



# SADLIER VOCABULARY WORKSHOP

ENRICHED EDITION

**Level D**

Aligned to

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

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**Vocabulary Workshop, Level D** ©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 D	
READING: LITERATURE: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<b>RL.9-10.4.</b> 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><b>Vocabulary in Context: Literary Text</b>— Unit 1 [Louisa May Alcott], p. 21; Unit 2 [Charlotte Brontë], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Daniel Defoe], p. 59; Unit 5 [Henry James], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Jules Verne], p. 97; Unit 8 [H.G. Wells], p. 107; Unit 9 [Jane Austen], p. 117; Unit 10 [Wilkie Collins], p. 135; Unit 11 [Nathaniel Hawthorne], p. 145; Unit 12 [Henry Fielding], p. 155; Unit 13 [Thomas Hardy], p. 173; Unit 14 [Stephen Crane], p. 183; Unit 15 [Mary Wollstonecraft Shelley], p. 193</p> <p><i>Example [Level D, Unit 6, p. 79]</i></p> <p>5. It was not a brutal countenance, but it was <b>prim</b>, hard, and stern, with a firm-set, thin-lipped mouth, and a coldly intolerant eye.</p> <p>Something that is <b>prim</b> is NOT</p> <p>a. proper                      c. neat b. formal                      d. relaxed</p>	<p>The <b>Vocabulary in Context: Literary Text</b> 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 D	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<b>RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including	<p><b>Vocabulary and Reading</b>—pp. 9–10</p> <p><i>Example [Level D, p. 9]</i></p>	<p>Located in the textbook front matter, <b>Vocabulary and Reading</b> explains that word knowledge is</p>

**READING: Informational Text: Craft and Structure**

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READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p>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><b>Inference Questions</b> ask you to make inferences or draw conclusions from the passage. These questions often begin like this:</p> <ul style="list-style-type: none"> <li>• It can be inferred from the passage that. . .</li> <li>• The author implies that. . .</li> <li>• Evidently the author feels that. . .</li> </ul> <p><i>Example [Level D, p. 10]</i></p> <p><b>Questions About Tone</b> 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"> <li>• The author's attitude toward . . . is best described as . . .</li> <li>• Which word best describes the author's tone?</li> </ul> <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>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: <b>Reading Passages</b>, <b>Vocabulary in Context</b>, and <b>Vocabulary for Comprehension</b>.</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><b>Reading Passages</b>—Unit 1 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12–13; Unit 2 "Cowgirls Up!" [Historical Nonfiction], pp. 22–23; Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50–51; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 6 "Modernize the School Calendar" [Persuasive Essay], pp. 70–71; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98–99;</p>	<p>Each of the 15 <b>Reading Passages</b> 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**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108–109; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 11 "Failing Infrastructure" [Newspaper Editorial], pp. 136–137; Unit 12 "Social Networks and Virtual Communication" [Debate], pp. 146–147; Unit 13 "From Trash to Tabletop" [Interview], pp. 164–165; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175; Unit 15 "Jesse Owens: 1913–1980" [Obituary], pp. 184–185</p> <p><i>Example [Level D, Unit 8, p. 98]</i></p> <p>Early sound recordings relied on acoustical means to amplify the sound. Huge, <b>preposterous</b>-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this <b>liability</b>.</p>	<p>words.</p> <p>In addition, the <b>Reading Passages</b> provide context clues and information referenced in other activities in the Unit and Review, including <b>Choosing the Right Word</b> and the <b>Writing: Words in Action</b> writing prompts.</p>
	<p><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 4–6, pp. 80–81]</i></p> <p>Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than <b>stagnant</b> swampland that had no evident or <b>latent</b> value.</p> <p>2. The meaning of <b>stagnant</b> (line 4) is</p> <ol style="list-style-type: none"> <li>a. motionless</li> <li>b. sweet</li> </ol>	<p>The <b>Vocabulary for Comprehension</b> 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
	<ul style="list-style-type: none"> <li>c. dynamic</li> <li>d. flowing</li> <li>e. careless</li> </ul>	

