



SADLIER VOCABULARY WORKSHOP

 Common Core Enriched Edition

Level E

Aligned to the

Common Core State Standards for English Language Arts Grade 10

Contents

KEY ALIGNED CONTENT

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ADDITIONAL ALIGNED CONTENT

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KEY ALIGNED CONTENT

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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DESCRIPTION

Vocabulary and Reading: pp. 9–10

Example [Level E, 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 *indifferent, ambivalent, scornful, astonished, 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 (ambivalent).

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 [Charles Dickens], p. 21; Unit 2 [Edgar Allan Poe], p. 31; Unit 3 [Anne Bronte], p. 41; Unit 4 [Louisa May Alcott], p. 59; Unit 5 [Willa Cather], p. 69; Unit 6 [Emily Bronte], p. 79; Unit 7 [Charles Dickens], p. 97; Unit 8 [Alexandre Dumas], p. 107; Unit 9 [James Fenimore Cooper], p. 117; Unit 10 [Charlotte Bronte], p. 135; Unit 11 [Sir Arthur Conan Doyle], p. 145; Unit 12 [Charles Dickens], p. 155; Unit 13 [George Eliot], p. 173; Unit 14 [Nathaniel Hawthorne], p. 183; Unit 15 [Jane Austen], p. 193

Example [Level E, Unit 12, p. 155]

4. “There’s one thing you may be sure of, Pip,” said Joe, after some **ruminat**ion, “namely, that lies is lies. Howsever they come, they didn’t ought to come, and they come from the father of lies, and work round to the same. Don’t you tell no more of ‘em, Pip.” (*Great Expectations*)

A **ruminat**ion is a(n)

- a. hesitation
- b. relaxation
- c. deliberation
- d. investigation

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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION

Vocabulary and Reading: pp. 9–10

Example [Level E, 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 . . .

Example [Level E, 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 *indifferent, ambivalent, scornful, astonished, 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 (ambivalent).

Reading Passages: Unit 1 “The Globe Theatre: Then and Now” [Historical Nonfiction], pp. 12–13; Unit 2 “Fashion Victims” [Informational Essay], pp. 22–23; Unit 3 “Finding the Facts: Techniques of Modern Crime-Scene Investigation” [Expository Essay], pp. 32–33; Unit 4 “Patronage of the Arts: Help or Hindrance?” [Narrative Nonfiction], pp. 50–51; Unit 5 “Democracy: From Athens to America” [Speech], pp. 60–61; Unit 6 “When the Wall Came Tumbling Down” [Oral History], pp. 70–71; Unit 7 “Emmeline Pankhurst” [Biographical Sketch], pp. 88–89; Unit 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert], pp. 98–99; Unit 9 “The Last Day in Pompeii” [Diary Entry], pp. 108–109; Unit 10 “Hakoah Athletes: From Strength to Victory” [Historical Nonfiction], pp. 126–127; Unit 11 “Should Government Sponsor the Arts?” [Debate], pp. 136–137; Unit 12 “Do Not Forget Our Earliest Cultures” [Letter to the Editor], pp. 146–147; Unit 13 “Life on the High Seas” [Log], pp. 164–165; Unit 14 “A

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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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Short History of Hygiene” [Informational Essay], pp. 174–175; Unit 15 “World-Famous Dance Troupe Announces First U.S. Tour” [Press Release], pp. 184–185

Example [Level E, Unit 11, p. 136]

Without government subsidies, arts such as regional dance companies, local playhouses, and art institutes face **stark** and unpleasant futures. Museums will be unable to maintain their artistic **integrity** if they have to **placate** wealthy donors who possess a merely **superficial** knowledge of art— or no knowledge at all.

Vocabulary for Comprehension: Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195

Example [Level E, Review Units 4–6, pp. 80–81]

Nor do you need to work as hard as other gardeners to **suppress** weeds and wildflowers. Even crabgrass provides food for some species of caterpillars.

8. Suppress (line 44) most nearly means

- a. promote
- b. irrigate
- c. spread
- d. avoid
- e. stifle

Example [Level E, Review Units 10–12, p. 156]

The need to control and harness this **potent** force of nature was clear, and the federal government responded.

