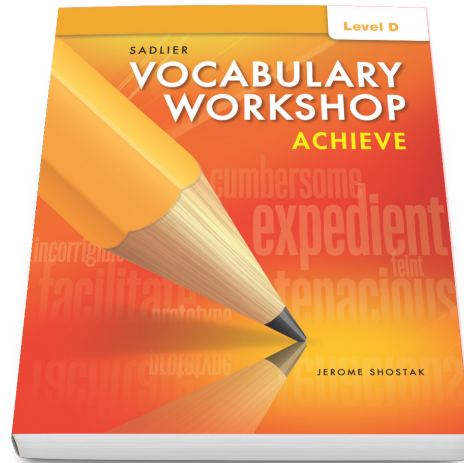


Sadlier

# Vocabulary Workshop® Achieve

Grade 9 / Level D



Aligned to the

## Georgia Standards of Excellence

English Language Arts for Grades 9–10

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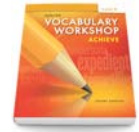
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**GRADE 9 / LEVEL D**

**KEY ALIGNED CONTENT**

**LANGUAGE**

**L**

Vocabulary Acquisition and Use

**ELAGSE9-10L4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. 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 ACHIEVE LEVEL D FEATURE & LOCATION

DESCRIPTION

**Vocabulary in Context: Overview**, p. 7

*Example [Level D, p. 7]*

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

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

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

**Reading Passages:** Unit 1 "I'll Wait for the Movie" (Compare and Contrast Essay), pp. 12–13; Unit 2 "Cowgirls Up!" (Historical Nonfiction), pp. 24–25; Unit 3 "A Polar Controversy" (Historical Nonfiction), pp. 36–37; Unit 4 "Elephant Culture and Conservation" (Expository Writing), pp. 56–57; Unit 5 "The Leopard: Unlikely Survivor" (Expository Essay), pp. 68–69; Unit 6 "Modernize the School Calendar" (Persuasive Essay), pp. 80–81; Unit 7 "City Critters" (Humorous Essay), pp. 100–101; Unit 8 "A History of Sound Recording" (Encyclopedia Entry), pp. 112–113; Unit 9 "Ringl and Pit: Witnesses to the Weimar" (Profile), pp. 124–125; Unit 10 "Remarkable Mixes" (Textbook Entry), pp. 144–145; Unit 11 "Failing Infrastructure" (Newspaper Editorial), pp. 156–157; Unit 12 "Social Networks and Virtual Communication" (Debate), pp. 168–169; Unit 13 "From Trash to Tabletop" (Interview), pp. 188–189; Unit 14 "Seven Wonders" (Magazine Article), pp. 200–201; Unit 15 "Jesse Owens: 1913–1980" (Obituary), pp. 212–213

*Example [Level D, Unit 8, p. 112]*

Early sound recordings relied on acoustical means to amplify the sound. Huge, **preposterous**-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this **liability**. Microphones replaced acoustic horns, and the modern electric phonograph was born.

**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–

— continued —

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.

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

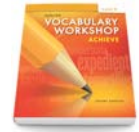
Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

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 unit review.

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

— continued —



**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

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

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 D, Unit 10 Set B, p. 150]*

- 6. **invincible** (*adj.*) not able to be defeated, unbeatable  
(in vin’ sə bəl) Napoleon I, emperor of France, was invincible until he launched a disastrous invasion of Russia.

**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

*Example [Level D, Unit 9 Set A, p. 127]*

For each item, determine whether the **boldface** word from pages 126–127 makes sense in the context of the sentence. Circle the item numbers next to the six sentences in which the words are used correctly.

- 1. When she was promoted to assistant manager, my sister moved from a **cubicle** to an office.

**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,

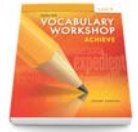
— continued —

**DESCRIPTION**

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.

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.

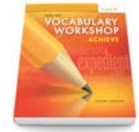


**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE9-10L4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
a. 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 ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p><u>Example [Level D, Unit 9 Set B, p. 132]</u></p> <p>8. People who boast of their high moral principles are often the ones who will (<b>scuttle, inscribe</b>) them most quickly to serve their own interests.</p>	
<p><b>Completing the Sentence:</b> 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</p> <p><u>Example [Level D, Unit 3 Set B, p. 45]</u></p> <p>3. A screenplay or television drama with the same old boy-meets-girl plot can certainly be criticized as <u>trite</u>.</p>	<p>For <b>Completing the Sentence</b> 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.</p>
<p><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><u>Example [Level D, Unit 12 Sets A &amp; B, p. 178]</u></p> <p>9. a <b>clever</b> and manipulative person <u>wiley</u></p>	<p>Drawing 15 words from both sets in each unit, the <b>Synonyms</b> activity requires students to rely on context clues to help find a unit word to match each given synonym.</p> <p>In each unit review, the <b>Synonyms</b> exercises feature complete sentences that reinforce meanings while providing students with examples of usage and context.</p>
<p><b>Synonyms:</b> 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><u>Example [Level D, Review Units 10–12, p. 184]</u></p> <p>7. No one could locate the source of the source of the <b>stench</b> in the house until someone found the bag of garbage left behind by the previous owner. <u>reek</u></p>	

