



SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

Level E

Aligned to

Ohio's New Learning Standards for English Language Arts, Grade 9–10

CONTENTS

KEY ALIGNED CONTENT

- Page 1 READING: Literature: Craft and Structure
- Page 2 READING: Informational Text: Craft and Structure
- Page 4 WRITING: Text Types and Purposes
- Page 7 LANGUAGE: Vocabulary Acquisition and Use

ADDITIONAL ALIGNED CONTENT

- Page 18 READING: Informational Text: Key Ideas and Details
- Page 19 READING: Informational Text: Craft and Structure
- Page 20 LANGUAGE: Conventions of Standard English



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Vocabulary Workshop, Level E ©2012

Aligned to the

Common Core State Standards for English Language Arts, Grade 9–10**KEY ALIGNED CONTENT****READING: Literature: Craft and Structure**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>Vocabulary in Context: Literary Text—Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193</p> <p><i>Example [Level E, Unit 12, p. 155]</i></p> <p>4. “There’s one thing you may be sure of, Pip,” said Joe, after some rumination, “namely, that lies is lies. Howsoever they come, they didn’t ought to come, and they come from the father of lies, and work round to the same. Don’t you tell no more of ‘em, Pip.”</p> <p>A rumination is a(n)</p> <p>a. hesitation c. deliberation b. relaxation d. investigation</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>They also have 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>

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Vocabulary and Reading—pp. 9–10</p> <p><i>Example [Level E, 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 E, 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>
	<p>Reading Passages—Unit 1 "The Globe Theatre: Then and Now" [Historical Nonfiction], pp. 12–13; Unit 2 "Fashion Victims" [Informational Essay], pp. 22–23; Unit 3 "Finding the Facts: Techniques of Modern Crime-Scene Investigation" [Expository Essay], pp. 32–33; Unit 4 "Patronage of the Arts: Help or Hindrance?" [Narrative Nonfiction], pp. 50–51; Unit 5 "Democracy: From Athens to America" [Speech], pp. 60–61; Unit 6 "When the Wall Came Tumbling Down" [Oral History], pp. 70–71; Unit 7</p>	<p>Each of the 15 Reading Passages is a two-page informational text that introduces at least 15 of the 20 Unit vocabulary words in a 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 context clues to help them determine the meaning of unfamiliar</p>

READING: Informational Text: Craft and Structure

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>"Emmeline Pankhurst" [Biographical Sketch], pp. 88–89; Unit 8 "Anita Stockton Talks about Risk and Reward on the Stock Market" [Interview with an Expert], pp. 98–99; Unit 9 "The Last Day in Pompeii" [Diary Entry], pp. 108–109; Unit 10 "Hakoah Athletes: From Strength to Victory" [Historical Nonfiction], pp. 126–127; Unit 11 "Should Government Sponsor the Arts?" [Debate], pp. 136–137; Unit 12 "Do Not Forget Our Earliest Cultures" [Letter to the Editor], pp. 146–147; Unit 13 "Life on the High Seas" [Log], pp. 164–165; Unit 14 "A Short History of Hygiene" [Informational Essay], pp. 174–175; Unit 15 "World-Famous Dance Troupe Announces First U.S. Tour" [Press Release], pp. 184–185</p> <p><i>Example [Level E, Unit 11, p. 136]</i></p> <p>Without government subsidies, arts such as regional dance companies, local playhouses, and art institutes face stark and unpleasant futures. Museums will be unable to maintain their artistic integrity if they have to placate wealthy donors who possess a merely superficial knowledge of art— or no knowledge at all.</p>	<p>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 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><i>Example [Level E, Review Units 4–6, pp. 80–81]</i></p> <p>Nor do you need to work as hard as other gardeners to suppress weeds and wildflowers. Even crabgrass provides food for some species of caterpillars.</p>	<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>

