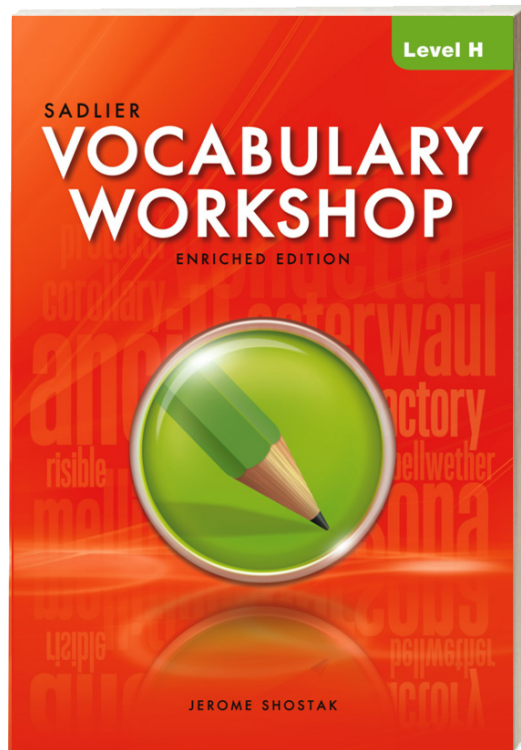


Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

Grade 12



Key Aligned Content

READING

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

Additional Aligned Content

READING

- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. 9
- 12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. 9

WRITING

- 12.6 The student will write in a variety of forms to include persuasive/argumentative reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. 11
- 12.7 The student will self- and peer-edit writing for Standard English. 12

Key Aligned Content

READING

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

(a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Word Structure, p. 8</p>	<p>In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear.</p> <p>The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.</p>
<p>Synonym 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 Synonyms activity, students write the Unit word that is the same or most nearly the same in meaning as the boldface word or expression in each exercise.</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>For the Antonyms activity, students write the Unit word that is most nearly opposite in meaning to the boldface word or expression in each exercise.</p>
<p>Word Study: Classical Roots Review Units 1–3 (<i>sem, simil, simul</i>), p. 49; Review Units 4–6 (<i>gen</i>), p. 87; Review Units 7–9 (<i>mal</i>), p. 125; Review Units 10–12 (<i>chron</i>), p. 163; Review Units 13–15 (<i>temp</i>), p. 201</p>	<p>In Word Study: Classical Roots, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning.</p>
<p>Games and Study Aids Matching Challenge – Greek Roots (online*) Matching Challenge – Latin Roots (online*) *www.SadlierConnect.com</p>	<p>Two online video games, Matching Challenge – Greek Roots and Matching Challenge – Latin Roots, encourage students to score points as they identify a Greek and Latin root in Unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.</p>
<p>Student Resources Greek and Latin Roots Reference Guide (online*) Word Structure: Greek and Latin Roots Unit 1 *www.SadlierConnect.com</p>	<p>The online Word Structure: Greek and Latin Roots offers a more comprehensive version of the Vocabulary Strategy: Word Structure section that appears in the front matter of the</p> <p style="text-align: right;"><i>continued</i></p>

READING

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

(a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
	<p>textbook. As in the print version, students examine how to build vocabulary by learning the meaning of word parts that make up many English words.</p> <p>They examine the meaning of several common prefixes and how those prefixes appear in sample words. They also study the meaning and grammatical function of noun, verb, and adjective suffixes, together with their meanings and sample words.</p> <p>The final section focuses on Greek and Latin roots, meanings, and sample words.</p>

