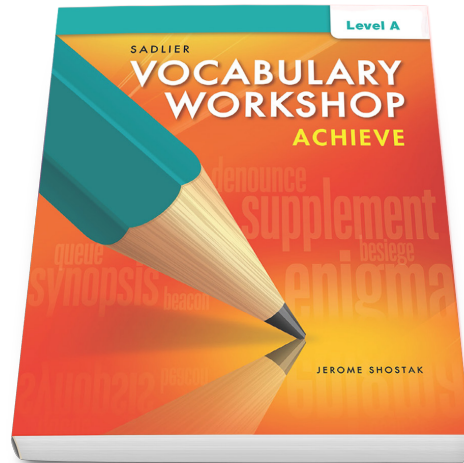


Sadlier

Vocabulary Workshop® Achieve

Grade 6 / Level A



Aligned to the

2016 Alabama Course of Study English Language Arts

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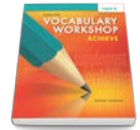
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GRADE 6 / LEVEL A

KEY ALIGNED CONTENT

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Vocabulary in Context: Overview, p. 7

Example [Level A, p. 7]

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

“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*.

In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical features—such as photographs, illustrations, charts, graphs, captions, and headings—of a page itself.

The **Reading Passages** as well as the **Using Context, Choosing the Right Word, Vocabulary in Context, and Vocabulary for Comprehension** exercises that appear in the Units, the Reviews, and the Final Mastery Test provide practice in using context to decode and to determine the meaning of unfamiliar words.

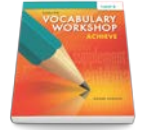
There are three types of context clues emphasized at this level of the program: a **restatement clue**, a **contrast clue**, and an **inference clue**.

Reading Passages: Unit 1 "City of Gold" (First-Person Narrative), pp. 12–13; Unit 2 "West End School Has Comestible Curriculum" (Interview), pp. 24–25; Unit 3 "This Day in 1923: The Olympic's the Thing!" (Archived Newspaper Article), pp. 36–37; Unit 4 "The Art and Science of Traditional Healing" (Expository Essay), pp. 56–57; Unit 5 "Continue Space Exploration, Now!" (Persuasive Speech), pp. 68–69; Unit 6 "The Fine Art of War: WWI Propaganda Images" (Textbook Entry), pp. 80–81; Unit 7 "Made for the Shade" (Informational Essay), pp. 100–101; Unit 8 "From Big Dream to Big Top" (Interview), pp. 112–113; Unit 9 "From Fire Arrows to Space Flight: A History of Rockets" (Informational Essay), pp. 124–125; Unit 10 "Farewell, Blue Yodeler" (Obituary), pp. 144–145; Unit 11 "Here I Am: Galápagos Log" (Log), pp. 156–157; Unit 12 "Vampires We Have Known" (Humorous Essay), pp. 168–169; Unit 13 "Polar Opposites" (Compare and Contrast Essay), pp. 188–189; Unit 14 "Madam C.J. Walker and Her Wonderful Remedy" (Biographical Sketch), pp. 200–201; Unit 15 "Running With the Big Dogs" (Magazine Article), pp. 212–213

Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

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

As emphasized throughout the program, students use context clues to determine the meanings of unfamiliar words in each passage then apply what they learn throughout the Unit and the Review.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Example [Level A, Unit 4, pp. 56–57]

Advances in science provide modern man with cures and treatments undreamed of by his prehistoric counterparts. But how did early humans deal with disease? Serious illnesses could **devastate** whole families or clans. What remedies were available? In olden times, folk medicine **generated** relief or cures. A thorough **scan** of the long history of medicine reveals some similar **strands** woven throughout the history of healing.

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

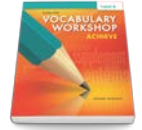
Example [Level A, Unit 10 Set B, p. 150]

2. **delude** (v.) to fool, deceive; to mislead utterly
(di lüd') Don't **delude** yourself into thinking that you will become a famous concert pianist just because you played one song at the school's talent show.

Using Context: Unit 1 Set A, p. 15, Unit 1 Set B, p. 19; Unit 2 Set A, p. 27, Unit 2 Set B, p. 31; Unit 3 Set A, p. 39, Unit 3 Set B, p. 43; Unit 4 Set A, p. 59, Unit 4 Set B, p. 63; Unit 5 Set A, p. 71, Unit 5 Set B, p. 75; Unit 6 Set A, p. 83, Unit 6 Set B, p. 87; Unit 7 Set A, p. 103, Unit 7 Set B, p. 107; Unit 8 Set A, p. 115, Unit 8 Set B, p. 119; Unit 9 Set A, p. 127, Unit 9 Set B, p. 131; Unit 10 Set A, p. 147, Unit 10 Set B, p. 151; Unit 11 Set A, p. 159, Unit 11 Set B, p. 163; Unit 12 Set A, p. 171, Unit 12 Set B, p. 175; Unit 13 Set A, p. 191, Unit 13 Set B, p. 195; Unit 14 Set A, p. 203, Unit 14 Set B, p. 207; Unit 15 Set A, p. 215, Unit 15 Set B, p. 219

In each unit, there is a **Definitions** section for the 10 new words in Set A and for 10 additional words in Set B. 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.

There are two **Using Context** activities for each unit, covering words in Set A and Set B. It is a transitional exercise that has students determine if a vocabulary word makes sense in the context of a sentence. Students practice strategies for using context to determine correct word usage.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Example [Level A, Unit 5 Set B, p. 75]

10. Someone stopped me on the street to ask directions, mistaking me for an **inhabitant** of this magnificent city.

Choosing the Right Word: Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

Example [Level A, Unit 7 Set A, p. 104]

9. It was plain from the way that he (**dawdled, persevered**) over breakfast that he was in no hurry to visit the dentist.