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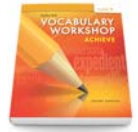


**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE9-10L4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
a. 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 ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION				
<p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><u>Example [Level D, Unit 12, p. 178]</u></p> <p>4. <b>cruel</b> treatment of animals  <span style="margin-left: 20px;"><u>humane</u></span></p>	<p>The <b>Antonyms</b> activity for each unit requires students to use context clues to help find a unit word to match each given antonym.</p>				
<p><b>Vocabulary in Context:</b> Unit 1 Sets A &amp; B (<i>The Hobbit</i> Trilogy), p.23; Unit 2 Sets A &amp; B (<i>Hawaiian Cowboys</i>), p.35; Unit 3 Sets A &amp; B (<i>The Failed Scott Expedition to the South Pole</i>), p.47; Unit 4 Sets A &amp; B (<i>The Congo Basin</i>), p.67; Unit 5 Sets A &amp; B (<i>Census of Big Cats</i>), p.79; Unit 6 Sets A &amp; B (<i>Homework</i>), p.91; Unit 7 Sets A &amp; B (<i>Animal Intelligence</i>), p.111; Unit 8 Sets A &amp; B (<i>Long-playing Records</i>), p.123; Unit 9 Sets A &amp; B (<i>The Bauhaus Movement</i>), p.135; Unit 10 Sets A &amp; B (<i>Hybrid Creatures</i>), p.155; Unit 11 Sets A &amp; B (<i>Carless Cities</i>), p.167; Unit 12 Sets A &amp; B (<i>Smartphones</i>), p.179; Unit 13 Sets A &amp; B (<i>Alaskan Pollock</i>), p.199; Unit 14 Sets A &amp; B (<i>Wonders of the Modern World</i>), p.211; Unit 15 Sets A &amp; B (<i>Problems with the 2016 Olympics</i>), p.223</p> <p><u>Example [Level D, Unit 5, p. 79]</u></p> <p>Biologists <b>reprimanded</b> the forest authorities, spurring them on to adopt more modern methods.</p> <p>5. People who are <b>reprimanded</b> are</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. complimented</td> <td style="width: 50%;">c. scolded</td> </tr> <tr> <td>b. advised</td> <td>b. fired</td> </tr> </table>	a. complimented	c. scolded	b. advised	b. fired	<p>Located at the end of each unit, the <b>Vocabulary in Context</b> reading selection is related in theme to the <b>Reading Passage</b>. It incorporates at least six words, including words not introduced earlier in the <b>Reading Passage</b>, 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>
a. complimented	c. scolded				
b. advised	b. fired				
<p><b>Vocabulary in Context: Informational Text</b> (online*): Unit 1 "Knox the Ox"; Unit 2 "Pushing the Limits"; Unit 3 "Angel Island"; Unit 4 "The Great Train Robbery"; Unit 5 "On the Brink"; Unit 6 "The Green Revolution"; Unit 7 "Celebrating Lady Liberty"; Unit 8 "A Brilliant Failure"; Unit 9 "Bee-behavior"; Unit 10 "Racing with the Sun"; Unit 11 "Pushing the Limits"; Unit 12 "Putting Animals First"; Unit 13 "Watching the Whales"; Unit 14 "Ah Yes, the Gadsden Purchase"; Unit 15 "Pushing the Limits"</p>	<p>The <b>Vocabulary in Context: Informational Text</b> 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>				

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## GRADE 9 / LEVEL D

### LANGUAGE

L

#### Vocabulary Acquisition and Use

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#### SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION

#### DESCRIPTION

##### Example [Level D, Unit 8]

As supplies **dwindled**, they hunted penguins and seal. But the unstable ice provided only temporary **asylum**.

3. The meaning of **dwindled** is
- a. increased
  - b. spoiled
  - c. decreased
  - d. distorted

**Vocabulary in Context: Literary Text** (online\*): Unit 1 Louisa May Alcott ("Little Women" and "Little Men"); Unit 2 Charlotte Brontë ("Jane Eyre"); Unit 3 Charles Dickens ("Great Expectations"); Unit 4 Daniel Defoe ("The Life and Adventures of Robinson Crusoe" and "A Journal of the Plague Year"); Unit 5 Henry James ("Washington Square" and "The Portrait of a Lady"); Unit 6 Sir Arthur Conan Doyle ("The Hound of the Baskervilles"); Unit 7 Jules Verne ("Around the World in Eighty Days"); Unit 8 H.G. Wells ("The Time Machine" and "The War of Worlds"); Unit 9 Jane Austen ("Pride and Prejudice"); Unit 10 Wilkie Collins ("The Woman in White"); Unit 11 Nathaniel Hawthorne ("The House of the Seven Gables"); Unit 12 Henry Fielding ("Joseph Andrews"); Unit 13 Thomas Hardy ("The Woodlanders"); Unit 14 Stephen Crane ("The Red Badge of Courage," "The Blue Hotel," and "The Monster"); Unit 15 Louisa May Alcott ("Little Women" and "Little Men")

##### Example [Level D, Unit 12]

4. Mr. Joseph Andrews ... was of the highest degree of middle stature; his limbs were put together with great elegance, and no less strength; his legs and thighs were formed in the exactest proportion; his shoulders were broad and **brawny**, but yet his arm hung so easily, that he had all the symptoms of strength without the least clumsiness. (*Joseph Andrews*)

**Brawny** shoulders are

- a. unsightly
- b. twisted
- c. powerful
- d. stiff

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.