(b) Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary Strategy Using Context, p. 7 Word Structure, p. 8</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 emphasized at this level of the program, including restatement clue, contrast clue, and inference clue.</p> <p>In Vocabulary Strategy: Word Structure, students are shown how to use their knowledge of the meaning of word parts—including prefixes, suffixes, and roots or bases—to help determine the meaning of unfamiliar words in which these word parts appear.</p> <p>The first section in the lesson introduces a variety of prefixes, as well as noun, verb, and adjective suffixes, along with meanings and sample words. The second section defines several Greek and Latin roots.</p>
<p>Reading Passages Unit 1 “Fascinating Rhythm: The Life of George Gershwin” [Biographical Sketch], pp. 12–13; Unit 2 “The Code-breakers of Bletchley Park” [Historical Nonfiction], pp. 22–23; Unit 3 “Charles Ponzi and His Scheme” [Informational Essay], pp. 32–33; Unit 4 “Putting Social Media in Perspective” [Speech], pp. 50–51; Unit 5 “The Comics and Cartoons of Winsor McCay” [Informational Essay], pp. 60–61; Unit 6 “Origins of Anarchism” [Magazine Article], pp. 70–71; Unit 7 “On the Edge” [First-</p> <p style="text-align: center;"><i>continued</i></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>

READING

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

(b) Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Person Narrative], pp. 88–89; Unit 8 “Target This!” [Persuasive Essay], pp. 98–99; Unit 9 “Volunteer Profile: Jennifer Yoder” [Profile], pp. 108–109; Unit 10 “A River of English” [Humorous Essay], pp. 126–127; Unit 11 “Remarks Prepared for Delivery Before Congress” [Script for Political Speech], pp. 136–137; Unit 12 “Matriarchal Society” [Expository Essay], pp. 146–147; Unit 13 “Time to Clean Up Space” [Newspaper Editorial], pp. 164–165; Unit 14 “A Gap Year Makes Sense” [Persuasive Essay], pp. 174–175; Unit 15 “Justice for the Amistad” [Newspaper Article], pp. 184–185</p>	
<p>Definitions Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188</p>	<p>In the Definitions section that follows each Unit Reading Passage, students see the importance of context as they read each illustrative sentence then write the Unit word in the blank in order to complete the sentence. This activity prepares for the student for the more challenging “complete-the-sentence-using-context-clues” exercises in each Unit.</p>
<p>Choosing the Right Word Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 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>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>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>The Antonyms activity for each Unit requires students to use context clues to help find a Unit word that is most nearly opposite in meaning to the boldface word or expression in the given phrase.</p>
<p>Completing the Sentence Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192</p>	<p>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>

READING

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

(b) Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text Unit 1 Charlotte Bronte, p. 21; Unit 2 Edgar Allan Poe, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Henry Fielding, p. 59; Unit George Meredith, p. 69; Unit 6 Henry David Thoreau, p. 79; Unit 7 Somerset Maugham, p. 97; Unit 8 Sir Arthur Conan Doyle, p. 107; Unit 9 Wilkie Collins, p. 117; Unit 10 H.L. Mencken, p. 135; Unit 11 Mark Twain, p. 145; Unit 12 Mary Wollstonecraft Shelley, p. 155; Unit 13 Nathaniel Hawthorne, p. 173; Unit 14 Jonathan Swift, p. 183; Unit 15 Anthony Trollope, p. 193</p>	<p>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 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p>	<p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p>
<p>Two-Word Completions Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p>	<p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams. 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 Idiom, p. 45; Review Units 4–6 Choosing the Right Adage, p. 83; Review Units 7–9 Choosing the Right Proverb, p. 121; Review Units 10–12 Choosing the Right Idiom, p. 159; Review Units 13–15 Choosing the Right Idiom, p. 197</p>	<p>As part of the Word Study lessons in each Review, the Choosing the Right Adage/Idiom/Proverb activity helps students practice using context clues to figure out the meaning of figurative expressions.</p>
<p>Word Study: Denotation and Connotation Expressing the 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>In 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 (<i>sem, simil, simul</i>), p. 49; Review Units 4–6 (<i>gen</i>), p. 87; Review Units 7–9 (<i>mal</i>), p. 125; Review Units 10–12 (<i>chron</i>), p. 163; Review Units 13–15 (<i>temp</i>), p. 201</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>

