



# SADLIER VOCABULARY WORKSHOP

 Common Core Enriched Edition

**Level A**

Aligned to the  
**Common Core  
State Standards**  
for English Language Arts  
**Grade 6**

## Contents

### KEY ALIGNED CONTENT

- 2 **READING:** LITERATURE
- 3 **READING:** INFORMATIONAL TEXT
- 5 **WRITING**
- 7 **LANGUAGE:** Vocabulary Acquisition and Use

### ADDITIONAL ALIGNED CONTENT

- 20 **LANGUAGE:** Conventions of Standard English



William H. Sadlier, Inc.  
www.sadlierschool.com  
800-221-5175

KEY ALIGNED CONTENT

**READING: LITERATURE: Craft and Structure**

**CCSS.ELA-Literacy.RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION

DESCRIPTION

**Vocabulary and Reading:** pp. 9–10

*Example [Level A, p. 10]*

**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 *bored, unsure, amazed, respectful*. These are typical questions:

- The author’s attitude toward . . . is best described as . . .
- Which word best describes the author’s tone?

To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (unsure).

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.

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**.

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.

They are also given five general strategies to help as they read the passages and answer the questions.

**Vocabulary in Context: Literary Text:** Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193

*Example [Level A, Unit 12, p. 155]*

5. At the time when I was able to fulfill my **compact** I was living in a cottage at Fontainebleau, and as the evening trains were inconvenient, he asked me to spend the night in his house. (“The Leather Funnel”)

A person fulfilling a **compact** is honoring a(n)

- a. colleague
- b. host
- c. country
- d. agreement

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.

In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able 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.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Vocabulary and Reading:** pp. 9–10

*Example [Level A, p. 9]*

**Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

- It can be inferred from the passage that . . .
- The author implies that . . .
- Evidently the author feels that . . .

**Reading Passages:** Unit 1 “City of Gold” [First-Person Narrative], pp. 12–13; Unit 2 “West End School Has Comestible Curriculum” [Interview], pp. 22–23; Unit 3 “This Day in 1923: The Olympic’s the Thing!” [Archived Newspaper Article], pp. 32–33; Unit 4 “The Art and Science of Traditional Healing” [Expository Essay], pp. 50–51; Unit 5 “Continue Space Exploration, Now!” [Persuasive Speech], pp. 60–61; Unit 6 “The Fine Art of War: WWI Propaganda Images” [Textbook Entry], pp. 70–71; Unit 7 “Made for the Shade” [Informational Essay], pp. 88–89; Unit 8 “From Big Dream to Big Top” [Interview], pp. 98–99; Unit 9 “From Fire Arrows to Space Flight: a History of Rockets” [Informational Essay], pp. 108–109; Unit 10 “Farewell, Blue Yodeler” [Obituary], pp. 126–127; Unit 11 “Here I Am: Galápagos Log” [Log], pp. 136–137; Unit 12 “Vampires We Have Known” [Humorous Essay], pp. 146–147; Unit 13 “Polar Opposites” [Compare and Contrast Essay], pp. 164–165; Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” [Biographical Sketch], pp. 174–175; Unit 15 “Running With the Big Dogs” [Magazine Article], pp. 184–185

*Example [Level A, Unit 4, p. 50]*

Advances in science provide modern man with cures and

**DESCRIPTION**

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.

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.**

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.

They are also given five general strategies to help as they read the passages and answer the questions.

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.

Students read the words in context to activate prior knowledge then draw on context clues to help them determine the meaning of unfamiliar words.

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.

**READING: INFORMATIONAL TEXT: Key Ideas and Details**

**CCSS.ELA-Literacy.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**READING: INFORMATIONAL TEXT: Craft and Structure**

**CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

treatments undreamed of by his prehistoric counterpart. But how did early humans deal with disease? Serious illnesses could **devastate** whole families or clans. What remedies were available? In olden times, folk medicine **generated** relief or cures. A **scan** of the long history of medicine reveals some important **strands** in the history of healing..