READING: Informational Text: Craft and Structure

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>8. Suppress (line 44) most nearly means</p> <ul style="list-style-type: none"> a. promote b. irrigate c. spread d. avoid e. stifle <p><i>Example [Level E, Review Units 10–12, p. 156]</i></p> <p>The need to control and harness this potent force of nature was clear, and the federal government responded.</p> <p>6. In line 20, the author uses the phrase “potent force of nature” to refer to the</p> <ul style="list-style-type: none"> a. Hoover Dam b. Colorado River c. Boulder Canyon d. Grand Canyon e. Rocky Mountains 	

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ▪ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), 	<p>Writing: Words in Action—Unit 1, Writing Prompt #1 [persuasive letter], p. 20; Unit 3, Writing Prompt #1 [compare-and-contrast essay on most effective technique], p. 40; Unit 4, Writing Prompts #1 & #2 [support- a-position essay; persuasive letter to potential patron], p. 58; Unit 5, Writing Prompt #2 [support- a-position essay], p. 68; Unit 7, Writing Prompts #1 & #2 [editorial on women's suffrage;</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>

WRITING: Text Types and Purposes

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> ▪ Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. ▪ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ▪ Provide a concluding statement or section that follows from and supports the argument presented. 	<p>support-a-position essay], p. 96; Unit 8, Writing Prompt #2 [support-a-position essay], p. 106; Unit 10, Writing Prompts #1 & #2 [support-a-position essays], p. 134; Unit 11, Writing Prompt #1 & #2 [editorial; support-a-position essay], p. 144; Unit 12, Writing Prompt #2 [support-a-position essay], p. 154; Unit 13, Writing Prompt #2 [support-a-position essay], p. 172; Unit 14, Writing Prompt #1 [public service announcement], p. 182; Unit 15, Writing Prompts #1 & #2 [ballet review; support-a-position essay], p. 192</p> <p><i>Example [Level E, Unit 15, p.192]</i></p> <p>1. Look back at “World-Famous Dance Troupe Announces First U.S. Tour,” the press release for the Ballets Russes (pages 184–185). Suppose you attended a performance of the Ballets Russes. In an effort to persuade others to attend a performance by this troupe, write a review, explaining why you recommend the ballet. Use at least two details from the passage and three unit words.</p>	<p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>
<p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> ▪ Develop the topic with well-chosen, 	<p>Writing: Words in Action— Unit 1, Writing Prompt #2 [compare-and-contrast essay], p. 20; Unit 2, Writing Prompts #1 & #2 [essay], p. 30; Unit 3, Writing Prompt #2 [essay], p. 40; Unit 5, Writing Prompts #1 & #2 [essay], p. 68; Unit 6, Writing Prompt #2 [essay], p. 78; Unit 7, Writing Prompt #2 [essay], p. 96; Unit 8, Writing Prompt #1 [financial advice column], p. 106; Unit 9, Writing Prompts #1 & #2 [encyclopedia entry; letter on emergency preparedness], p. 116; Unit 12, Writing Prompt #1 [compare-and-contrast essay], p. 154; Unit 14,</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>

WRITING: Text Types and Purposes

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WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> ▪ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ▪ Use precise language and domain-specific vocabulary to manage the complexity of the topic. ▪ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ▪ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>Writing Prompt #2 [informative essay], p. 182</p> <p><i>Example [Level E, Unit 1, p. 20]</i></p> <p>2. Think about how the experience of attending live theater is different from the experience of going to a movie theater. Write a brief essay in which you compare and contrast watching a play at a theater or playhouse to watching a film at a movie theater. Use examples from your reading (refer to pages 12–13), personal experiences, and prior knowledge to support your points of comparison. Use three or more words from this Unit.</p> <p><i>Example [Level E, Unit 9, p. 116]</i></p> <p>1. Look back at “My Last Day in Pompeii” (pages 108–109). Write a brief encyclopedia entry about the eruption of Vesuvius. Base your account on information from the diary entry, but present the information in an objective rather than subjective way, writing from the third-person point of view. Include just the facts, without personal opinions or observations. Support your account using at least two details from the passage and three unit words.</p>	
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>Writing: Words in Action— Unit 6, Writing Prompt #1 [newspaper article describing imagined experiences], p. 78; Unit 13, Writing Prompt #1 [letter describing imagined experiences], p. 172</p> <p><i>Example [Level E, Unit 13, p. 172]</i></p> <p>1. Look back at “Life on the High Seas” (pages 164–165). Suppose you are Captain Cook, commander of the Endeavour. Write a letter to</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>

