



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level H

Aligned to the
English Standards of Learning for
Virginia Public Schools – January 2010
Grade Twelve

CONTENTS

KEY ALIGNED CONTENT

Page 2 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

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Page 17 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

Page 19 12.7 The student will write, revise, and edit writing [correct use of spelling].

SADLIER

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English Standards of Learning for Virginia Public Schools – January 2010

Grade Twelve

The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product, by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

KEY ALIGNED CONTENT

Strand: Reading

Virginia English Standards of Learning		Vocabulary Workshop Enriched Edition, Level H							
Grade Twelve		Feature / Location	Description						
12.3	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.								
(a)	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	Vocabulary Strategy: Word Structure —p. 8 <i>Examples [Level H, p. 8]</i> Prefixes, suffixes, and roots, or bases, are word parts. One strategy for determining an unknown word's meaning is to "take apart" the word and think about the parts. <table border="1"><thead><tr><th>Prefix</th><th>Meaning</th><th>Sample Words</th></tr></thead><tbody><tr><td>com-, con-</td><td>together, with</td><td>compatriot, contact</td></tr></tbody></table>	Prefix	Meaning	Sample Words	com-, con-	together, with	compatriot, contact	In Vocabulary Strategy: Word Structure , students learn about word parts—prefixes, suffixes, and roots or bases. Additional instruction is provided on the Classical Roots page of the Word Study section.
Prefix	Meaning	Sample Words							
com-, con-	together, with	compatriot, contact							

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	<p>A base or root is the main part of a word to which prefixes and suffixes may be added. The following lists may help you figure out the meaning of new or unfamiliar words.</p> <table border="1" data-bbox="926 488 1367 561"> <thead> <tr> <th>Greek Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-gnos</td> <td>know</td> <td>diagnostic</td> </tr> </tbody> </table> <table border="1" data-bbox="926 591 1367 688"> <thead> <tr> <th>Latin Root</th> <th>Meaning</th> <th>Sample Words</th> </tr> </thead> <tbody> <tr> <td>-tain-, -ten-, -tin-</td> <td>hold, keep</td> <td>contain, tenure, retinue</td> </tr> </tbody> </table>	Greek Root	Meaning	Sample Words	-gnos	know	diagnostic	Latin Root	Meaning	Sample Words	-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue	
	Greek Root	Meaning	Sample Words											
	-gnos	know	diagnostic											
Latin Root	Meaning	Sample Words												
-tain-, -ten-, -tin-	hold, keep	contain, tenure, retinue												
<p>Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level H, Unit 7, p. 92]</i></p> <p>14. nemesis (n.) an agent or force inflicting vengeance or punishment; retribution itself; an unbeatable rival</p> <p>Calculus proved to be my <u>nemesis</u>.</p> <p>SYNONYMS: comeuppance, avenger</p> <p>ANTONYMS: guardian angel, ally, patron</p>	<p>The three-page Definitions section at the beginning of each unit serves as a master reference of information for each of the unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.</p> <p>Students are instructed to note carefully the spelling, pronunciation, part or parts of speech, and definition for each new word. There is also an illustrative sentence, plus synonyms and antonyms.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>													
<p>Synonyms—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p.</p>	<p>The Synonyms activity for each unit requires students to draw on context and</p>													

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	<p>76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level H, Unit 10, p. 132]</i></p> <p>1. to slay those enemies in their path <u>immolate</u></p>	<p>structural analysis clues to help find a unit word to match each given synonym.</p> <p>By referring back to the presentation of unit words in the Definitions section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Antonyms—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level H, Unit 10, p. 133]</i></p> <p>1. descended from peasants <u>patricians</u></p>	<p>For the Antonyms activity for each unit, students use context and structural analysis clues to help find a unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p> <p>By referring back to the presentation of unit words in the Definitions section, students will find illustrative sentences, as well as other synonyms and antonyms, that provide additional clues. They are also instructed to use a dictionary if necessary.</p>
	<p>Word Study: Classical Roots—Review Units 1–3 (sem, simil, simul), p. 49; Review Units 4–6 (gen), p. 87; Review Units 7–9 (mal), p. 125; Review Units 10–12 (chron), p. 163; Review Units 13–15 (temp), p. 201</p> <p><i>Example [Level H, Review Units 1–3, p. 49]</i></p> <p>3. to take apart</p> <p>After the science fair, it took the exhibitors and maintenance crew several hours to fully <u>disassemble</u> the many displays and</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>

