | contradicting (to contradict) <br> indirectly <br> guide(s) <br> argument |
| Lessons 10 and 11 |  |  |
| club <br> borrow (to borrow) <br> printer(s) <br> members | benefit <br> established (to establish) <br> consult (to consult) <br> proposed (to propose) | obliged (to oblige) <br> conference(s) <br> colonies <br> hired (to hire) |
| Lessons 14 and 15 |  |  |
| visit <br> demonstrations tricks sparks | entertained (to entertain) <br> demonstrations <br> rubbing (to rub) <br> sparks | showman <br> specialized (to specialize) <br> theories <br> displayed (to display) |
| Lessons 16 and 17 |  |  |
| transform (to transform) <br> thin <br> image <br> dressed (to dress) | transform (to transform) dressed (to dress) amused aware | plainly <br> tailor <br> aware <br> picture (to picture) |

## Benjamin Franklin (cont.)

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 20 and 21 |  |  |
| wanders (to wander) arrival reminded (to remind) observer | pretending (to pretend) <br> roots <br> runaway <br> scenes | aristocratic peel (to peel) bedraggled puffy |
| Lessons 22 and 23 |  |  |
| immigrated (to immigrate) <br> repeatedly <br> structures <br> rights | immigrated (to immigrate) <br> status <br> social <br> stressed | frugal replicate (to replicate) industrious assertive |

## Declaration of Independence by Thomas Jefferson

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| equal <br> liberty <br> just <br> organizing (to organize) | alter (to alter) destructive abolish (to abolish) pursuit | safety institute (to institute) governed principles |
| Lessons 4 and 5 |  |  |
| details document similar contain (to contain) | drafted (to draft) <br> specific <br> attempts <br> contain (to contain) | recounted (to recount) <br> particulars <br> despite <br> conciliatory |

Unit 8C: Liberty \& Equality
Narrative of the Life of Frederick Douglass by Frederick Douglass

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| near <br> during <br> allowed (to allow) <br> knowledge | record <br> knowledge <br> source <br> allowed (to allow) | seldom <br> source <br> accurate <br> inquiries |
| Lessons 4 and 5 |  |  |
| opinion <br> separated (to separate) <br> whispered (to whisper) <br> master | whispered (to whisper) <br> master <br> frequently <br> affection | withheld (to withhold) <br> frequently <br> affection <br> unless |
| Lessons 8 and 9 |  |  |
| required (to require) <br> victim <br> forget (to forget) <br> however | however <br> whip (to whip) <br> witnessed (to witness) <br> series | however <br> literally <br> affect (to affect) <br> force |
| Lessons 10 and 11 |  |  |
| given (to give) <br> done <br> ready <br> preparing (to prepare) | preparing (to prepare) <br> armed <br> rise (to rise) <br> prevented (to prevent) | rise (to rise) <br> awakened (to awaken) <br> prevented (to prevent) <br> armed |
| Lessons 14 and 15 |  |  |
| soon <br> assisted (to assist) <br> spell (to spell) <br> expected (to expect) | assisted (to assist) <br> found out (to find out) <br> progress <br> struggled (to struggle) | instruct (to instruct) <br> obey (to obey) <br> train of thought <br> spoil (to spoil) |
| Lessons 16 and 17 |  |  |
| difficulty <br> purpose <br> impress (to impress) <br> inspire (to inspire) | aid <br> purpose <br> inspire (to inspire) <br> gained (to gain) | gained (to gain) <br> high hopes <br> aid <br> determination |

Incidents in the Life of a Slave Girl by Harriet Ann Jacobs

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| till (until), <br> supporting, <br> comfortable <br> long distances | skillful <br> condition <br> supporting <br> long distances | head <br> condition <br> purchase <br> complexion |
| Lessons 4 and 5 | bought <br> begged <br> trader <br> far | begged <br> intended <br> exclaimed <br> bought |
| highest <br> far <br> lead |  |  |

## The Boys' War by Jim Murphy

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| over <br> voice <br> found <br> searching | romantic searching motion ripped up | romantic exploding run away motion |
| Lessons 4 and 5 |  |  |
| services <br> worried <br> prisoners <br> buried | buried services wondered unknown | shallow wondered longed (for) modern |

## The Gettysburg Address by Abraham Lincoln

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| testing <br> final nation should | nation civil war dedicate portion | years ago <br> dedicate <br> engaged <br> civil war |
| Lessons 4 and 5 |  |  |
| unfinished living poor great | task <br> honored <br> poor <br> unfinished | note <br> task <br> honored <br> fought |