Completing the Sentence: Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

Example [Level A, Unit 1 Set B, p. 21]

1. The laws of this land do not shield public figures from just criticism, but they do protect them against libel.

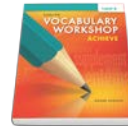
Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

The **Choosing the Right Word** exercises for sets A and B 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.

For **Completing the Sentence** for Set A and Set B, students rely on embedded context clues to help them choose and write the word that logically and/or figuratively fits into a blank in a given sentence.

Drawing 15 words from both sets in each unit, the **Synonyms** activity requires students to rely on context clues to help find a unit word to match each given synonym.

In each unit review, the **Synonyms** exercises feature complete sentences that reinforce meanings while providing students with examples of usage and context.



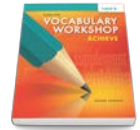
GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Level A, Unit 15 Sets A & B, p. 222]</i></p> <p>10. a beam of light <u> beacon </u></p>	
<p>Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228</p> <p><i>Example [Level A, Review Units 13–15, p. 228]</i></p> <p>3. She told a story so unlikely that I first marveled at her ability to create such a fiction before scolding her for lying. <u> far-fetched </u></p>	
<p>Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222</p> <p><i>Example [Level A, Unit 6, p. 90]</i></p> <p>4. a quiet discussion about the election results <u> boisterous </u></p>	<p>The Antonyms activity for each unit requires students to use context clues to help find a unit word to match each given antonym.</p>
<p>Vocabulary in Context: Unit 1 Sets A & B (Camel Experiment), p. 23; Unit 2 Sets A & B (Organic Farms), p. 35; Unit 3 Sets A & B (Ocean Voyages), p. 47; Unit 4 Sets A & B (Our Stomach), p. 67; Unit 5 Sets A & B (Woman Astronaut), p. 79; Unit 6 Sets A & B (Wartime Songs), p. 91; Unit 7 Sets A & B (Colorblind Glasses), p. 111; Unit 8 Sets A & B (Hometown Comfort), p. 123; Unit 9 Sets A & B (Project Gemini), p. 135; Unit 10 Sets A & B (Country Music Hall of Fame and Museum), p. 155; Unit 11 Sets A & B (Overfishing), p. 167; Unit 12 Sets A & B (Bats), p. 179; Unit 13 Sets A & B (Navigation), p. 199; Unit 14 Sets A & B (Shampoo Inventor), p. 211; Unit 15 Sets A & B (Hollywood Dogs), p. 223</p> <p><i>Example [Level A, Unit 10, p. 155]</i></p> <p>Step into the museum and the exhibits engulf you in the experience of a truly American musical style. It is hard to express that experience in mere words. The museum offers a unique panorama.</p>	<p>Located at the end of each unit, the Vocabulary in Context reading selection is related in theme to the Reading Passage. It incorporates at least six words, including words not introduced earlier in the Reading Passage, thereby ensuring that all unit words are presented in context.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p>



GRADE 6 / LEVEL A

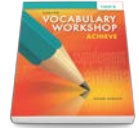
LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION	DESCRIPTION
<p>4. Which word means the same as engulf as it is used in paragraph 2?</p> <p>a. immerse O c. stretch</p> <p>b. blind O d. shove</p>	
<p>Vocabulary in Context: Informational Text (online*): Unit 1 "Clothing Fads of the 1960s"; Unit 2 "A Pageant of Fatigue"; Unit 3 "Welcome to Ellis Island"; Unit 4 "Quimby's Quest"; Unit 5 "An Olympic Star"; Unit 6 "The Road to Freedom"; Unit 7 "Challenges of a Biographer"; Unit 8 "Thriving Coyotes"; Unit 9 "Exaggerated Kings"; Unit 10 "Annie Smith Peck: A Woman of Firsts"; Unit 11 "Delving into Dinosaur Truths"; Unit 12 "Navajo Code Talkers"; Unit 13 "Mary Cassatt"; Unit 14 "Let the Good Times Roll!"; Unit 15 "Making a Difference"</p> <p><u>Example [Level A, Unit 7]</u></p> <p>This kind of biographer must expend another sort of energy—as a detective.</p> <p>3. Expend is best defined as</p> <p>O a. save</p> <p>O b. utilize</p> <p>O c. choose</p> <p>O d. gain</p>	<p>The Vocabulary in Context: Informational Text reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.</p> <p>The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.</p> <p>Students may reference a pop-out wordlist at any time.</p>
<p>Vocabulary in Context: Literary Text (online*): Unit 1 Johann David Wyss ("The Swiss Family Robinson"); Unit 2 Walt Whitman ("Leaves of Grass"); Unit 3 Jules Verne ("Twenty Thousand Leagues Under the Sea"); Unit 4 Edgar Rice Burroughs ("A Princess of Mars"); Unit 5 H.G. Wells ("The First Men in the Moon"); Unit 6 Mark Twain ("The Prince and The Pauper" and "The Celebrated Jumping Frog of Calaveras County"); Unit 7 Charles Dickens ("Oliver Twist"); Unit 8 Sir Arthur Conan Doyle ("The Adventures of Sherlock Holmes"); Unit 9 L.M. Montgomery ("Anne of the Island"); Unit 10 Edgar Allan Poe ("The Works of Edgar Allan Poe, Volume I"); Unit 11 Jack London ("White Fang"); Unit 12 Sir Arthur Conan Doyle ("Tales of Terror and Mystery"); Unit 13 L.M. Montgomery ("Anne of Green Gables"); Unit 14 Charles Dickens ("Nicholas Nickleby"); Unit 15 Washington Irving ("The Legend of Sleepy Hollow")</p>	<p>The Vocabulary in Context: Literary Text activities contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able to glimpse the artistry of great American and British writers in their careful choice and use of words in relation to the elements of story.</p>