**WRITING: Text Types and Purposes**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p><b>W.9-10.1.</b> 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"> <li>▪ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>▪ 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.</li> <li>▪ <b>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.</b></li> <li>▪ Establish and maintain a formal style and objective tone while attending to the</li> </ul>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompt #1 [opinion essay], p. 30; Unit 3, Writing Prompts #1 &amp; #2 [persuasive essay; opinion essay], p. 40; Unit 5, Writing Prompts #1 &amp; #2 [persuasive essay; opinion essay], p. 68; Unit 6, Writing Prompts #1 #2 [persuasive essay; opinion essay], p. 78; Unit 7, Writing Prompt #1 [problem-solution essay], p. 96; Unit 9, Writing Prompt #1 [speech], p. 116; Unit 10, Writing Prompt #1 [editorial], p. 134; Unit 11, Writing Prompts #1 &amp; #2 [letter to representative; opinion essay], p. 144; Unit 12, Writing Prompts #1 #2 [letter expressing view; problem-solution essay], p. 154; Unit 13, Writing Prompt #1 [problem-solution essay], p. 172; Unit 14, Writing Prompt #1 [persuasive essay], p. 182</p> <p><i>Example [Level D, Unit 14, p.182]</i></p> <p>2. The Seven Wonders were human creations of the ancient world. What are some wonders—either natural or human-made—that exist in the world today? Choose one amazing place, construction, or invention that you think should be considered one of the Seven Wonders of the World. <b>Write a persuasive essay explaining and supporting</b></p>	<p><b>Writing: Words in Action</b> 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 may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.</p>



**WRITING: Text Types and Purposes**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
WRITING: TEXT TYPES AND PURPOSES	FEATURE / LOCATION	DESCRIPTION
<p>norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>your choice. Support your ideas with specific examples of your observations, studies, reading (refer to pages 174–175), or personal experience. Write at least three paragraphs, and use three or more words from this unit.</b></p>	
<p><b>W.9-10.2.</b> 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"> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li><b>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</b></li> <li>Establish and maintain a formal style and</li> </ul>	<p><b>Writing: Words in Action</b>—Unit 1, Writing Prompt #1 [expository essay], p. 20; Unit 2, Writing Prompt #1 [expository essay], p. 30; Unit 4, Writing Prompts #1 &amp; #2 [expository essay], p. 58; Unit 7, Writing Prompt #1 [expository essay], p. 96; Unit 8, Writing Prompts #1 &amp; #2 [cause-effect essay; expository essay], p. 106; Unit 9, Writing Prompt #1 [expository essay], p. 116; Unit 10, Writing Prompt #1 [expository essay], p. 134; Unit 13, Writing Prompt #1 [expository essay], p. 172; Unit 14, Writing Prompt #1 [magazine article], p. 182; Unit 15, Writing Prompts #1 &amp; #2 [character sketch; expository essay], p. 192</p> <p><i>Example [Level D, Unit 1, p. 20]</i></p> <p>1. Look back at “I’ll Wait for the Movie” (pages 12–13). How do the challenges of a filmmaker differ from those of an author? <b>Write a short expository essay in which you explore how some of the major artistic decisions a filmmaker has to make differ from those a novelist has to make.</b> Use at least two details from the passage and three unit words to support your understanding.</p> <p><i>Example [Level D, Unit 2, p. 30]</i></p> <p>1. Look back at “Cowgirl Up!” (pages 22–23). The history of cowgirls is the history of individual women who embodied the independent spirit of the West. Which woman profiled seems like the most</p>	<p><b>Writing: Words in Action</b> 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 may also refer to the Passage or related topic and 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>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p>quintessential, or ideal, cowgirl? <b>Write a short expository essay explaining your choice.</b> Begin your essay with your own definition of what a cowgirl is and the traits she embodies, based on your reading of the passage. Use at least two details from the passage and three unit words to support your understanding.</p> <p><i>Example [Level D, Unit 4, p. 58]</i></p> <p>1. Look back at “Elephant Culture and Conservation” (pages 50–51). Which kind of elephant seems more likely to survive in today’s world—the Asian or the African elephant? <b>Write a short expository essay in which you compare and contrast the two species in order to arrive at a conclusion about their possible futures.</b> Use at least two details from the passage and three unit words to support your conclusions.</p>	