WRITING: Text Types and Purposes

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WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> ▪ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ▪ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ▪ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ▪ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>your family, describing your experiences on the voyage and assuring them that you are well. Use at least two details from the passage and three unit words.</p>	<p>The second prompt is modeled after writing tasks found on standardized tests such as the SAT.</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>		

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 	<p>Vocabulary Strategy: Using Context—p. 7</p> <p><i>Example [Level E, 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 view of the situation may be far too rosy,” I admitted.</p> <p>“On the other hand, yours may be a bit (optimistic, bleak).”</p> <p>In this sentence, <i>rosy</i> is an antonym of the missing word, <i>bleak</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>rosy</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, 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</p> <p><i>Example [Level E, Unit 5, p. 61]</i></p> <p>He repealed many of Draco’s harsh laws and replaced them with ones allowing for clemency.</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>
	<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 E, Unit 3, p. 36]</i></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>

LANGUAGE: Vocabulary Acquisition and Use

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>In most cultures, people try to <u>perpetuate</u> the customs of their ancestors.</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. 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</p> <p><i>Example [Level E, Unit 9, p. 113]</i></p> <p>7. Your (ardent, brash) interest in ecology shows that you care deeply about the welfare of this planet.</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 context of the given 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 E, Unit 3, p. 38]</i></p> <p>1. pestered by flies and mosquitoes <u>harassed</u></p>	<p>The Synonyms activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.</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 E, Unit 15, p. 191]</i></p> <p>3. an extremely pleasant manner <u>abrasive</u></p>	<p>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.</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</p>	<p>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.</p>

LANGUAGE: Vocabulary Acquisition and Use

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	<p>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 E, Unit 4, p. 57]</i></p> <p>4. Antibiotics were once considered wonder drugs, but we now know that they are not panaceas for all our physical ailments.</p>	
	<p>Vocabulary in Context: Literary Text—Unit 1 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193</p> <p><i>Example [Level E, Unit 12, p. 155]</i></p> <p>2. “And couldn’t Uncle Pumblechook, being always considerate and thoughtful for us—though you may not think it, Joseph,” in a tone of the deepest reproach, as if he were the most callous of nephews, “then mention this boy, standing Prancing here”—which I solemnly declare I was not doing—“that I have for ever been a willing slave to?”</p> <p>A callous person is NOT</p> <p>a. cruel c. caring b. careful d. thoughtless</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>Vocabulary for Comprehension—Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review</p>	<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</p>

LANGUAGE: Vocabulary Acquisition and Use

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	<p>Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><i>Example [Level E, Review Units 4–6, pp. 80–81]</i></p> <p>Nor do you need to work as hard as other gardeners to suppress weeds and wildflowers. Even crabgrass provides food for some species of caterpillars.</p> <p>8. Suppress (line 44) most nearly means</p> <ul style="list-style-type: none"> a. promote b. irrigate c. spread d. avoid e. stifle 	<p>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 E, Review Units 1–3, p. 44]</i></p> <p>6. I have _____ chosen an excerpt from the president’s inaugural address that I’d like to use in my report. Unfortunately, the passage is far too long to reproduce _____.</p> <ul style="list-style-type: none"> a. tentatively . . . verbatim b. stolidly . . . coerce c. meticulously . . . reiterate d. feasibly . . . liquidate 	<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>
	<p>Word Study: Adages, Idioms, and Proverbs— Review Units 1–3 [Choosing the Right Adage], p. 45; Review Units 4–6 [Choosing the Right Idiom], p. 83; Review Units 7–9 [Choosing the Right Idiom], p.</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</p>