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 6 / LEVEL A

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Example [Level A, Unit 15]

5. Could that girl have been playing off any of her coquettish tricks? Was her encouragement of the poor pedagogue all a mere **sham** to secure her conquest of his rival?
- A **sham** is
- O a. deception
 - O b. collection
 - O c. lesson
 - O d. fashion

Vocabulary for Comprehension: Review Units 1–3: Part 1 ("A Winter Playground"), pp. 48–49; Review Units 1–3: Part 2 (Patrick Henry's Speech), pp. 50–51; Review Units 4–6: Part 1 ("Oseola McCarty: 1908–1999"), pp. 92–93; Review Units 4–6: Part 2 (Puppetry), pp. 94–95; Review Units 7–9: Part 1 (Guy de Maupassant, from "Two Friends"), pp. 136–137; Review Units 7–9: Part 2 (Alice Dunbar Nelson, from "The Fisherman of Pass Christian"), pp. 138–139; Review Units 10–12: Part 1 ("An International Science Lab"), pp. 180–181; Review Units 10–12: Part 2 (Self-Driving Vehicles), pp. 182–183; Review Units 13–15: Part 1 ("Goya: A Victim of His Art?"), pp. 224–225; Review Units 13–15: Part 2 (Modern Architecture), pp. 226–227

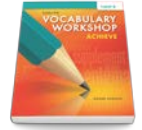
Example [Level A, Review Units 1–3, Part 2, pp. 50–51]

Henry proudly emphasizes the size of the American population and the geographical advantages of the colonists’ **terrain**.

9. As it is used in line 63, “terrain” most nearly means
- A) coastline.
 - B) ground.
 - C) road network.
 - D) mountain ranges.

Vocabulary for Comprehension, Part 1 provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.

In addition to providing vocabulary-in-context questions featured in Part 1, some **Vocabulary for Comprehension, Part 2** exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Two-Word Completions: Review Units 1–3, p. 53; Review Units 4–6, p. 97; Review Units 7–9, p. 141; Review Units 10–12, p. 185; Review Units 13–15, p. 229

Example [Level A, Review Units 1–3, p. 53]

5. Though other people have been moved to action by high ideals, Thomas Alva Edison, one of the most _____ inventors ever to be produced by this country, seems in part to have been _____ simply by the love of a challenge.
- a. ingenious ... motivated c. immense ... dispatched
b. disinterested ... manipulated d. inept ... infuriated

Two-Word Completions: (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Final Mastery Test: Two-Word Completions: pp. 232–236

Example [Level A, Final Mastery Test, p. 233]

27. Taking the _____ to make friends with new students at school can really help them _____ the changes happening in their lives.
- a. illusion ... tarry c. terrain ... abstain from
b. onset ... repent d. initiative ... cope with

Word Study: Idioms: Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230

Example [Level A, Word Study Units 13–15, p. 230]

Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.

3. We just got a new boss, so this is not the time to **make any waves**. _____ **cause trouble; draw attention to yourself**

Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186

Example [Level A, Review Units 4–6, p. 98]

- positive** 4. Ruby is a (**determined, headstrong**) child, and she prefers getting dressed on her own.

DESCRIPTION

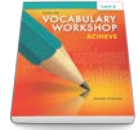
In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use word knowledge and context clues to determine which pair of words best completes the sentence. This also supports reading comprehension.

Additional **Two-Word Completions** exercises are provided in each Cumulative Review, as well as on the Final Mastery Test.

As part of the Word Study lessons in alternating unit reviews, the **Choosing the Right Idiom** activity helps students practice using context clues to figure out the meaning of figurative expressions.

Alternating with the Idioms in the Word Study section that follows each unit review, **Word Study: Denotation and Connotation** helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—that have positive, negative, or neutral implications.

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GRADE 6 / LEVEL A

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Word Study: Classical Roots: Word Study Units 1–3 (*de—* down; away from; completely; not), p. 55; Word Study Units 4–6 (*re—* back; again), p. 99; Word Study Units 7–9 (*log, logue—* speech, word, discourse), p. 143; Word Study Units 10–12 (*co, col, com, con, cor—* with, together), p. 187; Word Study Units 13–15 (*pre—* before), p. 231

In the **Expressing the Connotation** exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).

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

Example [Level A, Word Study Units 4–6, p. 99]

6. to scold, express sharp disapproval; a scolding
The babysitter had to rebuke the children for misbehaving after dinner.

Choosing the Right Meaning (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.

Example [Level A, Cumulative Review II]

Among those who **perished** at Nero’s bidding was the philosopher and dramatist Lucius Annaeus Seneca, who had been the emperor’s tutor.

2. The word **perished** most nearly means
- O a. profited
O b. informed on others
O c. died
O d. were exiled

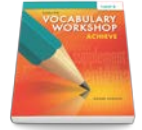
Final Mastery Test: pp. 232–236

Example [Level A, p. 236]

Choosing the Right Meaning

The **Final Mastery Test** provides practice in using context to decode and determine the meaning of unfamiliar words presented in the following sections: **Two-Word Completions**, **Supplying Words in Context**, and **Choosing the Right Meaning**.