6. In line 20, the author uses the phrase “potent force of nature” to refer to the

- a. Hoover Dam
- b. Colorado River
- c. Boulder Canyon

DESCRIPTION

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.

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION	DESCRIPTION
d. Grand Canyon e. Rocky Mountains	

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Writing: Words in Action: Unit 1, Writing Prompt #1 [persuasive letter], p. 20; Unit 3, Writing Prompt #1 [compare-and-contrast essay on most effective technique], p. 40; Unit 4, Writing Prompts #1 & #2 [support- a-position essay; persuasive letter to potential patron], p. 58; Unit 5, Writing Prompt #2 [support- a-position essay], p. 68; Unit 7, Writing Prompts #1 & #2 [editorial on women's suffrage; support-a-position essay], p. 96; Unit 8, Writing Prompt #2 [support-a-position essay], p. 106; Unit 10, Writing Prompts #1 & #2 [support-a-position essays], p. 134; Unit 11, Writing Prompt #1 & #2 [editorial; support-a-position essay], p. 144; Unit 12, Writing Prompt #2 [support-a-position essay], p. 154; Unit 13, Writing Prompt #2 [support-a-position essay], p. 172; Unit 14, Writing Prompt #1 [public service announcement], p. 182; Unit 15, Writing Prompts #1 & #2 [ballet review; support-a-position essay], p. 192

Example [Level E, Unit 15, p.192]

1. Look back at “World-Famous Dance Troupe Announces First U.S. Tour,” the press release for the Ballets Russes (pages 184–185). Suppose you attended a performance of the Ballets Russes. In an effort to persuade others to attend a performance by this troupe, write a review, explaining why you recommend the ballet. Use at least two details from the passage and three unit words.

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.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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Writing: Words in Action: Unit 1, Writing Prompt #2 [compare-and-contrast essay], p. 20; Unit 2, Writing Prompts #1 & #2 [essay], p. 30; Unit 3, Writing Prompt #2 [essay], p. 40; Unit 5, Writing Prompts #1 & #2 [essay], p. 68; Unit 6, Writing Prompt #2 [essay], p. 78; Unit 7, Writing Prompt #2 [essay], p. 96; Unit 8, Writing Prompt #1 [financial advice column], p. 106; Unit 9, Writing Prompts #1 & #2 [encyclopedia entry; letter on emergency preparedness], p. 116; Unit 12, Writing Prompt #1 [compare-and-contrast essay], p. 154; Unit 14, Writing Prompt #2 [informative essay], p. 182

Example [Level E, Unit 1, p. 20]

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

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2. Think about how the experience of attending live theater is different from the experience of going to a movie theater. Write a brief essay in which you compare and contrast watching a play at a theater or playhouse to watching a film at a movie theater. Use examples from your reading (refer to pages 12–13), personal experiences, and prior knowledge to support your points of comparison. Use three or more words from this unit.

Example [Level E, Unit 9, p. 116]

1. Look back at “My Last Day in Pompeii” (pages 108–109). Write a brief encyclopedia entry about the eruption of Vesuvius. Base your account on information from the diary entry, but present the information in an objective rather than subjective way, writing from the third-person point of view. Include just the facts, without personal opinions or observations. Support your account using at least two details from the passage and three unit words.

DESCRIPTION

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Writing: Words in Action: Unit 6, Writing Prompt #1 [newspaper article describing imagined experiences], p. 78; Unit 13, Writing Prompt #1 [letter describing imagined experiences], p. 172

Example [Level E, Unit 13, p. 172]

1. Look back at “Life on the High Seas” (pages 164–165). Suppose you are Captain Cook, commander of the Endeavour. Write a letter to your family, describing your experiences on the voyage and assuring them that you are well. Use at least two details from the passage and three unit words.

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.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4a** 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.

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Vocabulary Strategy: Using Context: p. 7

Example [Level E, p. 7]

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

“My view of the situation may be far too *rosy*,” I admitted.
 “On the other hand, yours may be a bit (**optimistic, bleak**).”