**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Vocabulary for Comprehension:</b> Review Units 1–3: Part 1 (Farm-to-Table Movement), pp. 48–49; Review Units 1–3: Part 2 (American Colonist John Dickinson), pp. 50–51; Review Units 4–6: Part 1 (Value of the Humanities), pp. 92–93; Review Units 4–6: Part 2 (Greek Drama/Oral Tradition), pp. 94–95; Review Units 7–9: Part 1 ("Plupy, the Real Boy"), pp. 136–137; Review Units 7–9: Part 2 ("The Lost World"), pp. 138–139; Review Units 10–12: Part 1 (The Charter School Movement), pp. 180–181; Review Units 10–12: Part 2 (Eyewitness Narratives/The Human Library), pp. 182–183; Review Units 13–15: Part 1 (Inspirations of Literary Movements), pp. 224–225; Review Units 13–15: Part 2 (Langston Hughes), pp. 226–227</p> <p><u>Example [Level D, Review Units 4–6, Part 2, pp. 94–95]</u></p> <p>There are still numerous societies which have not <b>succumbed</b> to the technology of writing.</p> <p>4. As it is used in line 46, "succumbed" most nearly means</p> <p>A) apologized. B) conformed. C) dedicated. D) yielded.</p> <hr/> <p><b>Two-Word Completions:</b> 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</p> <p><u>Example [Level D, Review Units 1–3, p. 53]</u></p> <p>6. Although the auditorium was packed with the candidate’s supporters, who greeted his remarks with thunderous cheers and applause, there were a few _____ in the crowd who seemed inclined only to boo and _____.</p> <p>a. adherents . . . admonish      c. dissenters . . . jeer b. paupers . . . condone          d. brigands . . . feint</p> <hr/> <p><b>Two-Word Completions:</b> (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p>	<p><b>Vocabulary for Comprehension, Part 1</b> 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.</p> <p>In addition to providing vocabulary-in-context questions featured in Part 1, some <b>Vocabulary for Comprehension, Part 2</b> exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.</p> <hr/> <p>In <b>Two-Word Completions</b>, 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.</p>

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**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
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a. 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 ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Final Mastery Test: Two-Word Completions:</b> pp. 232–236</p> <p><i>Example [Level D, Final Mastery Test, p. 233]</i></p> <p>26. Although Scott inherited a great deal of money, he lived as a(n) _____, and never _____.</p> <p>a. envoy . . . relinquished      c. vagrant . . . condoned b. pauper . . . squandered      d. accomplice . . . impoverished</p> <hr/> <p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level D, Word Study Units 1–3, p. 54]</i></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>7. To <b>make ends meet</b>, Lefty Smalls rents his land to a neighbor to graze her sheep.</p> <p>    <i>    </i> i. (earn enough to pay one’s bills)</p> <hr/> <p><b>Word Study: Denotation and Connotation:</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level D, Review Units 4–6, p. 98]</i></p> <p><b>Expressing the Connotation</b></p> <p><b>positive</b>    1. The rising applause was a(n) (<b>superfluous, auspicious</b>) sign of the quality of our performance.</p> <hr/> <p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>pos, pon—</i> to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin—</i> to hold, keep), p. 99; Word Study Units 7–9 (<i>pol—</i>city, state; <i>ly—</i>to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic—</i>to look), p. 187; Word Study Units 13–15 (<i>vert, vers—</i>to turn), p. 231</p> <p><i>Example [Level D, Word Study Units 1–3, p. 55]</i></p> <p>6. made up of distinct parts; combining elements or characteristics; such a combination (“<i>put together</i>”)</p> <p>    The forensic artist made a <u>composite</u> drawing of the primary suspect.</p>	<p>As part of the Word Study lessons in alternating unit reviews, the <b>Choosing the Right Idiom</b> activity helps students practice using context clues to figure out the meaning of figurative expressions.</p> <hr/> <p>Alternating with the Idioms in the Word Study section that follows each unit review, <b>Word Study: Denotation and Connotation</b> 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.</p> <p>In the <b>Expressing the Connotation</b> exercises, students read each sentence then consider context clues before selecting one of two vocabulary words that best expresses the desired connotation (<i>positive, negative, or neutral</i>).</p> <hr/> <p>In <b>Word Study: Classical Roots</b>, students use context clues to help choose which word based on the featured root best completes the sentence.</p>





**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE9-10L4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. 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 ACHIEVE LEVEL D** FEATURE & LOCATION

DESCRIPTION

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

*Example [Level D, Cumulative Review II]*

It was not his behavior so much as the **rabid** nature of his talk that gave him away as a madman.

2. The word **rabid** is used to mean
- a. furious
  - b. diseased
  - c. insane
  - d. odd

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.