65. Although she usually acted meek, during tough times she showed more **grit** than anyone else.
The word **grit** most nearly means
- a. restlessness b. judgment c. fear d. courage



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). [L.6.4b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Student Resources: Word Structure: Greek and Latin Roots (online*)

Example [Level A, Unit 1, Student Resources, Word Structure: Greek and Latin Roots]

Prefix	Meaning	Sample Words
bi-	two	bicycle
com-, con-	together, with	compatriot, contact
Verb Suffix	Meaning	Sample Words
-ate	to become, produce, or treat	validate, salivate, chlorinate

Word Study: Classical Roots: Word Study Units 1–3 (*de—* down; away from; completely; not), p. 55; Word Study Units 4–6 (*re—* back; again), p. 99; Word Study Units 7–9 (*log, logue—* speech, word, discourse), p. 143; Word Study Units 10–12 (*co, col, com, con, cor—* with, together), p. 187; Word Study Units 13–15 (*pre—* before), p. 231

Example [Level A, Word Study Units 4–6, p. 99]

6. to scold, express sharp disapproval; a scolding
- The babysitter had to rebuke the children for misbehaving after dinner.

Games and Study Aids: Matching Challenge – Greek Roots and Matching Challenge – Latin Roots (online*)

DESCRIPTION

In **Word Structure: Greek and Latin Roots**, 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.

Two online video games, **Greek Roots – Matching Challenge** and **Latin Roots – Matching Challenge**, encourage students to score points as they identify a Greek and Latin root in unit vocabulary words that move across the screen during each 30-second round. Buzzer, bell, and zap sound effects can be muted.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4c]
 - d. 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). [L.6.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Vocabulary in Context: p. 7

Example [Level A, p. 7]

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

“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* suggests the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.

In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. Students learn to use inference clues to arrive at a preliminary understanding of an unknown word or phrase, which may subsequently be checked using various print or online resources.

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

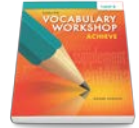
Example [Level A, Unit 10 Set B, p. 150]

2. **delude** (v.) to fool, deceive; to mislead utterly
(di lüd’)
Don’t delude yourself into thinking that you will become a famous concert pianist just because you played one song at the school’s talent show.

The **Definitions** section at the beginning of each unit serves as a master reference of information for each of the unit words. Presented in two 10-word sets, each entry in the numbered study list is 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.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4c]
 - d. 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). [L.6.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Example [Level A, Unit 15 Sets A & B, p. 222]

10. a **beam** of light
 beacon

Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Example [Level A, Unit 6, p. 90]

4. a **quiet** discussion about the election results
 boisterous

Word Study: Classical Roots: Word Study Units 1–3 (*de—* down; away from; completely; not), p. 55; Word Study Units 4–6 (*re—* back; again), p. 99; Word Study Units 7–9 (*log, logue—* speech, word, discourse), p. 143; Word Study Units 10–12 (*co, col, com, con, cor—* with, together), p. 187; Word Study Units 13–15 (*pre—* before), p. 231

Example [Level A, Word Study Units 4–6, p. 99]

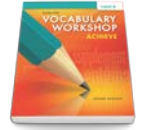
6. to scold, express sharp disapproval; a scolding
 The babysitter had to rebuke the children for misbehaving after dinner.

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 as needed.

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



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4c]
 - d. 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). [L.6.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Study Aids: iWords Audio Program (online*)

Example [Level A, Unit 4, Games and Study Aids: iWords]



DESCRIPTION

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, part or parts of speech, and examples of usage for every vocabulary word presented at this level.

In addition to hearing the pronunciation of each of the 20 vocabulary words for every unit, students can listen to the entire **Reading Passage** for every unit. The iWords oral models and practice are especially helpful to ELL students.

Student Resources: Pronunciation Key—p. 11 & online*

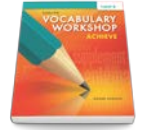
Example [Level A, Unit 1, Student Resources: Pronunciation Key]

Vowels	ā lake	e stress	ū loot, new
	a mat	ī knife	ú foot, pull
	â care	i sit	æ jump, broken
	ā bark, bottle	ō flow	ēr bird, better
	aú doubt	ó all, cord	
	ē beat, wordy	oi oil	

Consonants	ch child, lecture	s cellar	wh what
	g give	sh shun	y yearn
	j gentle, bridge	th thank	z is
	ŋ sing	th those	zh measure

All other consonants are sounded as in the alphabet.

The pronunciation is indicated for every basic word in the program. Symbols used in the **Pronunciation Key** are similar to those used in most recent standard dictionaries. The author has primarily consulted Webster’s Third New International Dictionary and The Random House Dictionary of the English Language (Unabridged). Many English words have multiple accepted pronunciations. The author has given one pronunciation when such words occur in this book except when the pronunciation changes according to the part of speech. For example, the verb project is pronounced **prə jekt’**, and the noun form is pronounced **prāj’ ekt**.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Word Study: Idioms: Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230

Example [Level A, Word Study Units 13–15, p. 230]

Read each sentence. Use context clues to figure out the meaning of each idiom in boldface print. Then write the letter of the definition for the idiom in the sentence.

3. We just got a new boss, so this is not the time to **make any waves**. _____ **cause trouble; draw attention to yourself** _____

Enriching Your Vocabulary (online*): Cumulative Review I (“Compound Interest”); Cumulative Review II (“The Right to a Fair Trial”); Cumulative Review III (“You Name It!”); Cumulative Review IV (“Myths Become Facts”)

Example [Level A, Cumulative Review IV]

In the column on the left are 8 more words and names with roots in Greek and Roman mythology. With or without a dictionary, line up each word to its meaning in the column on the right.