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<p><b>L.9-10.4.</b> 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>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Vocabulary Strategy: Using Context</b>—p. 7</p> <p><i>Example [Level D, p. 7]</i></p> <p>A <b>contrast clue</b> 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 <b>rosy</b>,” I admitted. “On the other hand, yours may be a bit (<b>optimistic, bleak</b>).”</p>	<p>In <b>Vocabulary Strategy: Using Context</b>, 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 <b>restatement clue, contrast clue, and inference clue.</b></p>

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<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><b>Reading Passages</b>—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 D, Unit 6, p. 71]</i></p> <p>Many today see the writing on the wall. They understand that having hardworking and caring educators as well as fresh, thoughtful curricula are not enough to <b>atone</b> for the short school year. In March 2009, President Obama spoke of the <b>intricacies</b> of the issue.</p>	<p>At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph <b>Reading Passage</b>.</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><b>Definitions</b>—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 D, Unit 10, p. 128]</i></p> <p>The <u>diminutive</u> lapdog was so small that it actually fit in its owner's purse.</p>	<p>In the <b>Definitions</b> 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><b>Choosing the Right Word</b>—Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56;</p>	<p>The <b>Choosing the Right Word</b> exercises present a pair of words. Students consider figurative,</p>



**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	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  <i>Example [Level D, Unit 11, p. 141]</i> 9. An old Chinese proverb suggests: “Make a candle to get light; read a book to get ( <b>enlightened, concise</b> ).”	extended, or abstract meanings before selecting the word that best fits the <b>context</b> of the given sentence.
	<b>Synonyms</b> —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 D, Unit 12, p. 152]</i> 1. exiled for <b>treasonous</b> acts <u>    <b>subversive</b>    </u>	The <b>Synonyms</b> activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.
	<b>Antonyms</b> —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 D, Unit 12, p. 153]</i> 2. a <b>delicate</b> build <u>    <b>brawny</b>    </u>	The <b>Antonyms</b> activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.
	<b>Completing the Sentence</b> —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–	For <b>Completing the Sentence</b> , 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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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	182; Unit 15, pp. 191–192  <i>Example [Level D, Unit 14, p. 181]</i>  4. The heavy rains of June brought a(n) <b>influx</b> of mosquitoes into the neighborhoods bordering the marshland.	
	<b>Vocabulary in Context: Literary Text</b> —Unit 1 [Louisa May Alcott], p. 21; Unit 2 [Charlotte Brontë], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Daniel Defoe], p. 59; Unit 5 [Henry James], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Jules Verne], p. 97; Unit 8 [H.G. Welles], p. 107; Unit 9 [Jane Austen], p. 117; Unit 10 [Wilkie Collins], p. 135; Unit 11 [Nathaniel Hawthorne], p. 145; Unit 12 [Henry Fielding], p. 155; Unit 13 [Thomas Hardy], p. 173; Unit 14 [Stephen Crane], p. 183; Unit 15 [Mary Wollstonecraft Shelley], p. 193  <i>Example [Level D, Unit 12, p. 155]</i>  2.... [H]e approached the mountains another way; and though it is true the hills and <b>precipices</b> looked dreadful...we insensibly passed the height of the mountains without being much encumbered with the snow.... ( <i>Robinson Crusoe</i> )  A <b>precipice</b> is a a. very steep cliff      c. large canopy b. pile of rocks      d. group of trees	The <b>Vocabulary in Context: Literary Text</b> 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.  In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.
	<b>Vocabulary for Comprehension</b> —Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the	The <b>Vocabulary for Comprehension</b> 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.