In this sentence, *rosy* is an antonym of the missing word, *bleak*. This is confirmed by the presence of the phrase *on the other hand*, which indicates that the answer must be the opposite of *rosy*.

Reading Passages: Unit 1 “The Globe Theatre: Then and Now” [Historical Nonfiction], pp. 12–13; Unit 2 “Fashion Victims” [Informational Essay], pp. 22–23; Unit 3 “Finding the Facts: Techniques of Modern Crime-Scene Investigation” [Expository Essay], pp. 32–33; Unit 4 “Patronage of the Arts: Help or Hindrance?” [Narrative Nonfiction], pp. 50–51; Unit 5 “Democracy: From Athens to America” [Speech], pp. 60–61; Unit 6 “When the Wall Came Tumbling Down” [Oral History], pp. 70–71; Unit 7 “Emmeline Pankhurst” [Biographical Sketch], pp. 88–89; Unit 8 “Anita Stockton Talks about Risk and Reward on the Stock Market” [Interview with an Expert], pp. 98–99; Unit 9 “The Last Day in Pompeii” [Diary Entry], pp. 108–109; Unit 10 “Hakoah Athletes: From Strength to Victory” [Historical Nonfiction], pp. 126–127; Unit 11 “Should Government Sponsor the Arts?” [Debate], pp. 136–137; Unit 12 “Do Not Forget Our Earliest Cultures” [Letter to the Editor], pp. 146–147; Unit 13 “Life on the High Seas” [Log], pp. 164–165; Unit 14 “A Short History of Hygiene” [Informational Essay], pp. 174–175; Unit 15 “World-Famous Dance Troupe Announces First U.S. Tour” [Press Release], pp. 184–185

Example [Level E, Unit 11, p. 136]

Without government subsidies, arts such as regional dance companies, local playhouses, and art institutes face **stark** and unpleasant futures. Museums will be unable to maintain their artistic **integrity** if they have to **placate** wealthy donors who possess a merely **superficial** knowledge of art— or no knowledge at all.

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–

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

LANGUAGE: Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.9-10.4a** 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.

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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 E, Unit 3, p. 36]

In most cultures, people try to **perpetuate** the customs of their ancestors.

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 E, Unit 9, p. 113]

7. Your (**ardent, brash**) interest in ecology shows that you care deeply about the welfare of this planet.

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 E, Unit 3, p. 38]

1. **pestered** by flies and mosquitoes harassed

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 E, Unit 15, p. 191]

3. an extremely **pleasant** manner abrasive

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 E, Unit 4, p. 57]

4. Antibiotics were once considered wonder drugs, but we now know that they are not **panaceas** for all our physical

DESCRIPTION

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.

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

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ailments.

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Example [Level E, Unit 12, p. 155]

4. “There’s one thing you may be sure of, Pip,” said Joe, after some **rumination**, “namely, that lies is lies. Howsever they come, they didn’t ought to come, and they come from the father of lies, and work round to the same. Don’t you tell no more of ‘em, Pip.” (*Great Expectations*)

A **rumination** is a(n)

- a. hesitation
- b. relaxation
- c. deliberation
- d. investigation

Vocabulary for Comprehension: Review Units 1–3 [Julia Child], pp. 42–43; Review Units 4–6 [Butterfly populations in decline], pp. 80–81; Review Units 7–9 [The California Gold Rush], pp. 118–119; Review Units 10–12 [The Colorado River], pp. 156–157; Review Units 13–15 [Isaac Asimov], pp. 194–195

Example [Level E, Review Units 4–6, pp. 80–81]

Nor do you need to work as hard as other gardeners to **suppress** weeds and wildflowers. Even crabgrass provides food for some species of caterpillars.

8. **Suppress** (line 44) most nearly means

- a. promote
- b. irrigate
- c. spread
- d. avoid
- e. stifle

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.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

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Example [Level E, Review Units 10–12, p. 156]

The need to control and harness this **potent** force of nature was clear, and the federal government responded.