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Proverb], p. 197</p> <p><i>Example [Level E, Review Units 13–15, p. 197]</i></p> <p>6. After I scored the winning goal, I twisted my ankle badly, but I decided to take the bitter with the sweet. _____</p>	<p>expressions.</p>
	<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 E, Review Units 4–6, p. 86]</i></p> <p>neutral 8. I greatly (esteem, respect) those who do good deeds anonymously, without any expectation of reward.</p>	<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).</p>
	<p>Word Study: 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</p> <p><i>Example [Level E, Review Units 1–3, p. 49]</i></p> <p>5. to release or send forth (“send out”)</p> <p>Crickets emit a shrill chirp by rubbing their wings together.</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>
<ul style="list-style-type: none"> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 	<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;</p>	<p>In Definitions, simple abbreviations give the part of speech with each definition. When a word functions as more than one part of speech, the appropriate abbreviation appears before the</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 Word Study: 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 <i>Example [Level E, Review Units 4–6, p. 87]</i> 5. one who commits a crime, evildoer (“one who does evil”) The malefactors will stand trial for their terrible deeds.	corresponding definition. 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.
<ul style="list-style-type: none"> ▪ Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ▪ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	Vocabulary Strategy: Using Context (inference clues)—p. 7 <i>Example [Level E, p. 7]</i> An inference clue implies but does not directly state the meaning of the missing word or words. For example: “A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.” a. ignorance . . . painter c. wealth . . . surgeon b. wisdom . . . beginner d. knowledge . . . storyteller In this sentence, there are several inference clues: (a) the word scholar suggests <i>knowledge</i> ; (b) the words novel, <i>artistry</i> , and <i>skill</i> suggest the word <i>storyteller</i> . These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.	Located in the textbook front matter, Vocabulary Strategy: Using Context provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.
	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.	The three-page Definitions section at the beginning of each Unit serves as a master reference of information for each of the Unit

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>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 E, Units 7, p. 91]</i></p> <p>9. implicate (im' plə kät) (v.) to involve in; to connect with or be related to</p> <p>The suspects never stood trial because there was no solid evidence to implicate them in the daring series of robberies.</p> <p>SYNONYMS: incriminate, entangle ANTONYMS: absolve, exculpate</p>	<p>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. 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 E, Unit 3, p. 38]</i></p> <p>1. pestered by flies and mosquitoes <u>harassed</u></p>	<p>For the Synonyms activity in each Unit, students are directed 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 E, Unit 15, p. 191]</i></p> <p>3. an extremely pleasant manner <u>abrasive</u></p>	<p>For the Antonyms activity in each Unit, students are directed to use a dictionary if necessary.</p>
	<p>Word Study: Writing with Adages—Review Units 1–3, p. 46; Writing with Idioms—Review Units 4–6, p. 84; Writing with Idioms—Review Units 7–9, p. 122;</p>	<p>Students are directed to use a print or online dictionary as needed.</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	Writing with Idioms —Review Units 10–12, p. 160; Writing with Proverbs —Review Units 13–15, p. 198	
	Word Study: 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	Students are directed to use a print or online dictionary as needed.
	Word Study: Denotation and Connotation —Review Units 10–12, p. 161	Students are cautioned to consider shades of meaning when choosing synonyms from a thesaurus.
	Online Components: iWords Audio Program — vocabularyworkshop.com	The online iWords Audio Program provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> ▪ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 	Word Study: Adages, Idioms, and Proverbs — Review Units 1–3 [Adages], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Proverbs], pp. 197–198 <i>Example [Level E, Review Units 1–3, p. 45]</i> Choosing the Right Adage 4. “ Better safe than sorry, ” my mother said as she waited for me to fasten my seatbelt. <hr style="width: 10%; margin: 0 auto;"/> <i>Example [Level E, Review Units 7–9, p. 121]</i> Choosing the Right Idiom 10. I heard you were in hot water when your father found out you borrowed the car without asking.	As part of the Word Study lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs. An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” “a dark horse.” An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.” A proverb is a statement that provides a lesson or

