



SADLIER VOCABULARY WORKSHOP

 Common Core Enriched Edition

Level F

Aligned to the

Common Core State Standards for English Language Arts Grade 11

Contents

KEY ALIGNED CONTENT

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KEY ALIGNED CONTENT

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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DESCRIPTION

Vocabulary and Reading: pp. 9–10

Example [Level F, 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 [Herman Melville], p. 31; Unit 3 [Thomas Jefferson], p. 41; Unit 4 [Nathaniel Hawthorne], p. 59; Unit [James Fenimore Cooper], p. 69; Unit 6 [Edgar Allan Poe], p. 79; Unit 7 [Sinclair Lewis], p. 97; Unit 8 [Henry James], p. 107; Unit 9 [Edith Wharton], p. 117; Unit 10 [Mark Twain], p. 135; Unit 11 [F. Scott Fitzgerald], p. 145; Unit 12 [Nathaniel Hawthorne], p. 155; Unit 13 [Margaret Fuller Ossoli], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193

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

5. Donatello had not very easily been stirred out of the peculiar sluggishness, which **enthalls** and bewitches melancholy people.

If something **enthalls** people it

- a. enchants them
- b. sickens them
- c. saddens them
- d. angers them

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.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

Vocabulary and Reading: pp. 9–10

Example [Level F, 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 F, 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 Camera in Wartime" [Textbook Entry], pp. 12–13; Unit 2 "Why Vote?" [Persuasive Essay], pp. 22–23; Unit 3 "Trapped in a Cave, Foiled by a Circus" [Journal Entries], pp. 32–33; Unit 4 "Ada Byron: Visionary Mathematician" [Biographical Sketch], pp. 50–51; Unit 5 "Lending a Hand to End Poverty" [Newspaper Article], pp. 60–61; Unit 6 "Pre-Columbian America" [Blog Entry], pp. 70–71; Unit 7 "An Overlooked Exploration" [Informational Essay], pp. 88–89; Unit 8 "Mythical Journeys" [Humorous Essay], pp. 98–99; Unit 9 "The Swedish Nightingale" [Narrative Nonfiction], pp. 108–109; Unit 10 "Sinking Nation" [Magazine Article], pp. 126–127; Unit 11 "Oyez! Oyez!: The Evolution of News" [Informational Essay], pp. 136–137; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" [Debate], pp. 146–147; Unit 13 "Ansel Adams" [Essay], pp. 164–165; Unit 14 "Revolutionary Women" [Historical Nonfiction], pp. 174–175; Unit 15 "New Tribe Discovered in Amazon" [Newspaper Article], pp. 184–

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.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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

Town criers with loud voices, expressive gestures, and **florid** outfits provided news to town **denizens**. Their cries of “Oyez! Oyez!” (Hear ye! Hear ye!) notified listeners of news to follow.

DESCRIPTION

Vocabulary for Comprehension: Review Units 1–3 [“Wrong-Way” Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195

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

Students’ wintertime confinement, coupled with a lack of physical exertion, had a **soporific** effect.

9. The meaning of **soporific** (line 15) is

- a. ironic
- a. sleep-inducing
- b. debilitating
- c. exceptional
- d. frustrating
- e. stimulating

Example [Level F, Review Units 10–12, p. 157]

10. You can infer from paragraph 4 (lines 45–56) that which of the following played a role in the naming of Florida?

- a. trade
- b. religious customs
- c. geographic location
- d. the wishes of the King of Spain
- e. the appearance of the region’s inhabitants

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.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 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 Prompts #1 & #2 [persuasive letter; persuasive essay], p. 30; Unit 2, Writing Prompts #1 & #2 [public service announcement; persuasive essay], p. 30; Unit 4, Writing Prompt #2 [persuasive essay], p. 58; Unit 5, Writing Prompts #1 & #2 [letter to the editor; persuasive essay], p. 68; Unit 6, Writing Prompt #2 [expository essay], p. 78; Unit 7, Writing Prompts #1 & #2 [editorial; persuasive essay], p. 96; Unit 8, Writing Prompt #1 [letter to patrons], p. 106; Unit 9, Writing Prompt #1 [persuasive press release], p. 116; Unit 9, Writing Prompt #2 [speech in support of music education], p. 116; Unit 10, Writing Prompt #1 [persuasive letter], p. 134; Unit 11, Writing Prompts #1 #2 [persuasive letter; persuasive essay], p. 144; Unit 12, Writing Prompt #1 [argument], p. 154; Unit 13, Writing Prompt #1 [fund-raising letter], p. 172; Unit 14, Writing Prompts #1 & #2 [editorial; persuasive essay], p. 182; Unit 15, Writing Prompts #1 & #2 [persuasive essay], p. 192