**DESCRIPTION**

**Vocabulary for Comprehension:** Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195

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 and comprehension questions.

*Example [Level A, Review Units 10–12, pp. 156–157]*

Life in such a difficult place demands planning, special gear, and **grit**. Scientists must figure out how to do their research safely and effectively. They must guard their health and well-being.

4. The meaning of **grit** (line 42) is

- a. courage
- b. gravel
- c. persistence
- d. power
- e. grind

*Example [Level A, Review Units 13–15, pp. 194–195]*

4. In paragraph 1, the sentence about art historians (lines 11–13) implies that

- a. art historians are argumentative
- b. the theory stated is definitely true
- c. the theory stated is definitely false
- d. there are other theories to explain Goya’s change in style
- e. not everyone believes there was a definite shift in Goya’s style

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Writing: Words in Action:** Unit 2, Writing Prompts #1 & #2 [speech; opinion essay], p. 30; Unit 3, Writing Prompts #1 & #2 [radio advertisement; opinion essay], p. 40; Unit 4, Writing Prompt #2 [opinion essay], p. 58; Unit 5, Writing Prompts #1 & #2 [editorial; opinion essay], p. 68; Unit 6, Writing Prompt #2 [opinion essay], p. 78; Unit 7, Writing Prompts #1 & #2 [television commercial; opinion essay], p. 96; Unit 8, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 106; Unit 9, Writing Prompt #2 [editorial], p. 116; Unit 10, Writing Prompts #1 & #2 [persuasive letter; opinion essay], p. 134; Unit 11, Writing Prompt #1 [persuasive letter], p. 144; Unit 12, Writing Prompt #2 [opinion essay], p. 154; Unit 14, Writing Prompts #1 & #2 [persuasive proposal; nominating letter], p. 182; Unit 15, Writing Prompt #1 [persuasive letter], p. 192

*Example [Level A, Unit 15, p.192]*

1. Look back at “Running with the Big Dogs” (pages 184–185). Suppose that you are a herder who must choose one of the three dog breeds discussed in the essay—Great Pyrenees, the Komondor, or the Kangal—to protect your herd. You must convince your family that your choice is correct. Write a letter to your family in which you support your choice of herding dog using at least two details from the passage and three Unit words.

**DESCRIPTION**

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Writing: Words in Action:** Unit 1, Writing Prompt #2 [explanatory essay], p. 20; Unit 4, Writing Prompt #1 [compare essay], p. 58; Unit 6, Writing Prompt #1 [explanatory essay], p. 78; Unit 9, Writing Prompt #1 [cause-and-effect letter], p. 116; Unit 11, Writing Prompt #2 [explanatory essay], p. 144; Unit 12, Writing Prompt #1 [informational article], p. 154; Unit 13, Writing Prompt #1 [compare-and-contrast essay], p. 172; Unit 13, Writing Prompt #2 [explanatory essay], p. 172; Unit 15, Writing Prompt #2 [explanatory essay], p. 192

*Example [Level A, Unit 13, p. 172]*

1. Look back at “Polar Opposites” (pages 164–165). Using details from the passage, compare and contrast the Arctic and

**DESCRIPTION**

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

Antarctica. In your conclusion, state which polar region you would rather visit and explain why. Include at least two details from the passage and three Unit words.

**DESCRIPTION**

**WRITING:** Text Types and Purposes

**CCSS.ELA-Literacy.W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Writing: Words in Action:** Unit 1, Writing Prompt #1 [journal entry], p. 20

*Example [Level A, Unit 1, p. 20]*

1. Look back at “City of Gold” (pages 12–13). Suppose you will be traveling soon with the traders. You wonder what your trip will be like when you arrive in Timbuktu. Write a journal entry, describing what excites you about the trip and what worries you. Use at least two details from the passage and three Unit words.

**DESCRIPTION**

**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.

The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately.

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.

## LANGUAGE: Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

### SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION

#### Vocabulary Strategy: Using Context: p. 7

*Example [Level A, p. 7]*

A **contrast clue** consists of an antonym for or a phrase that means the opposite of the missing word. For example:

“It seems to me that my plan is plausible,” I said, “while yours seems to (far-fetched, responsive).”