**Final Mastery Test:** pp. 232–236

*Example [Level D, p. 236]*

**Choosing the Right Meaning**

65. Although the price we paid for the tickets seemed **exorbitant**, the experience of seeing the musicians in a live performance was well worth the money.
- In line 1 the word **exorbitant** most nearly means
- a. reasonable    b. unproven    c. excessive    d. modest

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.



**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE9-10L4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

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

**DESCRIPTION**

**Student Resources: Word Structure: Greek and Latin Roots**

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.

(online\*)

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

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:** Word Study Units 1–3 (*pos, pon—* to put, place), p. 55; Word Study Units 4–6 (*ten, tain, tin—* to hold, keep), p. 99; Word Study Units 7–9 (*pol—*city, state; *ly—*to loosen, to set free), p. 143; Word Study Units 10–12 (*spec, spic—*to look), p. 187; Word Study Units 13–15 (*vert, vers—*to turn), p. 231

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.

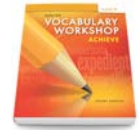
Example [Level D, Word Study Units 1–3, p. 55]

- 6. made up of distinct parts; combining elements or characteristics; such a combination (“*put together*”)
  - The forensic artist made a composite drawing of the primary suspect.

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

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.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources. Copyright © William H. Sadlier, Inc. All rights reserved.



**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE9-10L4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- c. 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, or its etymology.
- 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).

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

**DESCRIPTION**

**Vocabulary in Context:** p. 7

*Example [Level D, 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.

**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 D, Unit 10 Set B, p. 150]*

- 6. **invincible** (*adj.*) not able to be defeated, unbeatable  
(in vin' sə bəl) Napoleon I, emperor of France, was invincible until he launched a disastrous invasion of Russia.

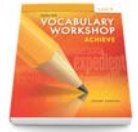
In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical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

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

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.

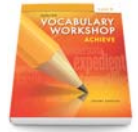
For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.



**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE9-10L4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
c. 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, or its etymology.	
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).	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level D, Unit 12 Sets A &amp; B, p. 178]</i></p> <p>9. a <b>clever</b> and manipulative person  <u>    wiley    </u></p>	<p>For the <b>Synonyms</b> activity in each unit, students are directed to use a dictionary if necessary.</p>
<p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level D, Unit 12, p. 178]</i></p> <p>4. <b>cruel</b> treatment of animals  <u>    humane    </u></p>	<p>For the <b>Antonyms</b> activity in each unit, students are directed to use a dictionary as needed.</p>
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>pos, pon</i>—to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin</i>—to hold, keep), p. 99; Word Study Units 7–9 (<i>pol</i>—city, state; <i>ly</i>—to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic</i>—to look), p. 187; Word Study Units 13–15 (<i>vert, vers</i>—to turn), p. 231</p> <p><i>Example [Level D, Word Study Units 1–3, p. 55]</i></p> <p>6. made up of distinct parts; combining elements or characteristics; such a combination (“<i>put together</i>”)          The forensic artist made a <u>    composite    </u> drawing of the primary suspect.</p>	<p>For <b>Word Study: Classical Roots</b>, students are directed to use a print or online dictionary as needed.</p>

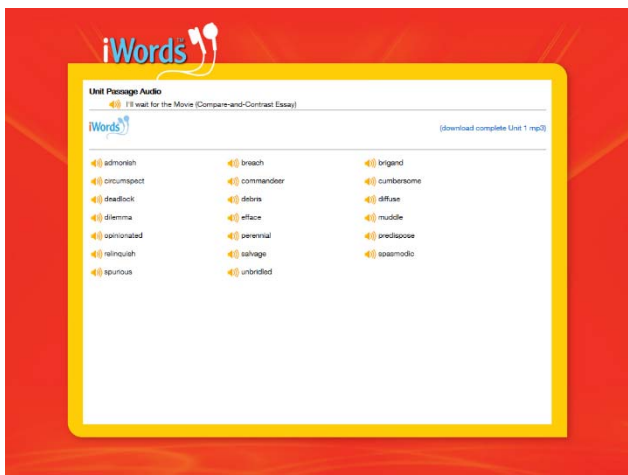


**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>ELAGSE9-10L4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. 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, or its etymology.</p> <p>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).</p>	

SADLIER <b>VOCABULARY WORKSHOP ACHIEVE LEVEL D</b> FEATURE & LOCATION	DESCRIPTION
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**Study Aids: iWords Audio Program** (online\*)  
*Example [Level D, Unit 1, Games and Study Aids: iWords]*



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 D, Unit 1, Student Resources: Pronunciation Key]*

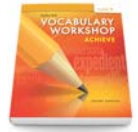
<b>Vowels</b>	ā lake a mat â care ā bark, bottle aù doubt ē beat, wordy	e stress ī knife i sit ō flow ô all, cord oi oil	ú loot, new ù foot, pull é jump, broken er bird, better
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<b>Consonants</b>	ch child, lecture g give j gentle, bridge ŋ sing	s cellar sh shun th thank ð those	wh what y yearn z is zh measure
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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 **prəjekt’**, and the noun form is pronounced **prəj’ekt**.