6. herculean
having great size, strength, or courage, such as that of the Greek god Hercules

DESCRIPTION

As part of the **Word Study** lessons in each review, students learn about figures of speech in the form of idioms.

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,” and “a dark horse.”

After introductory instruction, students practice **Choosing the Right Idiom** by matching an idiom used in context with its definition (in the adjacent column).

Located in the online Cumulative Reviews, each **Enriching Your Vocabulary** activity includes a reading passage explaining the origin and meaning of colorful expressions, figures of speech, or technical terminology. After reading the introduction, students match each phrase with its definition.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Program Overview: Denotation, Connotation, and Shades of Meaning: Teacher’s Edition, p. T39

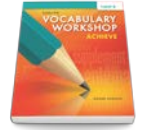
Example [Level A, Program Overview: Denotation, Connotation, and Shades of Meaning, online]*

Word	Denotation
amiable	friendly
irk	to annoy
data	information

DESCRIPTION

Located in the TE front matter and online, **Overview: Denotation and Connotation** defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION		DESCRIPTION
Word	Connotation	
amiable	favorable	
irk	unfavorable	
data	neutral	

Choosing the Right Word: Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, Unit 7 Set B, p. 108; Unit 8 Set A, p. 116, Unit 8 Set B, p. 120; Unit 9 Set A, p. 128, Unit 9 Set B, p. 132; Unit 10 Set A, p. 148, Unit 10 Set B, p. 152; Unit 11 Set A, p. 160, Unit 11 Set B, p. 164; Unit 12 Set A, p. 172, Unit 12 Set B, p. 176; Unit 13 Set A, p. 192, Unit 13 Set B, p. 196; Unit 14 Set A, p. 204, Unit 14 Set B, p. 208; Unit 15 Set A, p. 216, Unit 15 Set B, p. 220

The **Choosing the Right Word** exercises for sets A and B 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.

Example [Level A, Unit 7 Set A, p. 104]

9. It was plain from the way that he (**dawdled, persevered**) over breakfast that he was in no hurry to visit the dentist.

Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

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.

Example [Level A, Unit 15 Sets A & B, p. 222]

10. a **beam** of light
 beacon

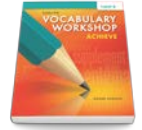
Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

Example [Level A, Review Units 13–15, p. 228]

3. She told a story so **unlikely** that I first marveled at her ability to create such a fiction before scolding her for lying.
 far-fetched

Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit

For the **Antonyms** activity, students examine 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.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Example [Level A, Unit 6, p. 90]

4. a **quiet** discussion about the election results
boisterous

Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186

Example [Level A, Review Units 4–6, p. 98]

- positive** 4. Ruby is a (**determined, headstrong**) child, and she prefers getting dressed on her own.

Overview: Vocabulary Strategies: Working with Analogies: p. 11

Analogies (online*)

Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Example [Level A, Cumulative Review I]

1. **eerie** is to **ghosts** as
- O a. frightening is to monsters
 - O b. elusive is to cowboys
 - O c. incomprehensible is to clowns
 - O d. sage is to spies

Choosing the Right Meaning (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

Example [Level A, Cumulative Review I]

A truly gifted **mimic** can adopt not only another’s voice but that person’s expressions and mannerisms as well

2. The word **mimic** is best defined as
- O a. comedian
 - O b. imitator
 - O c. magician
 - O d. ventriloquist

DESCRIPTION

Alternating with the Idioms in the Word Study section that follows each unit review, **Word Study: Denotation and Connotation** helps students understand the difference between a word’s literal meaning and informal, implied meanings. They study examples of words with implied meanings—or connotations—with emotional associations that are positive, negative, or neutral.

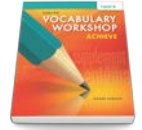
In the **Expressing the Connotation** exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (positive, negative, or neutral).

Located in the online **Overview: Vocabulary Strategies** section, **Working with Analogies** helps students better understand comparisons between sets of related words.

The first feature of each online Cumulative Review, **Analogies** exercises test a student’s ability to analyze the relationship between pairs of related words then choose the letter of the item that best completes the comparison.

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

The second feature of each online Cumulative Review, **Choosing the Right Meaning** exercises offer a sophisticated challenge for students as they analyze subtle differences before selecting the one of four closely related words that best fits the context of the given sentence.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

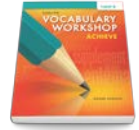
SADLIER **VOCABULARY WORKSHOP ACHIEVE LEVEL A** FEATURE & LOCATION

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.



GRADE 6 / LEVEL A

ADDITIONAL ALIGNED CONTENT

READING STANDARDS FOR LITERATURE

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Overview: Vocabulary and Reading: pp. 8–9

Example [Level A, p. 8]

Vocabulary in Context Questions check your ability to use context to identify a word’s meaning. For example:

- As it is used in paragraph 2, “adherents” most nearly means . . . Use the word’s context in a passage to select the best answer, particularly when the vocabulary word has more than one meaning. The answer choices may contain two (or more) correct meanings of the word in question. Choose the meaning that best fits the context.

Questions About Tone show your understanding of the author’s attitude toward the topic of the passage. To determine the tone, pay attention to the author’s word choice. The author’s attitude may be positive (respectful), negative (scornful), or neutral (distant). These are typical questions:

- The author’s primary purpose in the passage is to . . .
- Which word best describes the author’s tone?