In this sentence, *plausible* is an antonym of the missing word, *far-fetched*. This is confirmed by the presence of the word *while*, which indicates that the answer must be the opposite of plausible.

**Reading Passages:** Unit 1 “City of Gold” [First-Person Narrative], pp. 12–13; Unit 2 “West End School Has Comestible Curriculum” [Interview], pp. 22–23; Unit 3 “This Day in 1923: The Olympic’s the Thing!” [Archived Newspaper Article], pp. 32–33; Unit 4 “The Art and Science of Traditional Healing” [Expository Essay], pp. 50–51; Unit 5 “Continue Space Exploration, Now!” [Persuasive Speech], pp. 60–61; Unit 6 “The Fine Art of War: WWI Propaganda Images” [Textbook Entry], pp. 70–71; Unit 7 “Made for the Shade” [Informational Essay], pp. 88–89; Unit 8 “From Big Dream to Big Top” [Interview], pp. 98–99; Unit 9 “From Fire Arrows to Space Flight: a History of Rockets” [Informational Essay], pp. 108–109; Unit 10 “Farewell, Blue Yodeler” [Obituary], pp. 126–127; Unit 11 “Here I Am: Galápagos Log” [Log], pp. 136–137; Unit 12 “Vampires We Have Known” [Humorous Essay], pp. 146–147; Unit 13 “Polar Opposites” [Compare and Contrast Essay], pp. 164–165; Unit 14 “Madam C.J. Walker and Her Wonderful Remedy” [Biographical Sketch], pp. 174–175; Unit 15 “Running With the Big Dogs” [Magazine Article], pp. 184–185

*Example [Level A, Unit 5, p. 60]*

For all but the most stubborn and **headstrong**, however, this argument can be convincingly **refuted**. For the entire **duration** of the space program’s existence—a little more than half a century—the budget of the National Aeronautics and Space Administration (NASA) has averaged under one percent of total federal annual expenditures.

**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–

### DESCRIPTION

In **Vocabulary Strategy: Using Context**, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.

The three types of context clues emphasized at this level of the program include **restatement clue**, **contrast clue**, and **inference clue**.

At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph **Reading Passage**.

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.

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

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

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

*Example [Level A, Unit 10, p. 129]*

The cap is a **memento** of our recent trip.

**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

*Example [Level A, Unit 4, p. 55]*

6. Imagine his (**plight, ingratitude**)—peniless, unemployed, and with a large family to support!”

**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

*Example [Level A, Unit 2, p. 28]*

4. able to **replicate** a bird’s call **mimic**

**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

*Example [Level A, Unit 14, p. 181]*

4. never question a **noble** gesture **self-seeking**

**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

*Example [Level A, Unit 12, p. 153]*

9. Because I’m afraid of heights, I usually **balk** at the idea of sitting in the first row of the topmost balcony in a theater.

**DESCRIPTION**

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.

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.

The **Synonyms** activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.

The **Antonyms** activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.

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.



**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Vocabulary in Context: Literary Text:** Unit 1 [Johann David Wyss], p. 21; Unit 2 [Walt Whitman], p. 31; Unit 3 [Jules Verne], p. 41; Unit 4 [Edgar Rice Burroughs], p. 59; Unit 5 [H.G. Wells], p. 69; Unit 6 [Mark Twain], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Sir Arthur Conan Doyle], p. 107; Unit 9 [L.M. Montgomery], p. 117; Unit 10 [Edgar Allan Poe], p. 135; Unit 11 [Jack London], p. 145; Unit 12 [Sir Arthur Conan Doyle], p. 155; Unit 13 [L.M. Montgomery], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193

*Example [Level A, Unit 12, p. 155]*

2. Nothing could be more hearty than his manner, and he set me at my ease in an instant. But it needed all his cordiality to atone for the **frigidity** and even rudeness of his wife, a tall, haggard woman, who came forward at his summons. (“The Brazilian Cat”)