READING

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

(b) Use context, structure, and connotations to determine meanings of words and phrases.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Additional Practice Vocabulary in Context: Informational Text (online*) Unit 1 “Before There Were Movies”; Unit 2 “Noah’s Mark: Noah Webster”; Unit 3 “Patently Dangerous”; Unit 4 “Journalism, Anyone?”; Unit 5 “Rowdy Ball”; Unit 6 “Someone Who Made a Difference”; Unit 7 “A Lifelong Reformer”; Unit 8 “The Great Migration”; Unit 9 “A True Patriot”; Unit 10 “Who Got Here First?”; Unit 11 “The Erie Canal”; Unit 12 “America’s Game”; Unit 13 “Canyon of Mysteries”; Unit 14 “Tough Time”; Unit 15 “Genius Rediscovered: Zora Neale Hurston”</p> <p>*www.SadlierConnect.com</p>	<p>Available online, each Vocabulary in Context: Informational Text activity features a reading passage with boldface words students have studied in the current Unit. After reading, students use context to help match the Unit words from the passage with the appropriate synonym in each multiple-choice exercise.</p>
<p>Additional Practice Practice Worksheet (online*) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, Unit 7, Unit 8, Unit 9, Unit 10, Unit 11, Unit 12, Unit 13, Unit 14, Unit 15</p> <p>*www.SadlierConnect.com</p>	<p>Provided online for each Unit, the Practice Worksheet includes a short reading selection with several italicized Unit words. In the multiple-choice items that follow, students refer back to the selection and, using context clues, identify the synonym or definition that meets the criteria for each exercise.</p>

(c) Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Denotation, Connotation, and Shades of Meaning Overview, TE p. T39 (also online at www.SadlierConnect.com)</p>	<p>Located in the Teacher’s Edition front matter and online, Denotation, Connotation, and Shades of Meaning defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.</p>
<p>Word Study: Denotation and Connotation Review Units 1–3, pp. 47–48; Review Units 4–6, pp. 85–86; Review Units 7–9, pp. 123–124; Review Units 10–12, pp. 161–162; Review Units 13–15, pp. 199–200</p>	<p>Every Word Study section of <i>Vocabulary Workshop</i> has two pages of instruction on and practice with the denotation and connotation of words. These lessons help students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.</p> <p style="text-align: right;"><i>continued</i></p>

READING

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

(c) Discriminate between connotative and denotative meanings and interpret the connotation.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
	<p>In Shades of Meaning, students write a plus sign next to words with a positive connotation; they write a minus sign by words with a negative connotation; and they put a zero if a word is neutral.</p> <p>In the Expressing the Connotation exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).</p> <p>For Challenge: Using Connotation, the third set of exercises, students choose vocabulary words from the preceding Unit to replace the highlighted words in the exercise sentences. Finally, they explain how the connotation of the replacement word changes the tone of the sentence.</p>

(d) Explain the meaning of common idioms, and literary and classical allusions in text.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Reading Passages Unit 1 “Fascinating Rhythm: The Life of George Gershwin” [Biographical Sketch], pp. 12–13; Unit 6 “Origins of Anarchism” [Magazine Article], pp. 70–71; Unit 9 “Volunteer Profile: Jennifer Yoder” [Profile], pp. 108–109; Unit 12 “Matriarchal Society” [Expository Essay], pp. 146–147; Unit 14 “A Gap Year Makes Sense” [Persuasive Essay], pp. 174–175</p>	<p>A sample idiom, adage, or proverb is used in one Reading Passage in every three Units. These examples are later referenced at the beginning of Word Study lessons that help students learn about and practice using these three types of figurative language.</p>
<p>Word Study: Adages, Idioms, and Proverbs Review Units 1–3 Idioms, p. 45–46; Review Units 4–6 Adages, pp. 83–84; Review Units 7–9 Proverbs, pp. 121–122; Review Units 10–12 Idioms, pp. 159–160; Review Units 13–15 Idioms, pp. 197–198</p>	<p>As part of the Word Study lessons in the Review that follows every three Units, students learn about figures of speech, including adages, idioms, and proverbs.</p> <p>After the instruction and examples of these figures of speech, students are given ten sentences containing different idioms (or adages or proverbs) in context and are asked to match each with its definition (in the adjacent column).</p> <p>In Writing with Adages/Idioms/Proverbs, located on the second page of the lesson, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.</p>

READING

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

(e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
Throughout the program	Throughout the program students extend general and cross-curricular 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-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 words and phrases.