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<p>(b) Use context, structure, and connotations to determine meanings of words and phrases.</p>	<p>booths.</p>	
	<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level H, p. 7]</i></p> <p>A contrast clue consists of an <i>antonym</i> for or a phrase that means the opposite of the missing word. For example:</p> <p>“My opinion on the situation may be far too rigid,” I admitted. “On the other hand, yours may be too (malleable, contumelious).”</p> <p>In this sentence, <i>rigid</i> is an antonym of the missing word, <i>malleable</i>. This is confirmed by the presence of the phrase <i>on the other hand</i>, which indicates that the answer must be the opposite of <i>rigid</i>.</p>	<p>In Vocabulary Strategy: Using Context, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.</p> <p>The three types of context clues taught in the program include restatement clue, contrast clue, and inference clue.</p>
	<p>Reading Passages—Unit 1 "Fascinating Rhythm: The Life of George Gershwin" [Biographical Sketch], pp. 12–13; Unit 2 "The Code-breakers of Bletchley Park" [Historical Nonfiction], pp. 22–23; Unit 3 "Charles Ponzi and His Scheme" [Informational Essay], pp. 32–33; Unit 4 "Putting Social Media in Perspective" [Speech], pp. 50–51; Unit 5 "The Comics and Cartoons of Winsor McCay" [Informational Essay], pp. 60–61; Unit 6 "Origins of Anarchism" [Magazine Article], pp. 70–71; Unit 7 "On the Edge" [First-Person Narrative], pp. 88–89; Unit 8 "Target This!" [Persuasive Essay], pp. 98–99; Unit 9 "Volunteer Profile: Jennifer Yoder" [Profile], pp. 108–109; Unit 10 "A River of English" [Humorous Essay], pp. 126–127; Unit 11 "Remarks Prepared for Delivery</p>	<p>At least 15 of the 20 unit vocabulary words are introduced within the context of a two-page, multi-paragraph Reading Passage.</p> <p>Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the unit and the review.</p>

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	<p>Before Congress" [Script for Political Speech], pp. 136–137; Unit 12 "Matriarchal Society" [Expository Essay], pp. 146–147; Unit 13 "Time to Clean Up Space" [Newspaper Editorial], pp. 164–165; Unit 14 "A Gap Year Makes Sense" [Persuasive Essay], pp. 174–175; Unit 15 "Justice for the Amistad" [Newspaper Article], pp. 184–185</p> <p><i>Example [Level H, Unit 5, p. 60]</i></p> <p>As a teenager, McCay's parents browbeat him into attending business school in Michigan, but the young man felt immured by the school, and refused to be corralled into the way of life it represented.</p>	
	<p>Definitions—Unit 1, pp. 14–15; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level H, Unit 9, p. 110]</i></p> <p>Once users choose <u>avatars</u> for the application, they can select preferences and virtually connect with friends.</p>	<p>In the Definitions section that follows each Reading Passage, students see the importance of context as they read each illustrative sentence then write the unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each unit.</p>
	<p>Choosing the Right Word—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.</p>	<p>The Choosing the Right Word exercises present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the</p>

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	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 <i>Example [Level G, Unit 8, p. 103]</i> 7. It is a good deal easier to (raze, allege) an old building than it is to destroy a time-honored social institution.	context of the given sentence.
	Synonyms —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 <i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u>	The Synonyms activity for each unit requires students to rely on context clues to help find a unit word to match each given synonym.
	Antonyms —Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 <i>Example [Level H, Unit 10, p. 133]</i> 1. descended from peasants <u>patricians</u>	The Antonyms activity for each unit requires students to use context clues to help find a unit word to match each given synonym.
	Completing the 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.	For 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.

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	<p>133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p> <p><i>Example [Level H, Unit 12, p. 153]</i></p> <p>9. His vacuous remarks revealed how little he really knew about political economy.</p>	
	<p>Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit 5 [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193</p> <p><i>Example [Level H, Unit 3, p. 41]</i></p> <p>2. This was an antic fellow, half peddler and half mountebank, who traveled about the country on foot to vend hones, strops, razors, washballs, harness-paste, medicine for dogs and horses, cheap perfumery, cosmetics, and such-like wares ... (<i>Oliver Twist</i>)</p> <p>A mountebank is a(n)</p> <p>a. salesman c. swindler b. actor d. doctor</p>	<p>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>