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

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

6. I have _____ chosen an excerpt from the president’s inaugural address that I’d like to use in my report. Unfortunately, the passage is far too long to reproduce _____.
- a. tentatively . . . verbatim
 - b. stolidly . . . coerce
 - c. meticulously . . . reiterate
 - d. feasibly . . . liquidate

Word Study: Adages, Idioms, and Proverbs: Review Units 1–3 [Choosing the Right Adage], p. 45; Review Units 4–6 [Choosing the Right Idiom], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 121; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Proverb], p. 197

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

Choosing the Right Proverb

6. After I scored the winning goal, I twisted my ankle badly, but I decided to **take the bitter with the sweet**.

Word Study: 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

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

neutral 8. I greatly (**esteem, respect**) those who do good deeds anonymously, without any expectation of reward.

Word Study: Classical Roots: Review Units 1–3 (*mis, miss, mit*), p. 49; Review Units 4–6 (*fac, fact*), p. 87; Review Units 7–9 (*voc, vok*), p. 125; Review Units 10–12 (*dem, pan*), p. 163;

DESCRIPTION

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.

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.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.9-10.4a** 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.

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION

Review Units 13–15 (*sed, sess, sid*), p. 201

Example [Level E, Review Units 7–9, p. 125]

6. to call forth; bring to mind (“to call out”)

The tone poem *La Mer* evokes the sounds of the sea.

DESCRIPTION

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION

Vocabulary Strategy: Word Structure, p. 8

Example [Level E, p. 8]

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

Word Study: Classical Roots: Review Units 1–3 (*mis, miss, mit*), p. 49; Review Units 4–6 (*fac, fact*), p. 87; Review Units 7–9 (*voc, vok*), p. 125; Review Units 10–12 (*dem, pan*), p. 163; Review Units 13–15 (*sed, sess, sid*), p. 201

Example [Level E, Review Units 7–9, p. 125]

6. to call forth; bring to mind (“to call out”)

The tone poem *La Mer* evokes the sounds of the sea.

Vocabulary Strategy: Word Structure, TE p. T36

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

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

DESCRIPTION

second section lists Greek and Latin roots, meanings, and sample words.

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

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.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.7.4c** 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 or its part of speech.
- **CCSS.ELA-Literacy.L.7.4d** 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 E** FEATURE & LOCATION

DESCRIPTION

Vocabulary Strategy: Using Context: p. 7

Example [Level E, p. 7]

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

“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”

- a. ignorance . . . painter
- b. wisdom . . . beginner
- c. wealth . . . surgeon
- d. knowledge . . . storyteller

In this sentence, there are several inference clues: (a) the word *scholar* suggests *knowledge*; (b) the words *novel, artistry,* and *skill* suggest the word *storyteller*. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

Located in the textbook front matter, **Vocabulary Strategy: Using Context** provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.

Definitions: Unit 1, pp. 14–16; 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

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,

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy. L.7.4c** 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 or its part of speech.
- **CCSS.ELA-Literacy. L.7.4d** 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 E** FEATURE & LOCATION

DESCRIPTION

Example [Level E, Units 7, p. 91]

13. renegade (im' plə kāt) (n.) one who leaves a group; a deserter, outlaw; (adj.) traitorous; unconventional, unorthodox

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.

Many a writer has been labeled a **renegade** for refusing to conform to society's conventions.

Renegade senators from the President's own party joined the opposition to defeat the bill.

SYNONYMS: (n.) turncoat, heretic

ANTONYMS: (n.) loyalist, patriot

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

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

Example [Level E, 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.

1. pestered by flies and mosquitoes harassed

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

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

Example [Level E, Unit 15, p. 191]

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.

3. an extremely pleasant manner abrasive

Word Study: Writing with Adages, Review Units 1–3, p. 46; **Writing with Idioms**, Review Units 4–6, p. 84; **Writing with**

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy. L.7.4c** 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 or its part of speech.
- **CCSS.ELA-Literacy. L.7.4d** 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 E FEATURE & LOCATION

Idioms, 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 E, 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. Time is money

Sample answer: Time is money, so you had better not let your boss catch you wasting time at work.