Additional Aligned Content

READING

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary in Context: Literary Text Unit 1 Charlotte Bronte, p. 21; Unit 2 Edgar Allan Poe, p. 31; Unit 3 Charles Dickens, p. 41; Unit 4 Henry Fielding, p. 59; Unit George Meredith, p. 69; Unit 6 Henry David Thoreau, p. 79; Unit 7 Somerset Maugham, p. 97; Unit 8 Sir Arthur Conan Doyle, p. 107; Unit 9 Wilkie Collins, p. 117; Unit 10 H.L. Mencken, p. 135; Unit 11 Mark Twain, p. 145; Unit 12 Mary Wollstonecraft Shelley, p. 155; Unit 13 Nathaniel Hawthorne, p. 173; Unit 14 Jonathan Swift, p. 183; Unit 15 Anthony Trollope, p. 193</p>	<p>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 an example of how a notable writer has used the featured word to convey a thought or feeling or enrich a narrative.</p>
<p>Program Overview Classic Literature to Use with the Program (online*) Chinua Achebe, <i>Things Fall Apart</i>; Margaret Atwood, <i>The Handmaid's Tale</i>; Jane Austen, <i>Pride and Prejudice</i>; Joseph Conrad, <i>Lord Jim</i> and <i>Heart of Darkness</i>; Charles Dickens, <i>David Copperfield</i>; Isak Dinesen, <i>Out of Africa</i>; George Eliot, <i>The Mill on the Floss</i>; Thomas Hardy, <i>The Return of the Native</i>; Aldous Huxley, <i>Brave New World</i>; James Joyce, <i>A Portrait of the Artist as a Young Man</i>; Gabriel García Márquez, <i>One Hundred Years of Solitude</i>; Mark Mathabane, <i>Kaffir Boy</i>; V.S. Naipaul, <i>A House for Mr. Biswas</i>; Mary Wollstonecraft Shelley, <i>Frankenstein</i>; Muriel Spark, <i>The Prime of Miss Jean Brodie</i>; Jonathan Swift, <i>Gulliver's Travels</i>; Virginia Woolf, <i>A Room of One's Own</i> and <i>To the Lighthouse</i></p> <p>*www.SadlierConnect.com</p>	<p>Books on the recommended list of classic literature feature words studied at this level of the program.</p> <p>Students may devote a notebook to vocabulary. As they read, they should write down each key word they encounter, indicate the word's definition and its part of speech, and note whether it is used in a literal or figurative sense.</p>

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- (a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary and Reading Kinds of Questions, p. 9 Strategies, p. 10</p>	<p>Located in the textbook front matter, Vocabulary and Reading explains that word knowledge is essential to reading comprehension.</p> <p>Students receive instruction on preparing for the kinds of questions that accompany extended reading selections, including Main Idea Questions, Detail Questions, and Inference Questions.</p> <p>They are also given five general strategies to help as they read the passages and answer the questions.</p>

READING

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- (a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
<p>Vocabulary for Comprehension Review Units 1–3 [Winslow Homer, American artist], pp. 42–43; Review Units 4–6 [Invention of eyeglasses], pp. 80–81; Review Units 7–9 [Ancient methods of waste disposal], pp. 118–119; Review Units 10–12 [Beginnings of New York City], pp. 156–157; Review Units 13–15 [Skyscraper window washers], pp. 194–195</p>	<p>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 multiple-choice questions covering main idea, relevant details, inferences, and author’s point of view and purpose.</p>
<p>Additional Practice Passage-Based Reading (online*) Units 1–10 Model Reading Test (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>The Passage-Based Reading activity opens with a multiple-paragraph reading selection followed by a variety of comprehension questions.</p> <p>For each Model Reading Test, students read the passage then select the best answer for each of the comprehension questions.</p>

WRITING

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

(e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.