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

1. Look back at “New Tribe Discovered in Amazon” (pages 184–185). Suppose you were hired to persuade Brazilian officials and others that we should not interfere with the way of life of indigenous peoples in the Amazon. Write your argument 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.11-12.2 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 3, Writing Prompt #2 [compare-and-contrast essay], p. 40; Unit 6, Writing Prompt #1 [compare-and-contrast blog], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompt #2 [expository essay], p. 134; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172

Example [Level F, Unit 10, p. 134]

2. Think about what you have learned about climate change, in particular how climate change has begun to affect the way people live. Write an essay about the effects, both

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.11-12.2 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.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

natural and human-caused, of climate change (pages 126–127). Support your essay with specific details, your observations and studies, and the reading. Write at least three paragraphs, and use three or more words from this unit.

DESCRIPTION

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 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 3, Writing Prompt #1 [article on imagined experience], p. 40; Unit 4, Writing Prompt #1 [letter to historical figure], p. 58

Example [Level F, Unit 3, p. 40]

1. Look back at “Trapped in a Cave, Foiled by a Circus” (pages 32–33). Imagine that you are a journalist who has been sent to Cave City to cover this event. Write a short article describing the scene and the mood of those around 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.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4a** 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 F FEATURE & LOCATION

Vocabulary Strategy: Using Context: p. 7

Example [Level F, p. 7]

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

While many of the debutantes wore gowns of heavy satin or velvet, Beatrice’s gown was made of a (**gossamer, insular**) spun silk.

In this sentence, *heavy* is an antonym of the missing word, *gossamer*. This is confirmed by the presence of the word *While*, which indicates that the answer must be the opposite of *heavy*.

Reading Passages: Unit 1 “The Camera in Wartime” [Textbook Entry], pp. 12–13; Unit 2 “Why Vote?” [Persuasive Essay], pp. 22–23; Unit 3 “Trapped in a Cave, Foiled by a Circus” [Journal Entries], pp. 32–33; Unit 4 “Ada Byron: Visionary Mathematician” [Biographical Sketch], pp. 50–51; Unit 5 “Lending a Hand to End Poverty” [Newspaper Article], pp. 60–61; Unit 6 “Pre-Columbian America” [Blog Entry], pp. 70–71; Unit 7 “An Overlooked Exploration” [Informational Essay], pp. 88–89; Unit 8 “Mythical Journeys” [Humorous Essay], pp. 98–99; Unit 9 “The Swedish Nightingale” [Narrative Nonfiction], pp. 108–109; Unit 10 “Sinking Nation” [Magazine Article], pp. 126–127; Unit 11 “Oyez! Oyez!: The Evolution of News” [Informational Essay], pp. 136–137; Unit 12 “The Facts in the Case of the Greatest Mystery Writer” [Debate], pp. 146–147; Unit 13 “Ansel Adams” [Essay], pp. 164–165; Unit 14 “Revolutionary Women” [Historical Nonfiction], pp. 174–175; Unit 15 “New Tribe Discovered in Amazon” [Newspaper Article], pp. 184–185

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

Town criers with loud voices, expressive gestures, and **florid** outfits provided news to town **denizens**. Their cries of “Oyez! Oyez!” (Hear ye! Hear ye!) notified listeners of news to follow.

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 F, Unit 5, p. 62]

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 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.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4a** 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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The well-known Latin phrase “**caveat** emptor” means, “Let the buyer beware.”

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 F, Unit 8, p. 103]

7. My Spanish friend finds it hard to understand the (**odium**, **perfidy**) attached to bullfighting in most non-Hispanic countries.

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 F, Unit 8, p. 104]

1. their **mindless**, faithful devotion **bovine**

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 F, Unit 8, p. 105]

3. a friendly game of basketball **acrimonious**

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 F, Unit 12, p. 153]

8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his **scintillating** wit.

Vocabulary in Context: Literary Text: Unit 1 [Charles Dickens], p. 21; Unit 2 [Herman Melville], p. 31; Unit 3 [Thomas Jefferson], p. 41; Unit 4 [Nathaniel Hawthorne], p. 59; Unit [James Fenimore Cooper], p. 69; Unit 6 [Edgar Allan Poe], p.

DESCRIPTION

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.