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>_____</p> <p><i>Example [Level E, Review Units 7–9, p. 122]</i></p> <p>Writing with Idioms 12. go out on a limb</p> <p>_____</p> <p><i>Example [Level E, Review Units 13–15, p. 198]</i></p> <p>Writing with Proverbs 2. You can't judge a book by its cover.</p> <p>_____</p>	<p>a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”</p> <p>After introductory instruction, students practice Choosing the Right Adage/Idiom/Proverb by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>
<ul style="list-style-type: none"> Analyze nuances in the meaning of words with similar denotations. 	<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>The Definitions section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms – words with similar denotations – and antonyms.</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 E, Unit 3, p. 38]</i></p> <p>1. pestered by flies and mosquitoes <u>harassed</u></p>	<p>In the Synonyms activity in each Unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the Word Study: Denotation and Connotation lessons provided in the Review at the end of every three Units.</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>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</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p><i>Example [Level E, Review Units 1–3, p. 47]</i></p> <p>Shades of Meaning 1. insidious – 2. fortitude + 3. unkempt –</p>	<p>organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, Shades of Meaning.</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 10–12, p. 162; Review Units 13–15, p. 200</p> <p><i>Example [Level E, Review Units 1–3, p. 48]</i></p> <p>Expressing the Connotation positive 7. The (exhilarating, pleasing) news about the high annual bonus motivated the employees even more.</p> <p><i>Example [Level E, Review Units 1–3, p. 48]</i></p> <p>Challenge: Using the Connotation 2. The student’s gloomy <u>dour</u> attitude toward his education made his parents concerned about his future.</p> <p>Sample response: <u>Dour suggests an attitude that is not just gloomy but also sour, severe, and perhaps more entrenched, or long-lasting.</u></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 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>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Throughout the program</p>	<p>Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning 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 writing. Word-</p>

LANGUAGE: Vocabulary Acquisition and Use

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
		relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific vocabulary.

ADDITIONAL ALIGNED CONTENT**READING: Informational Text: Key Ideas and Details**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Vocabulary for Comprehension—Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><i>Examples [Level E, Review Units 1–3, p. 43]</i></p> <p>5. Evidently Julia Child’s interest in cooking can be attributed, in part, to</p> <ul style="list-style-type: none"> a. the influence of her husband b. her education at the Cordon Bleu c. her friendship with Simone Beck d. her early childhood e. a love of travel <p>9. The One of Julia Child’s notable achievements was convincing the American public that</p> <ul style="list-style-type: none"> a. cooking is serious business b. anyone can cook French cuisine c. low-fat meals can be prepared quickly 	<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>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>

READING: Informational Text: Key Ideas and Details

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	<ul style="list-style-type: none"> d. French cuisine is superior to American cuisine e. the Cordon Bleu is the best place to study classical French cooking 	

READING: Informational Text: Craft and Structure

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Vocabulary for Comprehension—Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195</p> <p><i>Example [Level E, Review Units 1–3, p. 43]</i></p> <p>12. The author’s attitude toward Julia Child is best described as one of</p> <ul style="list-style-type: none"> a. antipathy b. amusement c. admiration d. acceptance e. apathy <p><i>Example [Level E, Review Units 10–12, p. 157]</i></p> <p>12. The author’s perspective on harnessing the Colorado and other rivers is that of</p> <ul style="list-style-type: none"> a. a concerned environmentalist b. a federal government official c. an opponent of dams d. an impartial reporter e. a proponent of dams 	<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>There are also comprehension questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ▪ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ▪ Use a colon to introduce a list or quotation. ▪ Spell correctly. 	<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 E, Unit 1, p. 14]</i></p> <p><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>Each Unit begins with a three-page 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 E, Unit 3, p. 38]</i></p> <p>1. pestered by flies and mosquitoes <u>harassed</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 E, Unit 15, p. 191]</i></p> <p>3. an extremely pleasant manner <u>abrasive</u></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>
	<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</p>	<p>For Completing the Sentence, students write the Unit word that best completes each sentence in the exercise, referring back to the Definitions</p>

LANGUAGE: Conventions of Standard English

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level E	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	<p>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 E, Unit 4, p. 57]</i></p> <p>4. Antibiotics were once considered wonder drugs, but we now know that they are not <u>panaceas</u> for all our physical ailments.</p>	<p>section as needed for the correct spelling.</p>