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	<p>Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p> <p><i>Example [Level H, Review Units 4–6, pp. 80–81]</i></p> <p>But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue.</p> <p>2. Tendentious (line 8) most nearly means</p> <ol style="list-style-type: none"> tentative impartial libelous cantankerous partisan 	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
	<p>Two-Word Completions—Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level H, Review Units 1–3, p. 44]</i></p> <p>3. As the detachment of knights galloped over the crest of the hill, it collided with a column of enemy foot soldiers moving up the other side. In the brief but bloody _____ that ensued, two of the king’s most prominent _____ lost their lives, and</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>

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	the Duke of Orleans was wounded. a. polarized . . . schism b. bowdlerized . . . fait accompli c. melee . . . vassals d. vignette . . . bellwethers	
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Adage], p. 83; Review Units 7–9 [Choosing the Right Proverb], p. 121; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><i>Example [Level H, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Proverb 8. You didn't reveal all that happened last night. Remember, half the truth is often a whole lie. _____</p>	As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.
	<p>Word Study: Expressing the Connotation—Review Units 1–3 [Expressing the Connotation], p. 48; Review Units 4–6 [Expressing the Connotation], p. 86; Review Units 7–9 [Expressing the Connotation], p. 124; Review Units 10–12 [Expressing the Connotation], p. 162; Review Units 13–15 [Expressing the Connotation], p. 200</p> <p><i>Example [Level H, Review Units 13–15, p. 200]</i></p> <p>positive 8. The child (burgeoned, matured) after spending the summer in the</p>	In Word Study: Expressing the Connotation , 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).

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	<p>sophisticated metropolis.</p> <p>Word Study: Classical Roots—Review Units 1–3 (sem, simil, simul), p. 49; Review Units 4–6 (gen), p. 87; Review Units 7–9 (mal), p. 125; Review Units 10–12 (chron), p. 163; Review Units 13–15 (temp), p. 201</p> <p><i>Example [Level H, Review Units 1–3, p. 49]</i></p> <p>3. to take apart</p> <p>After the science fair, it took the exhibitors and maintenance crew several hours to fully disassemble the many displays and booths.</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>
<p>(c) Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p>Word Study: Denotation and Connotation—Review Units 1–3, p. 47; Review Units 4–6, p. 85; Review Units 7–9, p. 123; Review Units 10–12, p. 161; Review Units 13–15, p. 199</p> <p><i>Example [Level H, Review Units 7–9, p. 123]</i></p> <p>Shades of Meaning</p> <ol style="list-style-type: none"> 1. lackluster – 2. empathy + 3. ad hoc 0 4. nepotism – 	<p>Each Word Study: Denotation and Connotation lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations—positive (+), negative (–), or neutral (0).</p> <p>In the Shades of Meaning exercises that conclude the lesson, students analyze the positive, negative, or neutral connotation of several words.</p>
	<p>Word Study: Expressing the Connotation/ Challenge: Using Connotation—Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–</p>	<p>In Word Study: Expressing the Connotation, students read each sentence and consider context clues before selecting one of two vocabulary words that best</p>

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	<p>12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level H, Review Units 4–6, p. 86]</i></p> <p>Expressing the Connotation negative 2. I The mayor delivered a (lecture, philippic) to end the strike.</p> <p><i>Example [Level H, Review Units 4–6, p. 86]</i></p> <p>Challenge: Using the Connotation 3. The waiter’s tactless <u>maladroit</u> service was only the beginning of an unpleasant evening out; the night culminated in us missing the movie.</p> <p><i>Sample response: The more positive connotation of <u>maladroit</u> demonstrates that the waiter was physically clumsy but not insensitive.</i></p>	<p>expresses the target connotation (positive, negative, or neutral).</p> <p>In Challenge: Using Connotation, students apply what they've learned about being sensitive to the nuances in the meaning of words. They select words studied in the previous three units to replace highlighted words in the sentences provided. Then they explain how the connotation of the replacement word changes the tone of the sentence.</p>
<p>(d) Identify the meaning of common idioms, literary and classical allusions in text.</p>	<p>Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit 5 [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193</p> <p><i>Example [Level H, Unit 3, p. 41]</i></p> <p>2. This was an antic fellow, half peddler and half mountebank, who traveled about the</p>	<p>The Vocabulary in Context: Literary Text pages feature allusions to classical literature in the form of excerpts from the works of great British and American writers.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>