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4a** 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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<p>79; Unit 7 [Sinclair Lewis], p. 97; Unit 8 [Henry James], p. 107; Unit 9 [Edith Wharton], p. 117; Unit 10 [Mark Twain], p. 135; Unit 11 [F. Scott Fitzgerald], p. 145; Unit 12 [Nathaniel Hawthorne], p. 155; Unit 13 [Margaret Fuller Ossoli], p. 173; Unit 14 [Charles Dickens], p. 183; Unit 15 [Washington Irving], p. 193</p> <p><i>Example [Level F, Unit 12, p. 155]</i></p> <p>5. Donatello had not very easily been stirred out of the peculiar sluggishness, which enthalls and bewitches melancholy people.</p> <p style="padding-left: 40px;">If something enthalls people it</p> <p style="padding-left: 40px;">a. enchants them c. saddens them</p> <p style="padding-left: 40px;">b. sickens them d. angers them</p> <hr/> <p>Vocabulary for Comprehension: Review Units 1–3 [“Wrong-Way” Corrigan], pp. 42–43; Review Units 4–6 [Basketball], pp. 80–81; Review Units 7–9 [Studying elephants in Southern Africa], pp. 118–119; Review Units 10–12 [Early maps of the Americas], pp. 156–157; Review Units 13–15 [History of American political campaigns], pp. 194–195</p> <p><i>Example [Level F, Review Units 4–6, pp. 80–81]</i></p> <p>Students’ wintertime confinement, coupled with a lack of physical exertion, had a soporific effect.</p> <p>9. The meaning of soporific (line 15) is</p> <p style="padding-left: 40px;">a. ironic</p> <p style="padding-left: 40px;">a. sleep-inducing</p> <p style="padding-left: 40px;">b. debilitating</p> <p style="padding-left: 40px;">c. exceptional</p> <p style="padding-left: 40px;">d. frustrating</p> <p style="padding-left: 40px;">e. stimulating</p> <hr/> <p>Two-Word Completions: Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p. 158; Review Units 13–15, p. 196</p> <p><i>Example [Level F, Review Units 1–3, p. 44]</i></p> <p>1. While the Roman people remained vigorous and aggressive, their empire flourished. Once they began to sink into a sort of physical and spiritual _____, however, the empire</p>	<p>literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p> <hr/> <p>The Vocabulary for Comprehension section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.</p> <hr/> <p>In Two-Word Completions, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4a** 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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became feeble and _____ .

- a. umbrage . . . petulant
- b. lassitude . . . decadent
- c. aplomb . . . jaded
- d. ferment . . . adventitious

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. 121; Review Units 10–12 [Choosing the Right Adage], p. 159; Review Units 13–15 [Choosing the Right Idiom], p. 197

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

Choosing the Right Idiom

- 10. I hate to **split hairs** with you, but the trip took fifty-five minutes, not an hour.

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 F, Review Units 4–6, p. 86]

- negative 8.** David is usually polite, so when he spoke to the reporters in such a (**brusque, firm**) manner, people assumed something was wrong.

Word Study: Classical Roots: Review Units 1–3 (*cede, cess, ceas*), p. 49; Review Units 4–6 (*grad, gress*), p. 87; Review Units 7–9 (*mor, the*), p. 125; Review Units 10–12 (*equus, equi, ega, iqui*), p. 163; Review Units 13–15 (*quer, ques, quis*), p. 201

Example [Level F, Unit 12, p. 163]

- 2. equally separated from a given point or location
The two suburbs are **equidistant** from St. Louis.

DESCRIPTION

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.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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Vocabulary Strategy: Word Structure, p. 8

Example [Level F, 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 (*cede, cess, ceas*), p. 49; Review Units 4–6 (*grad, gress*), p. 87; Review Units 7–9 (*mor, the*), p. 125; Review Units 10–12 (*equus, equi, ega, iqui*), p. 163; Review Units 13–15 (*quer, ques, quis*), p. 201

Example [Level F, Unit 12, p. 163]

2. equally separated from a given point or location

The two suburbs are equidistant from St. Louis.

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.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-Literacy.L.11-12.4d** 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 F FEATURE & LOCATION

Vocabulary Strategy: Using Context: p. 7

Example [Level F, p. 7]

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

Because Bertie had never taken a flying lesson before, he was placed in the class for _____, but he was a quick learner, and _____, and he soon graduated to the next level.