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 4–6, pp. 80–81]</i></p> <p>Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than <b>stagnant</b> swampland that had no evident or <b>latent</b> value.</p> <p>2. The meaning of <b>stagnant</b> (line 4) is</p> <ol style="list-style-type: none"> <li>motionless</li> <li>sweet</li> <li>dynamic</li> <li>flowing</li> <li>careless</li> </ol>	
	<p><b>Two-Word Completions</b>—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 D, Review Units 1–3, p. 44]</i></p> <p>6. Though he began life little better than a(n) _____, with only his hands in his pockets, his highly _____ business deals turned him into a multimillionaire before the age of forty.</p> <ol style="list-style-type: none"> <li>adherent . . . cumbersome</li> <li>usurper . . . spurious</li> <li>brigand . . . mediocre</li> <li>pauper . . . lucrative</li> </ol>	<p>In <b>Two-Word Completions</b>, 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><b>Word Study: Adages, Idioms, and Proverbs</b>—Review Units 1–3 [Choosing the Right Idiom], p. 45;</p>	<p>As part of the <b>Word Study</b> lessons in each Review, the <b>Choosing the Right Adage/Idiom/Proverb</b></p>

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English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Adage], p. 197</p> <p><i>Example [Level D, Review Units 1–3, p. 45]</i></p> <p>2. The value of good herding dogs to a shepherd is as plain as the nose on your face. _____</p>	<p>activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
	<p><b>Word Study: Expressing the Connotation</b>—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 D, Review Units 4–6, p. 86]</i></p> <p><b>negative 4.</b> Despite its interesting subject matter, the painting seemed (<b>fated, destined</b>) to not attract anyone’s attention.</p>	<p>In <b>Word Study: Expressing the Connotation</b>, 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><b>Word Study: Classical Roots</b>—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 D, Review Units 4–6, p. 87]</i></p> <p>6. the act of doing without; refraining</p> <p>The doctor advised the patient to observe total <u>abstention</u> from fatty foods to prevent another heart attack.</p>	<p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>

**LANGUAGE: Vocabulary Acquisition and Use**

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
<ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> </ul>	<p><b>Definitions</b>—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><b>Word Study: Classical Roots</b>—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 D, Review Units 1–3, p. 49]</i></p> <p>1. to put or place upon or over something else</p> <p>Digital software allows creative photographers to <u>impose</u> a second image over the first to create an original picture.</p>	<p>In <b>Definitions</b>, 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 corresponding definition.</p> <p>In <b>Word Study: Classical Roots</b>, students discover how words with a pattern of shared Latin or Greek roots may vary in structure while retaining similarities in meaning.</p>
<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	<p><b>Vocabulary Strategy: Using Context</b> (inference clues)—p. 7</p> <p><i>Example [Level D, p. 7]</i></p> <p>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter    c. wealth . . . surgeon</p> <p>b. wisdom . . . beginner    d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word scholar suggests <i>knowledge</i>; (b) the words</p>	<p>Located in the textbook front matter, <b>Vocabulary Strategy: Using Context</b> 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.</p>

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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>novel, <i>artistry</i>, and <i>skill</i> suggest the word <i>storyteller</i>.</p> <p>These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p>	
	<p><b>Definitions</b>—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 D, Units 8, p. 101]</i></p> <p><b>12. pugnacious</b> (<i>adj.</i>) quarrelsome, fond of fighting (pəg nā' shəs) The fox terrier is a particularly <u>pugnacious</u> breed of dog known for its aggressive behavior.</p> <p>SYNONYMS: combative, belligerent ANTONYMS: peace-loving, friendly, amicable, congenial</p>	<p>The three-page <b>Definitions</b> 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><b>Synonyms</b>—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 D, Unit 12, p. 152]</i></p> <p>1. exiled for <b>treasonous</b> acts <u>subversive</u></p>	<p>For the <b>Synonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>
	<p><b>Antonyms</b>—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</p>	<p>For the <b>Antonyms</b> activity in each Unit, students are directed to use a dictionary if necessary.</p>