Vocabulary in Context: Literary Text (online*): Unit 1 Johann David Wyss (“The Swiss Family Robinson”); Unit 2 Wal Whitman (“Leaves of Grass”); Unit 3 Jules Verne (“Twenty Thousand Leagues Under the Sea”); Unit 4 Edgar Rice Burroughs (“A Princess of Mars”); Unit 5 H.G. Wells (“The First Men in the Moon”); Unit 6 Mark Twain (“The Prince and The Pauper” and “The Celebrated Jumping Frog of Calaveras County”); Unit 7 Charles Dickens (“Oliver Twist”); Unit 8 Sir Arthur Conan Doyle (“The Adventures of Sherlock Holmes”); Unit 9 L.M. Montgomery (“Anne of the Island”); Unit 10 Edgar Allan Poe (“The Works of Edgar Allan Poe, Volume I”); Unit 11 Jack London (“White Fang”); Unit 12 Sir Arthur Conan Doyle (“Tales of Terror and Mystery”); Unit 13 L.M. Montgomery (“Anne of Green Gables”); Unit 14 Charles Dickens (“Nicholas Nickleby”); Unit 15 Washington Irving (“The Legend of Sleepy Hollow”)

Example [Level A, Unit 15]

5. Could that girl have been playing off any of her coquettish tricks? Was her encouragement of the poor pedagogue all a mere **sham** to secure her conquest of his rival?

A **sham** is

- O a. deception

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.

The **Vocabulary in Context: Literary Text** activities 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 American and British writers in their careful choice and use of words in relation to the elements of story.

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 6 / LEVEL A

READING STANDARDS FOR LITERATURE

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

- O b. collection
- O c. lesson
- O d. fashion

Vocabulary for Comprehension: Review Units 7–9: Part 1 (Guy de Maupassant, from "Two Friends"), pp. 136–137; Review Units 7–9: Part 2 (Alice Dunbar Nelson, from "The Fisherman of Pass Christian"), pp. 138–139

Example [Level A, Review Units 7–9, Part 1, pp. 136–137]

Besieged Paris was in the throes of famine. Its days of **affluence** had passed, and everyone had to subsist with the **minimum** amount possible.

2. What does the word **affluence** mean as it is used in line 2?
- A) wealth
 - B) newness
 - C) history
 - D) dominance

DESCRIPTION

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

Vocabulary for Comprehension Part 1 and **Part 2** for Review Units 7–9 feature literary selections.

READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Overview: Vocabulary and Reading: pp. 8–9

Example [Level A, p. 9]

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

- It can be most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

The inferences you make and the conclusions you draw must be based on the information in the passage. Using the facts you learn from the passage in addition to the knowledge and reasoning you already have helps you understand what is implied and reach conclusions that are logical.

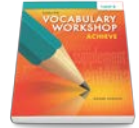
DESCRIPTION

Located in the textbook front matter and the Overview section online, **Vocabulary and Reading** explains that vocabulary 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.



GRADE 6 / LEVEL A

READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Reading Passages: Unit 1 "City of Gold" (First-Person Narrative), pp. 12–13; Unit 2 "West End School Has Comestible Curriculum" (Interview), pp. 24–25; Unit 3 "This Day in 1923: The Olympic's the Thing!" (Archived Newspaper Article), pp. 36–37; Unit 4 "The Art and Science of Traditional Healing" (Expository Essay), pp. 56–57; Unit 5 "Continue Space Exploration, Now!" (Persuasive Speech), pp. 68–69; Unit 6 "The Fine Art of War: WWI Propaganda Images" (Textbook Entry), pp. 80–81; Unit 7 "Made for the Shade" (Informational Essay), pp. 100–101; Unit 8 "From Big Dream to Big Top" (Interview), pp. 112–113; Unit 9 "From Fire Arrows to Space Flight: A History of Rockets" (Informational Essay), pp. 124–125; Unit 10 "Farewell, Blue Yodeler" (Obituary), pp. 144–145; Unit 11 "Here I Am: Galápagos Log" (Log), pp. 156–157; Unit 12 "Vampires We Have Known" (Humorous Essay), pp. 168–169; Unit 13 "Polar Opposites" (Compare and Contrast Essay), pp. 188–189; Unit 14 "Madam C.J. Walker and Her Wonderful Remedy" (Biographical Sketch), pp. 200–201; Unit 15 "Running With the Big Dogs" (Magazine Article), pp. 212–213

Example [Level A, Unit 4, pp. 56–57]

Advances in science provide modern man with cures and treatments undreamed of by his prehistoric counterparts. But how did early humans deal with disease? Serious illnesses could **devastate** whole families or clans. What remedies were available? In olden times, folk medicine **generated** relief or cures. A thorough **scan** of the long history of medicine reveals some similar **strands** woven throughout the history of healing.

Vocabulary in Context: Unit 1 Sets A & B (Camel Experiment), p. 23; Unit 2 Sets A & B (Organic Farms), p. 35; Unit 3 Sets A & B (Ocean Voyages), p. 47; Unit 4 Sets A & B (Our Stomach), p. 67; Unit 5 Sets A & B (Woman Astronaut), p. 79; Unit 6 Sets A & B (Wartime Songs), p. 91; Unit 7 Sets A & B (Colorblind Glasses), p. 111; Unit 8 Sets A & B (Hometown Comfort), p. 123; Unit 9 Sets A & B (Project Gemini), p. 135; Unit 10 Sets A & B (Country Music Hall of Fame and Museum), p. 155; Unit 11 Sets A & B (Overfishing), p. 167; Unit 12 Sets A & B (Bats), p. 179; Unit 13 Sets A & B (Navigation), p. 199; Unit 14 Sets A & B (Shampoo Inventor), p. 211; Unit 15 Sets A & B (Hollywood Dogs), p. 223

Example [Level A, Unit 10, p. 155]

Step into the museum and the exhibits **engulf** you in the experience of a truly American musical style. It is hard to express that experience in mere words. The museum offers a unique panorama.