People who convey **frigidity** are

- a. aloof
- b. keen
- c. dull
- d. shy

**Vocabulary for Comprehension:** Review Units 1–3 [Annual Winter Festival in Sapporo, Japan], pp. 42–43; Review Units 4–6 [Osceola McCarty], pp. 80–81; Review Units 7–9 [The Dodo Bird], pp. 118–119; Review Units 10–12 [Antarctica], pp. 156–157; Review Units 13–15 [Francisco de Goya], pp. 194–195

*Example [Level A, Review Units 10–12, pp. 156–157]*

Life in such a difficult place demands planning, special gear, and **grit**. Scientists must figure out how to do their research safely and effectively. They must guard their health and well-being.

4. The meaning of **grit** (line 42) is

- a. courage
- b. gravel
- c. persistence
- d. power
- e. grind

**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.

**DESCRIPTION**

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.

In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

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.

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

158; Review Units 13–15, p. 196

*Example [Level A, Review Units 1–3, p. 44]*

3. Two ruffians \_\_\_\_\_ the weary traveler on a lonely stretch of road, but the man was able to beat off his \_\_\_\_\_ with the help of his stout staff.

- a. waylaid . . . assailants
- b. dispatched . . . oafs
- c. confronted . . . hypocrites
- d. constrained . . . pacifists

**Word Study: Adages, Idioms, and Proverbs:** Review Units 1–3 [Choosing the Right Idiom], p. 45; 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

*Example [Level A, Review Units 13–15, p. 197]*

2. **When the cat’s away the mice will play**, but our class stays on task when the teacher leaves the room. \_\_\_\_\_

**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

*Example [Level A, Review Units 4–6, p. 86]*

**negative 5.** The coffee shop owner does not want people to (**loiter, tarry**) in front of her place of business.

**Word Study: Classical Roots:** Review Units 1–3 (*de*), p. 49; Review Units 4–6 (*re*), p. 87; Review Units 7–9 (*log, logue*), p. 125; Review Units 10–12 (*co, col, com, con, cor*), p. 163; Review Units 13–15 (*pre*), p. 201

*Example [Level A, Review Units 4–6, p. 87]*

3. to buy back; to make up for; to fulfill a pledge

Consumers who **redeem** discount coupons they clip from magazines and newspapers can lower their weekly grocery bills.

**DESCRIPTION**

exams, including the SAT. Students use embedded context clues to identify the correct choices.

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.

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).

In **Word Study: Classical Roots**, students use context clues to help choose which word based on the featured root best completes the sentence.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Vocabulary Strategy: Word Structure, p. 8**

Example [Level A, p. 8]

<b>Adjective Suffix</b>	<b>Meaning</b>	<b>Sample Words</b>
- able, -ible	able, capable of	believable, incredible
<b>Greek Root</b>	<b>Meaning</b>	<b>Sample Words</b>
- dem-, -demo-	people	epidemic, democracy
<b>Latin Root</b>	<b>Meaning</b>	<b>Sample Words</b>
- cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient

**Word Study: Classical Roots:** Review Units 1–3 (*de*), p. 49; Review Units 4–6 (*re*), p. 87; Review Units 7–9 (*log, logue*), p. 125; Review Units 10–12 (*co, col, com, con, cor*), p. 163; Review Units 13–15 (*pre*), p. 201

Example [Level A, Review Units 1–3, p. 49]

1. to cut off the head, behead

Experienced chefs know how to gut, scale, and **decapitate** a fish before cooking it.

**Vocabulary Strategy: Word Structure, TE p. T36**

**Online Components: Greek and Latin Roots Reference Guide:**  
vocabularyworkshop.com

**DESCRIPTION**

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. The first section in the lesson introduces a variety of prefixes and suffixes. The second section focuses on Greek and Roman roots.

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.