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<u>Vocabulary Acquisition and Use</u>	
<b>ELAGSE9-10L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	

SADLIER VOCABULARY WORKSHOP LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><u>Example [Level D, Word Study Units 1–3, p. 54]</u></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>7. To <b>make ends meet</b>, Lefty Smalls rents his land to a neighbor to graze her sheep.</p> <p style="padding-left: 20px;">i. (earn enough to pay one’s bills)</p>	<p>As part of the <b>Word Study</b> lessons in each review, students learn about figures of speech in the form of idioms.</p> <p>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.”</p> <p>After introductory instruction, students practice <b>Choosing the Right Idiom</b> by matching an idiom used in context with its definition (in the adjacent column).</p>
<p><b>Enriching Your Vocabulary</b> (online*): Cumulative Review I (“A Legal Inheritance of Words”); Cumulative Review II (“How Does It Sound?”); Cumulative Review III (“A Penny for Your Thoughts?”); Cumulative Review VI (“Fused Phrases”)</p> <p><u>Example [Level D, Cumulative Review IV]</u></p> <p><i>In the column on the left are 8 more words that derive from fused phrases. With or without a dictionary, line up each word to its meaning in the column on the right.</i></p> <p>8. puny</p> <p style="padding-left: 20px;">of inferior size, strength, or significance; weak</p>	<p>Located in the online Cumulative Reviews, each <b>Enriching Your Vocabulary</b> 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.</p>

<b>LANGUAGE</b>	<b>L</b>
<u>Vocabulary Acquisition and Use</u>	
<b>ELAGSE9-10L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
b. Analyze nuances in the meaning of words with similar denotations.	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION								
<p><b>Program Overview: Denotation, Connotation, and Shades of Meaning:</b> Teacher’s Edition, p. T39 &amp; online*</p> <p><u>Example [Level D, Program Overview: Denotation, Connotation, and Shades of Meaning, online*]</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;"><b>Word</b></td> <td style="text-align: left;"><b>Denotation</b></td> </tr> <tr> <td style="padding-left: 20px;">scholarly</td> <td style="padding-left: 20px;">learned</td> </tr> <tr> <td style="padding-left: 20px;">grasping</td> <td style="padding-left: 20px;">overly eager for material gain</td> </tr> <tr> <td style="padding-left: 20px;">travel</td> <td style="padding-left: 20px;">make a journey</td> </tr> </table>	<b>Word</b>	<b>Denotation</b>	scholarly	learned	grasping	overly eager for material gain	travel	make a journey	<p>Located in the TE front matter and online, <b>Overview: Denotation and Connotation</b> defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.</p>
<b>Word</b>	<b>Denotation</b>								
scholarly	learned								
grasping	overly eager for material gain								
travel	make a journey								

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE9-10L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Analyze nuances in the meaning of words with similar denotations.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
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Word	Connotation
scholarly	favorable
grasping	unfavorable
travel	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

*Example [Level D, Unit 9 Set B, p. 132]*

8. People who boast of their high moral principles are often the ones who will (**scuttle, inscribe**) them most quickly to serve their own interests.

**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 D, Unit 12 Sets A & B, p. 178]*

9. a **clever** and manipulative person  
    wiley    

**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 D, Review Units 10–12, p. 184]*

7. No one could locate the source of the source of the **stench** in the house until someone found the bag of garbage left behind by the previous owner.  
    reek    

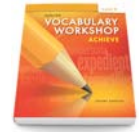
**Antonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134;

— continued —

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.

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 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 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE9-10L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
b. Analyze nuances in the meaning of words with similar denotations.	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
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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 D, Unit 12, p. 178]

4. **cruel** treatment of animals  
    **humane**    

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

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

**Expressing the Connotation**

**positive** 2. The rising applause was a(n) (**superfluous, auspicious**) sign of the quality of our performance.

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

**Analogies** (online\*)

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

Example [Level D, Cumulative Review I]

1. proliferate is to stagnate as  
 O a. facilitate is to hamper  
 O b. relinquish is to pilfer  
 O c. supplant is to replace

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.

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

Example [Level D, Cumulative Review II]

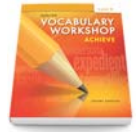
It was not his behavior so much as the **rabid** nature of his talk

2. The word **rabid** is used to mean  
 O a. furious  
 O b. diseased  
 O c. insane  
 O d. odd

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.

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**GRADE 9 / LEVEL D**

**LANGUAGE**

**L**

Vocabulary Acquisition and Use

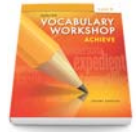
**ELAGSE9-10L6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D 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 9 / LEVEL D**

**ADDITIONAL ALIGNED CONTENT**

<b>READING LITERARY</b>	<b>RL</b>
<u>Craft and Structure</u>	
<b>ELAGSE9-10RL4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	

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

**DESCRIPTION**

**Overview: Vocabulary and Reading:** pp. 8–9 & online\*

*Example [Level D, Program Overview for Students]*

**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?

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.