DESCRIPTION

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.

Located at the end of each unit, the **Vocabulary in Context** reading selection is related in theme to the **Reading Passage**. It incorporates at least six words, including words not introduced earlier in the **Reading Passage**, thereby ensuring that all unit words are presented in context.

The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.



GRADE 6 / LEVEL A

READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]

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4. Which word means the same as **engulf** as it is used in paragraph 2?
- a. immerse O c. stretch
b. blind O d. shove

Vocabulary in Context: Informational Text (online*): Unit 1 "Clothing Fads of the 1960s"; Unit 2 "A Pageant of Fatigue"; Unit 3 "Welcome to Ellis Island"; Unit 4 "Quimby's Quest"; Unit 5 "An Olympic Star"; Unit 6 "The Road to Freedom"; Unit 7 "Challenges of a Biographer"; Unit 8 "Thriving Coyotes"; Unit 9 "Exaggerated Kings"; Unit 10 "Annie Smith Peck: A Woman of Firsts"; Unit 11 "Delving into Dinosaur Truths"; Unit 12 "Navajo Code Talkers"; Unit 13 "Mary Cassatt"; Unit 14 "Let the Good Times Roll!"; Unit 15 "Making a Difference"

Example [Level A, Unit 7]

This kind of biographer must **expend** another sort of energy—as a detective.

3. **Expend** is best defined as
- O a. save
O b. utilize
O c. choose
O d. gain

Vocabulary for Comprehension: Review Units 1–3: Part 1 ("A Winter Playground"), pp. 48–49; Review Units 1–3: Part 2 (Patrick Henry's Speech), pp. 50–51; Review Units 4–6: Part 1 ("Oseola McCarty: 1908–1999"), pp. 92–93; Review Units 4–6: Part 2 (Puppetry), pp. 94–95; 10–12: Part 1 ("An International Science Lab"), pp. 180–181; Review Units 10–12: Part 2 (Self-Driving Vehicles), pp. 182–183; Review Units 13–15: Part 1 ("Goya: A Victim of His Art?"), pp. 224–225; Review Units 13–15: Part 2 (Modern Architecture), pp. 226–227

Example [Level A, Review Units 1–3, Part 2, pp. 50–51]

Henry proudly emphasizes the size of the American population and the geographical advantages of the colonists' **terrain**.

9. As it is used in line 63, "terrain" most nearly means
- A) coastline.
B) ground.
C) road network.
D) mountain ranges.

DESCRIPTION

The **Vocabulary in Context: Informational Text** reading selection for each unit is followed by five multiple-choice questions that help students review recently studied vocabulary words.

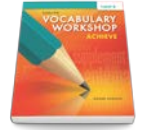
The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

Students may reference a pop-out wordlist at any time.

Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

In **Vocabulary for Comprehension: Part 1**, students are presented with a single nonfiction passage similar to those that appear in the SAT® and ACT® exams. Based on their reading of that passage, students must answer questions assessing reading comprehension and vocabulary skills. These assessment items mirror those found in the SAT® and ACT® exams and require students to refer to the passage, and occasionally to cite text evidence, in order to answer them.

In **Vocabulary for Comprehension: Part 2**, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer questions about those texts, including questions requiring comparative analysis and evaluation. Again, both passages and assessment items are modeled on those that appear in the SAT® and ACT® exams.



GRADE 6 / LEVEL A

WRITING STANDARDS

Text Types and Purposes

21. Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Writing: Words in Action: Unit 2 Sets A & B (Opinion Essay), p. 34; Unit 3 Sets A & B (Opinion Essay), p. 46; Unit 5 Sets A & B (Editorial), p. 78; Unit 7 Sets A & B (Television Commercial), p. 110; Unit 8 Sets A & B (Opinion Essay), p. 122; Unit 10 Sets A & B (Persuasive Letter), p. 154; Unit 11 Sets A & B (Persuasive Essay), p. 166; Unit 12 Sets A & B (Opinion Essay), p. 178; Unit 14 Sets A & B (Persuasive Proposal), p. 210; Unit 15 Sets A & B (Persuasive Letter), p. 222

Example [Level A, Unit 7, p. 110]

Suppose you are in charge of an advertising campaign for a company that manufactures sunglasses. Your job is to write a television commercial that introduces a new line of shades and persuades viewers to purchase them. Use at least two details from the passage (pages 100–101) and three or more words from this Unit.

Timed Essays (online*): Units 1–15

Example [Level A, Unit 4]

Statement:

The public values the invention more than the inventor does. The inventor knows there is much more and better where this came from.

Ralph Waldo Emerson, *Society and Solitude*

Assignment:

Do you agree with what Emerson writes? Do inventors, writers, artists, problem solvers, and other creative people view their achievements differently than the public does? Should they? What is your opinion? To begin, write a thesis statement. Then take notes and use them to write a clear, firm, full statement of your views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from your reading, studies, experiences, or observations.

Use the following pointers to guide you. You have **25 minutes** total.