VOCABULARY WORKSHOP LEVEL G / GRADE 12 FEATURE	DESCRIPTION
<p>Writing: Words in Action ARGUMENTS Unit 1 Writing Prompt #2 [opinion essay], p. 20; Unit 2, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 30; Unit 3, Writing Prompt #2 [opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompt #2 [persuasive letter or e-mail], p. 96; Unit 8, Writing Prompt #2 [opinion essay], p. 106; Unit 9, Writing Prompts #1 & #2 [argument; opinion essay], p. 116; Unit 10, Writing Prompt #2 [persuasive email to a legislator], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 13, Writing Prompt #1 [persuasive statement], p. 172; Unit 14, Writing Prompt #2 [opinion essay], p. 182; Unit 15, Writing Prompt #2 [opinion essay], p. 192</p> <p>INFORMATIVE/EXPLANATORY TEXTS Unit 1, Writing Prompt #1 [descriptive essay], p. 20; Unit 3, Writing Prompt #1 [expository essay], p. 40; Unit 4, Writing Prompt #1 [cause-and-effect essay], p. 58; Unit 5, Writing Prompt #1 [compare-and-contrast essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 7, Writing Prompt #1 [descriptive essay], p. 96; Unit 8, Writing Prompt #1 [definition essay], p. 106; Unit 10, Writing Prompt #1 [compare-and-contrast essay], p. 134; Unit 11, Writing Prompt #1 [statement], p. 144; Unit 12, Writing Prompt #1 [compare-contrast essay], p. 154; Unit 13, Writing Prompt #2 [compare-and-contrast essay], p. 172; Unit 14, Writing Prompt #1 [letter or email explaining choice], p. 182; Unit 15, Writing Prompt #1 [expository essay], p. 192</p>	<p>Writing: Words in Action has students use the vocabulary words in an extended context. Writing prompts allow students to demonstrate their understanding of new vocabulary.</p> <p>The first prompt refers to the Reading 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.</p>
<p>Additional Practice Timed Essay (online*) Units 1-15</p>	<p>The Timed Essay for each Unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:</p> <ol style="list-style-type: none"> 1. Writing Your Thesis Statement (1-2 minutes) 2. Prewriting (3-4 minutes) 3. Writing Your Draft (17-18 minutes) 4. Editing and Revising Your Draft (2-3 minutes) <p>The Timed Essay page includes a pop-out list of Unit words for easy reference.</p>

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WRITING

12.7 The student will self- and peer-edit writing for Standard English.

VOCABULARY WORKSHOP LEVEL H / GRADE 12 FEATURE	DESCRIPTION
(b) Edit, proofread, and prepare writing for intended audience and purpose.	
<p>Additional Practice Identifying Sentence Errors (online*) Units 1–5 Improving Sentences (online*) Units 6–10 English Text (online*) Units 11–15 *www.SadlierConnect.com</p>	<p>There are three groups of activities with opportunities for students to practice identifying and correcting errors in mechanics, grammar, and usage: Identifying Sentence Errors, Improving Sentences, and English Test.</p> <p>Identifying Sentence Errors features 10 sentences, each with four underscored words or phrases. Students examine each sentence then select one of five lettered responses that identifies the error—or “no error.”</p> <p>In Improving Sentences, students read the original sentence plus four alternatives before determining which phrasing produces the better sentence.</p> <p>For the English Test, students read a passage with sections that are underlined and numbered. In the exercises that follow, they mark the letter corresponding to the word or phrase that improves each numbered section—or select “no change” if they decide there is no problem with the original.</p>

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