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LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	14, p. 181; Unit 15, p. 191  <i>Example [Level D, Unit 12, p. 153]</i> <b>2. a delicate build <u>brawny</u></b>	
	<b>Word Study: Writing with Idioms</b> —Review Units 1–3, p. 46; <b>Writing with Proverbs</b> —Review Units 4–6, p. 84; <b>Writing with Idioms</b> —Review Units 7–9, p. 122; <b>Writing with Idioms</b> —Review Units 10–12, p. 160; <b>Writing with Adages</b> —Review Units 13–15, p. 198	Students are directed to use a print or online dictionary as needed.
	<b>Word Study: Classical Roots</b> —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.
	<b>Online Components: iWords Audio Program</b> — vocabularyworkshop.com	The online <b>iWords Audio Program</b> provides word pronunciations, definitions, and examples of usage for every vocabulary word taught at this level.
<b>L.9-10.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> <li>▪ Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> </ul>	<b>Word Study: Adages, Idioms, and Proverbs</b> —Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Adages], pp. 197–198  <i>Example [Level D, Review Units 1–3, p. 45]</i> <b>Choosing the Right Idiom</b> <b>1. To make ends meet</b> , Lefty Smalls lets a neighbor	As part of the <b>Word Study</b> 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.”

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
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	<p>graze her sheep on his land. _____</p> <p><i>Example [Level D, Review Units 7–9, p. 121]</i></p> <p><b>Choosing the Right Idiom</b></p> <p>5. I thought my friend was really hurt, but he was just <b>crying wolf</b>. _____</p> <p><i>Example [Level D, Review Units 4–6, p. 84]</i></p> <p><b>Writing with Proverbs</b></p> <p>9. Don't put all your eggs in one basket.</p> <p>_____</p> <p><i>Example [Level D, Review Units 13–15, p. 198]</i></p> <p><b>Writing with Adages</b></p> <p>7. Two wrongs don't make a right.</p> <p>_____</p>	<p>An adage expresses a common experience, often in the form of a sentence, such as “Time flies when you’re having fun.”</p> <p>A proverb is a statement that provides a lesson or a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”</p> <p>After introductory instruction, students practice <b>Choosing the Right Adage/Idiom/Proverb</b> by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column).</p> <p>In <b>Writing with Adages/Idioms/Proverbs</b>, 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"> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul>	<p><b>Definitions</b>—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><b>Synonyms</b>—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 D, Unit 3, p. 38]</i></p>	<p>The <b>Definitions</b> 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>In the <b>Synonyms</b> 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 <b>Word Study: Denotation and Connotation</b> lessons provided in</p>

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
	<p>3. a veneer of friendliness <u>semblance</u></p>	the Review at the end of every three Units.
	<p><b>Word Study: Denotation and Connotation</b>—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 D, Review Units 1–3, p. 47]</i></p> <p><b>Shades of Meaning</b> 1. altercation – 2. breach + 3. relinquish –</p>	Each <b>Word Study: Denotation and Connotation</b> 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). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, <b>Shades of Meaning</b> .
	<p><b>Word Study: Expressing the Connotation/ Challenge: Using Connotation</b>—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 D, Review Units 1–3, p. 48]</i></p> <p><b>Expressing the Connotation</b> <b>neutral 4.</b> The police showed restraint when they refused to (<b>admonish, jeer</b>) the unreliable suspect.</p> <p><i>Example [Level D, Review Units 1–3, p. 48]</i></p> <p><b>Challenge: Using the Connotation</b> <b>2.</b> The <b>corrupt</b> <u>dissolute</u> mayor turned out to be even less honorable than we had expected.</p> <p><b>Sample response: <i>Dissolute</i> adds a more formal tone and may seem less harsh than corrupt, even though the meanings of the words are similar.</b></p>	In <b>Word Study: Expressing the Connotation</b> , 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).  In <b>Challenge: Using Connotation</b> , 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.
<b>L.9-10.6.</b> Acquire and use accurately general academic and domain-specific words and phrases,	Throughout the program	Throughout the program students build and use vocabulary knowledge through a variety of