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	<p>country on foot to vend hones, strops, razors, washballs, harness-paste, medicine for dogs and horses, cheap perfumery, cosmetics, and such-like wares ... (<i>Oliver Twist</i>)</p> <p>A mountebank is a(n)</p> <p>a. salesman c. swindler</p> <p>b. actor d. doctor</p>	
	<p>Word Study: Adages, Idioms, and Proverbs—Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Adage], p. 83; Review Units 7–9 [Choosing the Right Proverb], p. 121; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197</p> <p><i>Example [Level H, Review Units 7–9, p. 121]</i></p> <p>Choosing the Right Proverb</p> <p>8. You didn't reveal all that happened last night. Remember, half the truth is often a whole lie. _____</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p>(e) Expand general and specialized vocabulary through speaking, reading, and writing.</p>	<p>Throughout the program</p>	<p>Throughout the program students build and extend vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaned extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and</p>

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		writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of general and specialized vocabulary.
<p>(f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>Vocabulary in Context: Literary Text—Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Henry Fielding], p. 59; Unit 5 [George Meredith], p. 69; Unit 6 [Henry David Thoreau], p. 79; Unit 7 [Somerset Maugham], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [Wilkie Collins], p. 117; Unit 10 [H.L. Mencken], p. 135; Unit 11 [Mark Twain], p. 145; Unit 12 [Mary Wollstonecraft Shelley], p. 155; Unit 13 [Nathaniel Hawthorne], p. 173; Unit 14 [Jonathan Swift], p. 183; Unit 15 [Anthony Trollope], p. 193</p> <p><i>Example [Level H, Unit 14, p. 183]</i></p> <p>2. This garret windows and tops of houses were so crowded with spectators, that I thought in all my travels I had not seen a more populous place. (<i>Gulliver's Travels</i>)</p> <p>A populous place has a lot of</p> <p>a. diversion c. people b. a d. scenery</p>	<p>The Vocabulary in Context: Literary Text pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> <p>The pages also give students the opportunity to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.</p> <p>This examination of the use of language in historical texts helps students better understand and appreciate the evolution of meaning and diversity of language.</p>

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12.5	The student will read and analyze a variety of nonfiction texts.		
(a)	Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level H, p. 9]</i></p> <p>Inference Questions ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> • It can be inferred from the passage that. . . • The author implies that. . . • Evidently the author feels that. . . <p><i>Example [Level H, p. 10]</i></p> <p>Questions About Tone show your understanding of the author’s attitude toward the subject of the passage. Words that describe tone, or attitude, are “feeling” words, such as <i>indifferent, ambivalent, scornful, astonished, respectful</i>. These are typical questions:</p> <ul style="list-style-type: none"> • The author’s attitude toward . . . is best described as . . . • Which word best describes the author’s tone? <p>To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).</p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.</p> <p>There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.</p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author’s Technique.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>
(f)	Draw conclusions and make inferences on explicit and implied information using textual support.		

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	<p>Code-breakers of Bletchley Park" [Historical Nonfiction], pp. 22–23; Unit 3 "Charles Ponzi and His Scheme" [Informational Essay], pp. 32–33; Unit 4 "Putting Social Media in Perspective" [Speech], pp. 50–51; Unit 5 "The Comics and Cartoons of Winsor McCay" [Informational Essay], pp. 60–61; Unit 6 "Origins of Anarchism" [Magazine Article], pp. 70–71; Unit 7 "On the Edge" [First-Person Narrative], pp. 88–89; Unit 8 "Target This!" [Persuasive Essay], pp. 98–99; Unit 9 "Volunteer Profile: Jennifer Yoder" [Profile], pp. 108–109; Unit 10 "A River of English" [Humorous Essay], pp. 126–127; Unit 11 "Remarks Prepared for Delivery Before Congress" [Script for Political Speech], pp. 136–137; Unit 12 "Matriarchal Society" [Expository Essay], pp. 146–147; Unit 13 "Time to Clean Up Space" [Newspaper Editorial], pp. 164–165; Unit 14 "A Gap Year Makes Sense" [Persuasive Essay], pp. 174–175; Unit 15 "Justice for the Amistad" [Newspaper Article], pp. 184–185</p> <p><i>Example [Level H, Unit 5, p. 60]</i></p> <p>As a teenager, McCay’s parents browbeat him into attending business school in Michigan, but the young man felt immured by the school, and refused to be corralled into the way of life it represented.</p>	<p>natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.</p> <p>Students read the words in context to activate prior knowledge then draw on restatement, contrast, and inference clues to help them determine the meaning of unfamiliar words.</p> <p>In addition, the Reading Passages provide context clues and information referenced in other activities in the unit and review, including Choosing the Right Word and the Writing: Words in Action writing prompts.</p>
	<p>Vocabulary for Comprehension—Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests.</p>