**Vocabulary in Context: Literary Text** (online\*): Unit 1 Louisa May Alcott ("Little Women" and "Little Men"); Unit 2 Charlotte Brontë ("Jane Eyre"); Unit 3 Charles Dickens ("Great Expectations"); Unit 4 Daniel Defoe ("The Life and Adventures of Robinson Crusoe" and "A Journal of the Plague Year"); Unit 5 Henry James ("Washington Square" and "The Portrait of a Lady"); Unit 6 Sir Arthur Conan Doyle ("The Hound of the Baskervilles"); Unit 7 Jules Verne ("Around the World in Eighty Days"); Unit 8 H.G. Wells ("The Time Machine" and "The War of Worlds"); Unit 9 Jane Austen ("Pride and Prejudice"); Unit 10 Wilkie Collins ("The Woman in White"); Unit 11 Nathaniel Hawthorne ("The House of the Seven Gables"); Unit 12 Henry Fielding ("Joseph Andrews"); Unit 13 Thomas Hardy ("The Woodlanders"); Unit 14 Stephen Crane ("The Red Badge of Courage," "The Blue Hotel," and "The Monster"); Unit 15 Louisa May Alcott ("Little Women" and "Little Men")

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.

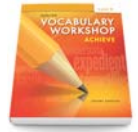
In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.

*Example [Level D, Unit 12, online\*]*

4. Mr. Joseph Andrews ... was of the highest degree of middle stature; his limbs were put together with great elegance, and no less strength; his legs and thighs were formed in the exactest proportion; his shoulders were

— continued —

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**GRADE 9 / LEVEL D**

**READING LITERARY**

**RL**

Craft and Structure

**ELAGSE9-10RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

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

**DESCRIPTION**

broad and **brawny**, but yet his arm hung so easily, that he had all the symptoms of strength without the least clumsiness. (*Joseph Andrews*)

**Brawny** shoulders are

- a. unsightly
- b. twisted
- c. powerful
- d. stiff

**Vocabulary for Comprehension:** Review Units 7–9: Part 1 (Henry A. Shute, from *Plupy, the Real Boy*), pp. 136–137; Review Units 7–9: Part 2 (Sir Arthur Conan Doyle, from *The Lost World*), pp. 138–139

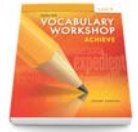
*Example [Level D, Review Units 7–9, Part 2, pp. 138–139]*

It was **malign**, horrible, with two small red eyes as bright as points of burning coal. Its long, savage beak, which it held half-open, was full of a double row of shark-like teeth.

4. As it is used in line 25, “malign” most nearly means
- A) vivid.
  - B) morbid.
  - C) outdated.
  - D) wicked.

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.



**GRADE 9 / LEVEL D**

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

**DESCRIPTION**

**Overview: Vocabulary and Reading:** pp. 8–9

*Example [Level D, 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.

**Reading Passages:** Unit 1 "I'll Wait for the Movie" (Compare and Contrast Essay), pp. 12–13; Unit 2 "Cowgirls Up!" (Historical Nonfiction), pp. 24–25; Unit 3 "A Polar Controversy" (Historical Nonfiction), pp. 36–37; Unit 4 "Elephant Culture and Conservation" (Expository Writing), pp. 56–57; Unit 5 "The Leopard: Unlikely Survivor" (Expository Essay), pp. 68–69; Unit 6 "Modernize the School Calendar" (Persuasive Essay), pp. 80–81; Unit 7 "City Critters" (Humorous Essay), pp. 100–101; Unit 8 "A History of Sound Recording" (Encyclopedia Entry), pp. 112–113; Unit 9 "Ringl and Pit: Witnesses to the Weimar" (Profile), pp. 124–125; Unit 10 "Remarkable Mixes" (Textbook Entry), pp. 144–145; Unit 11 "Failing Infrastructure" (Newspaper Editorial), pp. 156–157; Unit 12 "Social Networks and Virtual Communication" (Debate), pp. 168–169; Unit 13 "From Trash to Tabletop" (Interview), pp. 188–189; Unit 14 "Seven Wonders" (Magazine Article), pp. 200–201; Unit 15 "Jesse Owens: 1913–1980" (Obituary), pp. 212–213

*Example [Level D, Unit 8, p. 112]*

Early sound recordings relied on acoustical means to amplify the sound. Huge, **preposterous**-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this **liability**. Microphones replaced acoustic horns, and the modern electric phonograph was born.

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**.

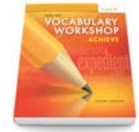
Students receive instruction on preparing for the kinds of questions that accompany extended reading selections: Main Idea Questions, Detail Questions, Vocabulary-in-Context Questions, Inference Questions, Questions About Tone, and Questions About Author's Technique.

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

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.