Unit 8D: Science \& Science Fiction
Frankenstein by Mary Shelley and Gris Grimly

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| closely <br> native <br> communication <br> determined (to determine) | tenderly <br> affectionate <br> investigation <br> accompanied (to accompany) | investigating (to investigate) indications sought (to seek) vacancy |
| Lessons 4 and 5 |  |  |
| collected (to collect) <br> describe (to describe) <br> selected (to select) <br> seek (to seek) | accomplishment <br> describe (to describe) <br> set (to set) <br> created (to create) | accomplishment <br> proportion <br> contrast <br> features |
| Lessons 6 and 8 |  |  |
| tale <br> author <br> quit <br> sight | tale <br> author <br> quit <br> sight | existence <br> accuse <br> defense <br> expression |
| Lessons 10 and 11 |  |  |
| enabled (to enable) <br> often <br> trait <br> poverty | poverty <br> considerable <br> trait <br> reserved (to reserve) | perceived (to perceive) <br> exceed (to exceed) <br> especially <br> exhibited (to exhibit) |

Frankenstein by Mary Shelley and Gris Grimly (cont.)

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 14 and 15 |  |  |
| protection <br> fail (to fail) <br> habits <br> task | claim (to claim) <br> reside (to reside) <br> prejudice <br> creatures | claim (to claim) sincerely clouds their eyes sympathy |
| Lessons 16 and 17 |  |  |
| hide (to hide) <br> race <br> results <br> promise | race <br> female <br> species <br> results | probability <br> comply (to comply) <br> superior <br> species |
| Lessons 22 and 23 |  |  |
| hope <br> stretched <br> supported (to support) <br> prey | force <br> prey <br> supported (to support) <br> soothed (to sooth) | prey <br> fate <br> renewed (to renew) <br> continually |
| Lessons 22 and 23 |  |  |
| descend (to descend) <br> busy <br> narration <br> future | dimmed (to dim) <br> narration <br> inspecting (to inspect) <br> descend (to descend) | incidents <br> snatched (to snatch) <br> agitates (to agitate) <br> overwhelming |
| Lessons 26 and 27 |  |  |
| pursue <br> conduct (to conduct) <br> calculating <br> swear (to swear) | resolution <br> pursue <br> voluntary <br> fled (to flee) | distorted (to distort) <br> resolution <br> mortal <br> cursed (to curse) |
| Lessons 28 and 29 |  |  |
| murdered (to murder) <br> devoted (to devote) <br> extinct <br> vanish (to vanish) | remembrance <br> degraded (to degrade) <br> grasped (to grasp) <br> vanish (to vanish) | degraded (to degrade) <br> desolation <br> wretch <br> consume (to consume) |

## Poetical Science

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | rigorously <br> resource <br> strategy <br> inflict (to inflict) | accuracy <br> psychological <br> physical <br> suffered (to suffer) <br> accepted (to accept) <br> inspired (to inspire) |
| cease (to cease) |  |  |
| Lessons 4 and 5 <br> concept <br> symbols <br> developing (to develop) | envisioned (to envision) <br> on the contrary <br> regulating (to regulate) <br> manipulate | devised (to devise) <br> adapted (to adapt) <br> take for granted |

Unit 8E: The Frida \& Diego Collection
My Art, My Life: An Autobiography by Diego Rivera

| Emerging |  | Expanding |
| :--- | :--- | :--- |
| Lessons 2 and 3 | Bridging |  |
| artist <br> events <br> discuss (to discuss) <br> eyebrows | go on (to go on) <br> delicate <br> livelihood <br> professionally | go on (to go on) <br> worth my while <br> livelihood <br> straightforward |
| Lessons 4 and 5 | prefers (to prefer) <br> therefore <br> standard <br> irritated (to irritate) | invariably <br> rather <br> standard <br> irritated (to irritate) |
| spent (to spend) <br> waking hours <br> concern <br> stupidity |  |  |

Unit 8F: The Space Race Collection
The Space Race: An Introduction

| Emerging | Expanding | Bridging |
| :---: | :---: | :---: |
| Lessons 2 and 3 |  |  |
| speed <br> first <br> finished (to finish) <br> land (to land) | land (to land) <br> achieve (to achieve) <br> embarrassed <br> launched (to launch) | launched (to launch) <br> multi-person <br> circled <br> stunned (to stun) |
| Lessons 4 and 5 |  |  |
| surprise <br> onto <br> joined (to join) <br> competition | joined (to join) <br> spread (to spread) <br> relax (to relax) <br> another | spread (to spread) <br> victory <br> period <br> mission |