**Vocabulary Strategy: Word Structure** teaches how to build vocabulary by learning the meaning of word parts that make up many English words. The first section of the guide presents common prefixes and suffixes, their grammatical function, their meaning, and how they appear in sample words. The second section lists Greek and Latin roots, meanings, and sample words.

The online **Greek and Latin Roots Reference Guide** mirrors the **Vocabulary Strategy: Word Structure** resource found in the Teacher’s Edition.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4c** Consult 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 or its part of speech.
- **CCSS.ELA-Literacy.L.6.4d** 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).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**DESCRIPTION**

**Vocabulary Strategy: Using Context: p. 7**

*Example [Level A, p. 7]*

An **inference clue** implies but does not directly state the meaning of the missing word or words. For example:

Like any \_\_\_\_\_, my brother always expects the worst and thinks that any good news is actually a carefully disguised \_\_\_\_\_.

- a. epic . . . pantomime
- b. pantomime . . . precaution
- c. beacon . . . encounter
- d. pessimist . . . sham

In this sentence, here are several inference clues: (a) the phrase *expects the worst* suggests *pessimist*; (b) the words *carefully disguised* suggest the word *sham*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

**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

*Example [Level A, p. 187]*

**8. encounter** (en kaun' tər) (n.) a meeting (especially one that is unplanned); a meeting of enemies, battle; (v.) to meet or come upon

Remember our **encounter** with that skunk?

We might **encounter** other curious animals.

SYNONYMS: (n.) confrontation; (v.) happen upon

ANTONYMS: (v.) avoid, sidestep

**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;

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.

The three-page **Definitions** section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are presented in alphabetical order in a dictionary-style format.

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.

For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.

For the **Synonyms** activity in each Unit, students are directed

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4c** Consult 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 or its part of speech.
- **CCSS.ELA-Literacy.L.6.4d** 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).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

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

*Example [Level A, Unit 3, p. 38]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

**9.** trying to **irritate** the manager infuriate

**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

*Example [Level A, Unit 10, p. 133]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

**2.** to **demolish** the old building refurbish

**Word Study: Writing with Idioms,** Review Units 1–3, p. 46; **Writing with Idioms,** Review Units 4–6, p. 84; **Writing with Adages,** Review Units 7–9, p. 122; **Writing with Idioms,** Review Units 10–12, p. 160; **Writing with Proverbs,** Review Units 13–15, p. 198

*Example [Level A, Review Units 1–3, p. 46]*

Find the meaning of each idiom. (Use a dictionary if necessary.) Then write a sentence for each idiom. Answers will vary.

**1.** one in a million

Sample answer: Our science teacher is the best; she is one in a million.

**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

*Example [Level A, Review Units 1–3, p. 49]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition.

**DESCRIPTION**

to use a dictionary if necessary.

For the **Antonyms** activity in each Unit, students are directed to use a dictionary if necessary.

For **Word Study: Writing with Idioms/Adages/Proverbs,** students are directed to use a print or online dictionary as needed.

For **Word Study: Classical Roots,** students are directed to use a print or online dictionary as needed.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.6.4c** Consult 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 or its part of speech.
- **CCSS.ELA-Literacy.L.6.4d** 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).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**DESCRIPTION**

Use a dictionary if necessary.

1. to cut off the head, behead

Experienced chefs know how to gut, scale, and **decapitate** a fish before cooking it.

**Online Components: iWords Audio Program:**  
vocabularyworkshop.com

The online **iWords Audio Program** provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL students.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5a** Interpret figures of speech (e.g., personification) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**DESCRIPTION**

**Word Study: Adages, Idioms, and Proverbs:** Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Idioms], pp. 83–84; Review Units 7–9 [Adages], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Proverbs], pp. 197–198

*Example [Level A, Review Units 1–3, p. 45]*

**Choosing the Right Idiom**

3. We spent all afternoon praising Mom's great apple pie, so her **ears must be burning**. \_\_\_\_\_

*Example [Level A, Review Units 7–9, p. 121]*

**Choosing the Right Adage**

5. Yes, I guess it was dangerous to try and break up the fight, but **fools rush in where angels fear to tread**. \_\_\_\_\_

*Example [Level A, Review Units 4–6, p. 84]*

**Writing with Idioms**

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 a moral, such as “A stitch in time saves nine” and “A rolling stone gathers no moss.”