Word Study: Classical Roots: Review Units 1–3 (*mis, miss, mit*), p. 49; Review Units 4–6 (*fac, fact*), p. 87; Review Units 7–9 (*voc, vok*), p. 125; Review Units 10–12 (*dem, pan*), p. 163; Review Units 13–15 (*sed, sess, sid*), p. 201

Example [Level E, Review Units 7–9, p. 125]

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. Use a dictionary if necessary.

6. to call forth; bring to mind (“to call out”)

The tone poem *La Mer* evokes the sounds of the sea.

Online Components: iWords Audio Program:
vocabularyworkshop.com

DESCRIPTION

needed.

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

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.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

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

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

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

Choosing the Right Adage

4. **“Better safe than sorry,”** my mother said as she waited for me to fasten my seatbelt.

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

Choosing the Right Idiom

10. I heard you were **in hot water** when your father found out you borrowed the car without asking. _____

Example [Level E, Review Units 7–9, p. 122]

Writing with Idioms

12. go out on a limb

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

Writing with Proverbs

2. You can’t judge a book by its cover.

DESCRIPTION

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 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.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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

Working with Analogies: p. 11

Example [Level E, p. 11]

A verbal analogy expresses a relationship or comparison

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.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION

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.

- | | |
|---|--|
| <p>1. maple is to tree as</p> <p>a. acorn is to oak</p> <p>b. hen is to rooster</p> <p>c. rose is to flower</p> <p>d. shrub is to lilac</p> | <p>2. joyful is to gloomy as</p> <p>a. cheerful is to happy</p> <p>b. strong is to weak</p> <p>c. quick is to famous</p> <p>d. hungry is to starving</p> |
|---|--|

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 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
big is to large as little is to small	Big means the same thing as large , just as little means the same thing as small .
eyes are to see as ears are to hear	You use your eyes to see with, just as you use your ears to hear with.

DESCRIPTION

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

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,

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION

pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178;
Unit 15, pp. 186–188

Example [Level E, Units 7, p. 91]

13. renegade (im' plə kāt) (n.) one who leaves a group; a deserter, outlaw; (adj.) traitorous; unconventional, unorthodox

Many a writer has been labeled a **renegade** for refusing to conform to society's conventions.

Renegade senators from the President's own party joined the opposition to defeat the bill.

SYNONYMS: (n.) turncoat, heretic

ANTONYMS: (n.) loyalist, patriot

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 E, 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.

1. pestered by flies and mosquitoes harassed

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 E, Unit 15, p. 191]

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.

3. an extremely pleasant manner abrasive

Word Study: Classical Roots: Review Units 1–3 (*vers, vert*), p. 49; Review Units 4–6 (*cur, curr, curse, cour*), p. 87; Review

DESCRIPTION

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.

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION	DESCRIPTION
Units 7–9 (<i>chron, crypt</i>), p. 125; Review Units 10–12 (<i>ven, vent</i>), p. 163; Review Units 13–15 (<i>fect, fic, fy</i>), p. 201 <i>Example [Level C, Review Units 7–9, p. 125]</i> 2. of a long duration, continuing; constant Drought is a <u>chronic</u> problem in many parts of the world.	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.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER VOCABULARY WORKSHOP LEVEL E FEATURE & LOCATION	DESCRIPTION
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.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL E 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 E, 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 E, Unit 3, p. 38]

1. pestered by flies and mosquitoes harassed

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 E, Unit 15, p. 191]

3. an extremely pleasant manner abrasive

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 E, Unit 4, p. 57]

4. Antibiotics were once considered wonder drugs, but we now know that they are not panaceas for all our physical ailments.

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.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly

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

Word Study: Classical Roots: Review Units 1–3 (*mis, miss, mit*), p. 49; Review Units 4–6 (*fac, fact*), p. 87; Review Units 7–9 (*voc, vok*), p. 125; Review Units 10–12 (*dem, pan*), p. 163; Review Units 13–15 (*sed, sess, sid*), p. 201

Example [Level E, Review Units 7–9, p. 125]

6. to call forth; bring to mind (“to call out”)

The tone poem *La Mer* evokes the sounds of the sea.

DESCRIPTION

After studying the featured classical base or affix in **Word Study: Classical Roots**, students consider the list of choices then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.