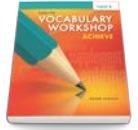
DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

The **Timed Essay** for each unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:

1. Writing Your Thesis Statement (1-2 minutes)
2. Prewriting (3-4 minutes)
3. Writing Your Draft (17-18 minutes)
4. Editing and Revising Your Draft (2-3 minutes)

The **Timed Essay** page includes a pop-out list of unit words for easy reference.



GRADE 6 / LEVEL A

WRITING STANDARDS

Text Types and Purposes

22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]

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

Writing: Words in Action: Unit 4 Sets A & B (Compare and Contrast Essay), p. 66; Unit 6 Sets A & B (Analytical Essay), p. 90; Unit 13 Sets A & B (Compare and Contrast Essay), p. 198

Example [Level A, Unit 13, p. 198]

Using details from the passage (pages 188–189), compare and contrast the Arctic and Antarctica. In your conclusion, state which polar region you would rather visit and explain why. Include at least two details from the passage, and use three or more words from this Unit.

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.

WRITING STANDARDS

Text Types and Purposes

23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]

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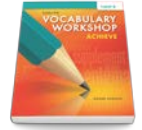
Writing: Words in Action: Unit 1 Sets A & B (Journal Entry), p. 22

Example [Level A, Unit 13, p. 198]

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

DESCRIPTION

The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]
- b. Spell correctly. [L.6.2b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

Definitions: Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; Unit 4 Set A, pp. 58–59, Unit 4 Set B, pp. 62–63; Unit 5 Set A, pp. 70–71, Unit 5 Set B, pp. 74–75; Unit 6 Set A, pp. 82–83, Unit 6 Set B, pp. 86–87; Unit 7 Set A, pp. 102–103, Unit 7 Set B, pp. 106–107; Unit 8 Set A, pp. 114–115, Unit 8 Set B, pp. 118–119; Unit 9 Set A, pp. 126–127, Unit 9 Set B, pp. 130–131; Unit 10 Set A, pp. 146–147, Unit 10 Set B, pp. 150–151; Unit 11 Set A, pp. 158–159, Unit 11 Set B, pp. 162–163; Unit 12 Set A, pp. 170–171, Unit 12 Set B, pp. 174–175; Unit 13 Set A, pp. 190–191, Unit 13 Set B, pp. 194–195; Unit 14 Set A, pp. 202–203, Unit 14 Set B, pp. 206–207; Unit 15 Set A, pp. 214–215, Unit 15 Set B, pp. 218–219

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

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

Completing the Sentence: Unit 1 Set A, p. 17, Unit 1 Set B, p. 21; Unit 2 Set A, p. 29, Unit 2 Set B, p. 33; Unit 3 Set A, p. 41, Unit 3 Set B, p. 45; Unit 4 Set A, p. 61, Unit 4 Set B, p. 65; Unit 5 Set A, p. 73, Unit 5 Set B, p. 77; Unit 6 Set A, p. 85, Unit 6 Set B, p. 89; Unit 7 Set A, p. 105, Unit 7 Set B, p. 109; Unit 8 Set A, p. 117, Unit 8 Set B, p. 121; Unit 9 Set A, p. 129, Unit 9 Set B, p. 133; Unit 10 Set A, p. 149, Unit 10 Set B, p. 153; Unit 11 Set A, p. 161, Unit 11 Set B, p. 165; Unit 12 Set A, p. 173, Unit 12 Set B, p. 177; Unit 13 Set A, p. 193, Unit 13 Set B, p. 197; Unit 14 Set A, p. 205, Unit 14 Set B, p. 209; Unit 15 Set A, p. 217, Unit 15 Set B, p. 221

Example [Level A, Unit 1 Set B, p. 21]

1. The laws of this land do not shield public figures from just criticism, but they do protect them against libel.

Synonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

DESCRIPTION

The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed 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 **Completing the Sentence**, students write the unit word that best completes each sentence in the exercise, referring back to the **Definitions** sections as needed for the correct spelling.

For the **Synonyms** activities that follow sets A and B—also in the review at the end of every three units, students write the appropriate synonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.



GRADE 6 / LEVEL A

LANGUAGE STANDARDS

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]
- b. Spell correctly. [L.6.2b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL A FEATURE & LOCATION

DESCRIPTION

Example [Level A, Unit 15 Sets A & B, p. 222]

10. a **beam** of light
 beacon

Synonyms: Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

Example [Level A, Review Units 13–15, p. 228]

3. She told a story so **unlikely** that I first marveled at her ability to create such a fiction before scolding her for lying.
 far-fetched

Antonyms: Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p. 166; Unit 12 Sets A & B, p. 178; Unit 13 Sets A & B, p. 198; Unit 14 Sets A & B, p. 210; Unit 15 Sets A & B, p. 222

Example [Level A, Unit 6, p. 90]

4. a **quiet** discussion about the election results
 boisterous

Word Study: Classical Roots: Word Study Units 1–3 (*de—* down; away from; completely; not), p. 55; Word Study Units 4–6 (*re—*back; again), p. 99; Word Study Units 7–9 (*log, logue—*speech, word, discourse), p. 143; Word Study Units 10–12 (*co, col, com, con, cor—*with, together), p. 187; Word Study Units 13–15 (*pre—*before), p. 231

Example [Level A, Word Study Units 4–6, p. 99]

6. to scold, express sharp disapproval; a scolding
 The babysitter had to **rebuke** the children for misbehaving after dinner.

To complete the **Antonyms** activity for sets A and B, students write the appropriate antonym, referring back to the **Definitions** sections as needed for the correct spelling of each unit word.

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.