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

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5a** Interpret figures of speech (e.g., personification) in context.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

1. face the music

\_\_\_\_\_

*Example [Level A, Review Units 13–15, p. 198]*

**Writing with Proverbs**

12. Where there's smoke, there's fire.

\_\_\_\_\_

**DESCRIPTION**

column).

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.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Working with Analogies:** p. 11

*Example [Level A, p. 11]*

A verbal analogy expresses a relationship or comparison between sets of words. Normally, an analogy contains two pairs of words linked by a word or symbol that stands for an equal (=) sign. A complete analogy compares the two pairs of words and makes a statement about them. It asserts that the relationship between the first—or key—pair of words is the same as the relationship between the second pair.

1. **maple** is to **tree** as                      2. **joyful** is to **gloomy** as

a. acorn is to oak                              a. cheerful is to happy

b. hen is to rooster                            b. strong is to weak

c. rose is to flower                            c. quick is to famous

d. shrub is to lilac                              d. hungry is to starving

In order to find the correct answer to exercise 1, you must first determine the relationship between the two key words, **maple** and **tree**. In this case, that relationship might be expressed as “a maple is a kind (or type) of tree.” The next step is to select from choices a, b, c, and d the pair of words that best reflects the same relationship. The correct answer is c; it is the only pair

**DESCRIPTION**

Located in the textbook front matter, **Working with Analogies** helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign.

Students encounter many different kinds of relationships represented in the analogy questions in the **Final Mastery Test**.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

whose relationship parallels the one in the key words: A rose is a kind (or type) of flower, just as a maple is a kind (or type) of tree. The other choices do not express the same relationship.

In exercise 2, the relationship between the key words can be expressed as “joyful means the opposite of gloomy.” Which of the choices best represents the same relationship? The answer is b: “strong means the opposite of weak.”

Here are examples of some other common analogy relationships:

Analogy	Key Relationship
<b>big</b> is to <b>large</b> as <b>little</b> is to <b>small</b>	<b>Big</b> means the same thing as <b>large</b> , just as <b>little</b> means the same thing as <b>small</b> .
<b>eyes</b> are to <b>see</b> as <b>ears</b> are to <b>hear</b>	You use your <b>eyes</b> to <b>see</b> with, just as you use your <b>ears</b> to <b>hear</b> with.

**DESCRIPTION**

**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

*Example [Level A, p. 187]*

**8. encounter** (en kaún’ tər) (n.) a meeting (especially one that is unplanned); a meeting of enemies, battle; (v.) to meet or come upon

Remember our encounter with that skunk?

We might encounter other curious animals.

SYNONYMS: (n.) confrontation; (v.) happen upon

ANTONYMS: (v.) avoid, sidestep

The **Definitions** section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms and antonyms.

**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;

In the **Synonyms** activity in each Unit, students learn about the relationship of words with similar meanings. After this



**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

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

*Example [Level A, Unit 3, p. 38]*

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

9. trying to **irritate** the manager infuriate

**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

*Example [Level A, Unit 10, p. 133]*

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

2. to **demolish** the old building refurbish

**Word Study: Classical Roots:** Review Units 1–3 (*de*), p. 49; Review Units 4–6 (*re*), p. 87; Review Units 7–9 (*log, logue*), p. 125; Review Units 10–12 (*co, col, com, con, cor*), p. 163; Review Units 13–15 (*pre*), p. 201

*Example [Level A, Review Units 4–6, p. 87]*

3. to buy back; to make up for; to fulfill a pledge

Consumers who **redeem** discount coupons they clip from magazines and newspapers can lower their weekly grocery bills.

**Final Mastery Test: Analogies:** p. 203

**DESCRIPTION**

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.