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	<p>[Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p> <p><i>Example [Level H, Review Units 4–6, pp. 80–81]</i></p> <p>But forays into the question of precisely when they were invented and by whom have been inconclusive, tendentious, and filled with intrigue.</p> <p>2. Tendentious (line 8) most nearly means</p> <ul style="list-style-type: none"> a. tentative b. impartial c. libelous d. cantankerous e. partisan 	<p>Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>

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<p>12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.</p>	<p>Writing: Words in Action—Unit 1, Writing Prompt #1 [descriptive essay], p. 20; Unit 3, Writing Prompt #1 [expository essay], p. 40; Unit 4, Writing Prompt #1 [cause-and-effect essay], p. 58; Unit 5, Writing Prompt #1 [compare-and-contrast essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 7, Writing Prompt #1 [descriptive</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond</p>

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	<p>essay], p. 96; Unit 8, Writing Prompt #1 [definition essay], p. 106; Unit 10, Writing Prompt #1 [compare-and-contrast essay], p. 134; Unit 11, Writing Prompt #1 [statement], p. 144; Unit 12, Writing Prompt #1 [compare-contrast essay], p. 154; Unit 13, Writing Prompt #2 [compare-and-contrast essay], p. 172; Unit 14, Writing Prompt #1 [letter or email explaining choice], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p> <p><i>Example [Level H, Unit 8, p.106]</i></p> <ol style="list-style-type: none"> 1. Look back at “Target This!” (pages 98–99). Consider the e-marketing and business practices common among online retailers nowadays, and then consider what these businesses may or may not know about you. Write an essay in which you write a definition of “personal privacy” and describe how it has, or hasn’t, changed over the past 50 to 100 years. Use at least three details from the passage and three unit words. <p><i>Example [Level H, Unit 12, p.154]</i></p> <ol style="list-style-type: none"> 1. Look back at “Matriarchal Society” (pages 146–147). Imagine a modern society or government dominated by women. How would it function in the same way and/or differently as compared to a male-dominated society or government? Use this personal vision to write a compare-contrast essay, using at least two details from the passage and three unit words, in which you consider how a matriarchal society would look. 	<p>appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

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12.6	The student will develop expository and informational, analyses, and persuasive/argumentative writings.	<p>Writing: Words in Action—Unit 1, Writing Prompt #2 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 30; Unit 3, Writing Prompt #2 [opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompt #2 [persuasive letter or e-mail], p. 96; Unit 8, Writing Prompt #2 [opinion essay], p. 106; Unit 9, Writing Prompts #1 & #2 [argument; opinion essay], p. 116; Unit 10, Writing Prompt #2 [persuasive email to a legislator], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 13, Writing Prompt #1 [persuasive statement], p. 172; Unit 14, Writing Prompt #2 [opinion essay], p. 182; Unit 15, Writing Prompt #2 [opinion essay], p. 192</p> <p><i>Example [Level H, Unit 7, p.96]</i></p> <p>2. Imagine you are one of the friends mentioned in the “On the Edge” narrative (pages 88–89). Write a letter or e-mail to the narrator in which you convince her to go kayaking for the first time. Write at least three paragraphs and use three or more words from this unit.</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.</p> <p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>
12.7	The student will write, revise, and edit writing.		
	(b) Apply grammatical conventions to edit writing	Definitions —Unit 1, pp. 14–15; Unit 2, pp.	Each unit begins with a three-page

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<p>for correct use of language, spelling, punctuation, and capitalization.</p>	<p>24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p> <p><i>Example [Level H, Unit 1, p. 14]</i> <i>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.</i></p>	<p>Definitions section. Twenty words in the numbered study list are presented in a dictionary-style format.</p> <p>Students are instructed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.</p>
	<p>Synonyms—Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190</p> <p><i>Example [Level H, Unit 10, p. 132]</i> 1. to slay those enemies in their path <u>immolate</u></p>	<p>For the Synonyms activity, students write the appropriate synonym, referring back to the Definitions section as needed for the correct spelling of each unit word.</p>
	<p>Antonyms—Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191</p> <p><i>Example [Level H, Unit 10, p. 133]</i></p>	<p>For the Antonyms activity, students write the appropriate antonym, referring back to the Definitions section as needed for the correct spelling of each unit word.</p>

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	<p>1. descended from peasants <u>patricians</u></p> <p>Completing the 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</p> <p><i>Example [Level H, Unit 12, p. 153]</i></p> <p>9. His <u>vacuous</u> remarks revealed how little he really knew about political economy.</p>	<p>For Completing the Sentence, students write the unit word that best completes each sentence in the exercise, referring back to the Definitions section as needed for the correct spelling.</p>