**GRADE 9 / LEVEL D**

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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

**DESCRIPTION**

**Vocabulary in Context:** Unit 1 Sets A & B (*The Hobbit* Trilogy), p.23; Unit 2 Sets A & B (Hawaiian Cowboys), p.35; Unit 3 Sets A & B (The Failed Scott Expedition to the South Pole), p.47; Unit 4 Sets A & B (The Congo Basin), p.67; Unit 5 Sets A & B (Census of Big Cats), p.79; Unit 6 Sets A & B (Homework), p.91; Unit 7 Sets A & B (Animal Intelligence), p.111; Unit 8 Sets A & B (Long-playing Records), p.123; Unit 9 Sets A & B (The Bauhaus Movement), p.135; Unit 10 Sets A & B (Hybrid Creatures), p.155; Unit 11 Sets A & B (Carless Cities), p.167; Unit 12 Sets A & B (Smartphones), p.179; Unit 13 Sets A & B (Alaskan Pollock), p.199; Unit 14 Sets A & B (Wonders of the Modern World), p.211; Unit 15 Sets A & B (Problems with the 2016 Olympics), p.223

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.

*Example [Level D, Unit 5, p. 79]*

Biologists **reprimanded** the forest authorities, spurring them on to adopt more modern methods.

5. People who are **reprimanded** are
- a. complimented
  - b. advised
  - c. scolded
  - b. fired

**Vocabulary in Context: Informational Text** (online\*): Unit 1 "Knox the Ox"; Unit 2 "Pushing the Limits"; Unit 3 "Angel Island"; Unit 4 "The Great Train Robbery"; Unit 5 "On the Brink"; Unit 6 "The Green Revolution"; Unit 7 "Celebrating Lady Liberty"; Unit 8 "A Brilliant Failure"; Unit 9 "Bee-havior"; Unit 10 "Racing with the Sun"; Unit 11 "Pushing the Limits"; Unit 12 "Putting Animals First"; Unit 13 "Watching the Whales"; Unit 14 "Ah Yes, the Gadsden Purchase"; Unit 15 "Pushing the Limits"

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.

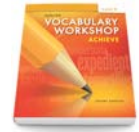
The questions following the selection require students to use context to match the correct definition or synonym to the boldface unit word featured in each item.

*Example [Level D, Unit 8]*

As supplies **dwindled**, they hunted penguins and seal. But the unstable ice provided only temporary **asylum**.

3. The meaning of **dwindled** is
- a. increased
  - b. spoiled
  - c. decreased
  - d. distorted

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**GRADE 9 / LEVEL D**

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE9-10RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Farm-to-Table Movement), pp. 48–49; Review Units 1–3: Part 2 (American Colonist John Dickinson), pp. 50–51; Review Units 4–6: Part 1 (Value of the Humanities), pp. 92–93; Review Units 4–6: Part 2 (Greek Drama/Oral Tradition), pp. 94–95; Review Units 7–9: Part 1 ("Plupy, the Real Boy"), pp. 136–137; Review Units 7–9: Part 2 ("The Lost World"), pp. 138–139; Review Units 10–12: Part 1 (The Charter School Movement), pp. 180–181; Review Units 10–12: Part 2 (Eyewitness Narratives/The Human Library), pp. 182–183; Review Units 13–15: Part 1 (Inspirations of Literary Movements), pp. 224–225; Review Units 13–15: Part 2 (Langston Hughes), pp. 226–227

*Example [Level D, Review Units 4–6, Part 2, pp. 94–95]*

There are still numerous societies which have not **succumbed** to the technology of writing.

4. As it is used in line 46, "succumbed" most nearly means
- A) apologized.
  - B) conformed.
  - C) dedicated.
  - D) yielded.

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.

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.

**WRITING**

**W**

Text Types and Purposes

**ELAGSE9-10W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION

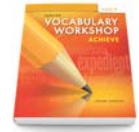
**Writing: Words in Action:** Unit 3 Sets A & B (Argument), p. 46; Unit 5 Sets A & B (Persuasive Essay), p. 78; Unit 6 Sets A & B (Persuasive Essay), p. 90; Unit 9 Sets A & B (Speech), p. 134; Unit 10 Sets A & B (Analytical Essay), p. 154; Unit 12 Sets A & B (Letter of Support or Disagreement), p. 178; Unit 14 Sets A & B (Persuasive Essay), p. 210

*Example [Level D, Unit 5, p. 78]*

Write a short persuasive essay in which you try to convince an audience that one of the leopard's survival techniques most accounts for the animal's continued survival in the 21<sup>st</sup> century. Use at least two details from the passage and three or more words from this Unit to support your argument.

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 9 / LEVEL D**

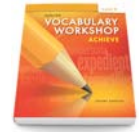
<b>WRITING</b>	<b>W</b>
<p><u>Text Types and Purposes</u>  <b>ELAGSE9-10W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Timed Essays</b> (online*): Units 1–10  <i>Example [Level D, Unit 9]</i>  <b>Statement:</b>                      We cannot expect in the immediate future that all women who seek it will achieve full equality of opportunity. But if women are to start moving towards that goal, we must believe in ourselves or no one else will believe in us; we must match our aspirations with the competence, courage and determination to success.                      Rosalyn Yalow, 1977  <b>Assignment:</b>                      Do you agree with what Dr. Yalow says about what women must do to achieve full equality? Plan and write an essay in which you develop your thoughts on this issue. To begin, write a thesis statement. Then take notes you can use 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 <b>25 minutes</b> total.</p>	<p>The <b>Timed Essay</b> for each unit includes a theme-setting statement followed by a detailed writing assignment. Students complete their persuasive essay on the computer, guided by the following sets of instructions:</p> <ol style="list-style-type: none"> <li>1. Writing Your Thesis Statement (1-2 minutes)</li> <li>2. Prewriting (3-4 minutes)</li> <li>3. Writing Your Draft (17-18 minutes)</li> <li>4. Editing and Revising Your Draft (2-3 minutes)</li> </ol> <p>The <b>Timed Essay</b> page includes a pop-out list of unit words for easy reference.</p>