- a. adulation . . . irresolute c. penury . . . torpid
 b. novices . . . astute d. avarice . . . evanescent

There are a few inference clues in this sentences. The phrase *never taken a flying lesson* indicates that Bertie was a beginner, or *novice*. The phrase *quick learner* suggests that Bertie was *astute*. These words are inference clues because they suggest or imply, but do not directly state, the missing 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 E, Unit 10, p. 129]

13. invective (in vek' tiv) (n.) a strong denunciation or condemnation; abusive language; (v.) abusive, vituperative

He let loose his usual hail of **invectives**, a furious shower that left the air a bit clearer.

As **invective** speeches go, this one displayed originality, vigor, and, here and there, some wit.

SYNONYMS: (n.) vituperation, abuse, philippic

DESCRIPTION

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.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-Literacy.L.11-12.4d** 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 F FEATURE & LOCATION

ANTONYMS: (n.) tribute, panegyric,
encomium

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 F, Unit 8, p. 104]

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. their **mindless**, faithful devotion **bovine**

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 F, Unit 8, p. 105]

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. a **friendly** game of basketball **acrimonious**

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

Example [Level F, 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. out of the blue

Sample answer: Your decision to quit the volleyball team certainly came out of the blue!

DESCRIPTION

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-Literacy.L.11-12.4d** 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 F FEATURE & LOCATION

Word Study: Classical Roots: Review Units 1–3 (*cede, cess, ceas*), p. 49; Review Units 4–6 (*grad, gress*), p. 87; Review Units 7–9 (*mor, the*), p. 125; Review Units 10–12 (*equus, equi, ega, iqui*), p. 163; Review Units 13–15 (*quer, ques, quis*), p. 201

Example [Level F, Unit 12, p. 163]

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.

2. equally separated from a given point or location

The two suburbs are equidistant from St. Louis.

Online Components: iWords Audio Program:
vocabularyworkshop.com

DESCRIPTION

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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

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

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

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

Choosing the Right Idiom

1. Of course I will not tell a soul how much you spent on those jeans. **My lips are sealed!** _____

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

Choosing the Right Idiom

2. I wish Dad would just **cut to the chase** and tell me if I can borrow the car or not. _____

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

Writing with Idioms

4. blow a fuse

Example [Level F, Review Units 10–12, p. 160]

Writing with Adages

6. Laughter is the best medicine.

DESCRIPTION

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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

Working with Analogies: p. 11

Example [Level F, 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

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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION	DESCRIPTION
a. acorn is to oak b. hen is to rooster c. rose is to flower d. shrub is to lilac	a. cheerful is to happy b. strong is to weak c. quick is to famous 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 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.

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 10, p. 129]

13. invective (in vek' tiv) (n.) a strong denunciation or condemnation; abusive language; (v.) abusive, vituperative

He let loose his usual hail of **invectives** , a furious shower that

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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

DESCRIPTION

left the air a bit clearer.

As **invective** speeches go, this one displayed originality, vigor, and, here and there, some wit.

SYNONYMS: (n.) vituperation, abuse, philippic

ANTONYMS: (n.) tribute, panegyric, encomium

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 F, Unit 8, p. 104]

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. their **mindless**, faithful devotion **bovine**

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 F, Unit 8, p. 105]

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. a **friendly** game of basketball **acrimonious**

Word Study: Classical Roots: Review Units 1–3 (*cede, cess, ceas*), p. 49; Review Units 4–6 (*grad, gress*), p. 87; Review Units 7–9 (*mor, the*), p. 125; Review Units 10–12 (*equus, equi, ega, iqui*), p. 163; Review Units 13–15 (*quer, ques, quis*), p. 201

Example [Level F, Unit 12, p. 153]

8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his **scintillating** wit.

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 roots.

Final Mastery Test: Analogies: p. 203

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

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION	DESCRIPTION
	words.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.6 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 F 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.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL F 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 F, 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 F, Unit 8, p. 104]

1. their **mindless**, faithful devotion **bovine**

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 F, Unit 8, p. 105]

3. a **friendly** game of basketball **acrimonious**

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 F, Unit 12, p. 153]

8. Until he rose to speak, the meeting had been dull, but he immediately enlivened it with his **scintillating** wit.

Word Study: Classical Roots: Review Units 1–3 (*cede, cess, ceas*), p. 49; Review Units 4–6 (*grad, gress*), p. 87; Review

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.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL F FEATURE & LOCATION

Units 7–9 (*mor, the*), p. 125; Review Units 10–12 (*equus, equi, ega, iqui*), p. 163; Review Units 13–15 (*quer, ques, quis*), p. 201

Example [Level F, Unit 12, p. 163]

2. equally separated from a given point or location

The two suburbs are equidistant from St. Louis.

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.