**LANGUAGE: Vocabulary Acquisition and Use**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: VOCABULARY ACQUISITION AND USE	FEATURE / LOCATION	DESCRIPTION
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.		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-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 D	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
<p><b>RI.9-10.1.</b> 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><b>RI.9-10.2.</b> 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><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 4–6, pp. 80–81]</i></p> <p>Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than <b>stagnant</b> swampland that had no evident or <b>latent</b> value.</p>	<p>The <b>Vocabulary for Comprehension</b> 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 D	
READING: INFORMATIONAL TEXT: KEY IDEAS AND DETAILS	FEATURE / LOCATION	DESCRIPTION
	<p>2. The meaning of <b>stagnant</b> (line 4) is</p> <ul style="list-style-type: none"> <li>a. motionless</li> <li>b. sweet</li> <li>c. dynamic</li> <li>d. flowing</li> <li>e. careless</li> </ul>	

**READING: Informational Text: Craft and Structure**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
<p><b>RI.9-10.6.</b> 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><b>Vocabulary for Comprehension</b>—Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195</p> <p><i>Example [Level D, Review Units 1–3, p. 43]</i></p> <p>1. The primary purpose of the passage is to</p> <ul style="list-style-type: none"> <li>a. question the benefits of recycling</li> <li>b. discuss the benefits of combustion</li> <li>c. examine the use of waste incinerators</li> <li>d. provide data on waste generation</li> <li>e. promote landfill dumping</li> </ul> <p><i>Example [Level D, Review Units 4–6, p. 81]</i></p> <p>12. The author’s attitude toward Douglas is best</p>	<p>The <b>Vocabulary for Comprehension</b> 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: Craft and Structure**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
READING: INFORMATIONAL TEXT: CRAFT AND STRUCTURE	FEATURE / LOCATION	DESCRIPTION
	<p>described as</p> <ul style="list-style-type: none"> <li>a. scornful</li> <li>b. indifferent</li> <li>c. ambivalent</li> <li>d. respectful</li> <li>e. astonished</li> </ul>	

**LANGUAGE: Conventions of Standard English**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
<p><b>L.9-10.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>▪ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>▪ Use a colon to introduce a list or quotation.</li> <li>▪ <b>Spell correctly.</b></li> </ul>	<p><b>Definitions</b>—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 D, 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 <b>Definitions</b> 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><b>Synonyms</b>—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>For the <b>Synonyms</b> activity, students write the appropriate synonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>



**LANGUAGE: Conventions of Standard English**

English Language Arts Standards, Grade 9–10	Vocabulary Workshop, Level D	
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH	FEATURE / LOCATION	DESCRIPTION
	<p><i>Example [Level D, Unit 3, p. 38]</i></p> <p>3. a veneer of friendliness <u>semblance</u></p>	
	<p><b>Antonyms</b>—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 D, Unit 15, p. 191]</i></p> <p>4. Because his feelings were hurt, he <u>spurned</u> any attempts on my part to provide help.</p>	<p>For the <b>Antonyms</b> activity, students write the appropriate antonym, referring back to the <b>Definitions</b> section as needed for the correct spelling of each Unit word.</p>
	<p><b>Completing the Sentence</b>—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 D, Unit 14, p. 181]</i></p> <p>4. The heavy rains of June brought a(n) <u>influx</u> of mosquitoes into the neighborhoods bordering the marshland.</p>	<p>For <b>Completing the Sentence</b>, students write the Unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> section as needed for the correct spelling.</p>