For the **Antonyms** activity, students learn about the relationship between words and their opposites. They are encouraged to refer back to the **Definitions** section as needed for lists of antonyms of Unit words.

In **Word Study: Classical Roots**, students study groups of words that feature the same or related classical affixes or roots.

For the **Final Mastery Test: Analogies**, students select the item that best completes the comparison of two pairs of related words.

**LANGUAGE: Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**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

*Example [Level A, p. 187]*

**8. encounter** (en kaún' tər) (n.) a meeting (especially one that is unplanned); a meeting of enemies, battle; (v.) to meet or come upon

Remember our **encounter** with that skunk?

We might **encounter** other curious animals.

SYNONYMS: (n.) confrontation; (v.) happen upon

ANTONYMS: (v.) avoid, sidestep

**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

*Example [Level A, Unit 12, p. 152]*

**4.** its **pocket-size** motor **compact**

**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

*Example [Level A, Review Units 1–3, p. 47]*

**Shades of Meaning**

**1.** famished – **2.** stamina + **3.** douse – **4.** terrain 0

**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

**DESCRIPTION**

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. This prepares students to better understand the discussions of connotations and denotations that follow.

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.

Each **Word Study: Denotation and Connotation** lesson provides direct instruction on and practice with the denotation and connotation of words. After an introductory discussion, students are presented with a set of synonyms. Next, they organize several words according to connotations – positive (+), negative (–), or neutral (0). Then they analyze the positive, negative, or neutral connotation of several words in the last set of exercises, **Shades of Meaning**.

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).

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

*Example [Level A, Review Units 1–3, p. 48]*

**Expressing the Connotation**

**neutral 4.** If you're shopping for sports (**duds, apparel**), I recommend the athletic supply store on Midway Drive.

*Example [Level A, Review Units 1–3, p. 48]*

**Challenge: Using the Connotation**

**3.** Daniel thought he would have time during spring break to relax; instead, he was **occupied** **besieged** with chores.

Sample response: *Besieged* adds a more negative tone, implying that Daniel is overwhelmed by his chores and is not likely to find time to relax.

**DESCRIPTION**

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.

**LANGUAGE:** Vocabulary Acquisition and Use

**CCSS.ELA-Literacy.L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**Throughout the program**

**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-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**

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.6.2b** Spell correctly

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

**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

*Example [Level A, Unit 1, p. 14]*

*Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.*

**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

*Example [Level A, Unit 3, p. 38]*

9. trying to **irritate** the manager **infuriate**

**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

*Example [Level A, Unit 10, p. 133]*

2. to **demolish** the old building **refurbish**

**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

*Example [Level A, Unit 12, p. 153]*

9. Because I'm afraid of heights, I usually **balk** at the idea of sitting in the first row of the topmost balcony in a theater.

**Word Study: Classical Roots:** Review Units 1–3 (*de*), p. 49; Review Units 4–6 (*re*), p. 87; Review Units 7–9 (*log, logue*),

**DESCRIPTION**

Each Unit begins with a three-page **Definitions** section. Twenty words in the numbered study list are presented in a dictionary-style format.

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.

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.

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.

For **Completing the Sentence**, students write the Unit word that best completes each sentence in the exercise, referring back to the **Definitions** section as needed for the correct spelling.

After studying the featured classical base or affix in **Word Study: Classical Roots**, students consider the list of choices

**LANGUAGE:** Conventions of Standard English

**CCSS.ELA-Literacy.L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.6.2b** Spell correctly

**SADLIER VOCABULARY WORKSHOP LEVEL A FEATURE & LOCATION**

p. 125; Review Units 10–12 (*co, col, com, con, cor*), p. 163;  
Review Units 13–15 (*pre*), p. 201

Example [Level A, Review Units 4–6, p. 87]

**3.** to buy back; to make up for; to fulfill a pledge

Consumers who redeem discount coupons they clip from  
magazines and newspapers can lower their weekly grocery  
bills.

**DESCRIPTION**

then write the word that corresponds to the brief definition  
and best completes the illustrative sentence, checking spelling  
against the given list of words.