<b>WRITING</b>	<b>W</b>
<p><u>Text Types and Purposes</u>  <b>ELAGSE9-10W2</b> 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.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Writing: Words in Action:</b> Unit 1 Sets A &amp; B (Compare and Contrast Essay), p. 22; Unit 2 Sets A &amp; B (Expository Essay), p. 34; Unit 4 Sets A &amp; B (Expository Writing), p. 66; Unit 7 Sets A &amp; B (Problem-and-Solution Essay), p. 110; Unit 8 Sets A &amp; B (Cause-and-Effect Essay), p. 122; Unit 10 Sets A &amp; B (Analytical Essay), p. 154; Unit 11 Sets A &amp; B (Analytical Essay), p. 166; Unit 13 Sets A &amp; B (Expository Essay), p. 198; Unit 15 Sets A &amp; B (Expository Essay), p. 222  <i>Example [Level D, Unit 15, p. 222]</i>                      Is a hero someone who shows courage, who is exceptionally talented at something, or who accomplishes something great? In a brief essay, present your definition of a hero, and use examples from your observations, studies, reading, or personal experience. Use three or more words from this Unit.</p>	<p>The <b>Writing: Words in Action</b> activity in each unit presents a writing prompt linked to the <b>Reading Passage</b>. 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.</p>

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**GRADE 9 / LEVEL D**

LANGUAGE	L
<p><u>Conventions of Standard English</u></p> <p><b>ELAGSE9-10L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL D FEATURE & LOCATION	DESCRIPTION
<p><b>Definitions:</b> 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</p> <p><i>Example [Level D, Unit 1, p. 14]</i></p> <p>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.</p> <p><b>Completing the Sentence:</b> 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</p> <p><i>Example [Level D, Unit 3 Set B, p. 45]</i></p> <p>3. A screenplay or television drama with the same old boy-meets-girl plot can certainly be criticized as <u>trite</u>.</p> <p><b>Synonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level D, Unit 12 Sets A &amp; B, p. 178]</i></p> <p>9. a <b>clever</b> and manipulative person <u>wiley</u></p>	<p>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.</p> <p>For <b>Completing the Sentence</b>, students write the unit word that best completes each sentence in the exercise, referring back to the <b>Definitions</b> sections as needed for the correct spelling.</p> <p>For the <b>Synonyms</b> 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 <b>Definitions</b> sections as needed for the correct spelling of each unit word.</p>

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**GRADE 9 / LEVEL D**

<b>LANGUAGE</b>	<b>L</b>
<p><b>Conventions of Standard English</b>  <b>ELAGSE9-10L2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Spell correctly.</p>	

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<p><b>Synonyms:</b> 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 D, Review Units 10–12, p. 184]</i></p> <p>7. No one could locate the source of the source of the <b>stench</b> in the house until someone found the bag of garbage left behind by the previous owner.</p> <p style="padding-left: 40px;"><u>      reek      </u></p> <hr/> <p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; Unit 6 Sets A &amp; B, p. 90; Unit 7 Sets A &amp; B, p. 110; Unit 8 Sets A &amp; B, p. 122; Unit 9 Sets A &amp; B, p. 134; Unit 10 Sets A &amp; B, p. 154; Unit 11 Sets A &amp; B, p. 166; Unit 12 Sets A &amp; B, p. 178; Unit 13 Sets A &amp; B, p. 198; Unit 14 Sets A &amp; B, p. 210; Unit 15 Sets A &amp; B, p. 222</p> <p><i>Example [Level D, Unit 12, p. 178]</i></p> <p>4. <b>cruel</b> treatment of animals</p> <p style="padding-left: 40px;"><u>      humane      </u></p> <hr/> <p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>pos, pon—</i> to put, place), p. 55; Word Study Units 4–6 (<i>ten, tain, tin—</i> to hold, keep), p. 99; Word Study Units 7–9 (<i>pol—</i>city, state; <i>ly—</i>to loosen, to set free), p. 143; Word Study Units 10–12 (<i>spec, spic—</i>to look), p. 187; Word Study Units 13–15 (<i>vert, vers—</i>to turn), p. 231</p> <p><i>Example [Level D, Word Study Units 1–3, p. 55]</i></p> <p>6. made up of distinct parts; combining elements or characteristics; such a combination (“<i>put together</i>”)</p> <p style="padding-left: 40px;">The forensic artist made a <b>composite</b> drawing of the primary suspect.</p>	<p>To complete the <b>Antonyms</b> activity for sets A and B, students write the appropriate antonym, referring back to the <b>Definitions</b> sections as needed for the correct spelling of each unit word.</p> <hr/> <p>After studying the featured classical base or affix in <b>Word Study: Classical Roots</b>, 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.</p>