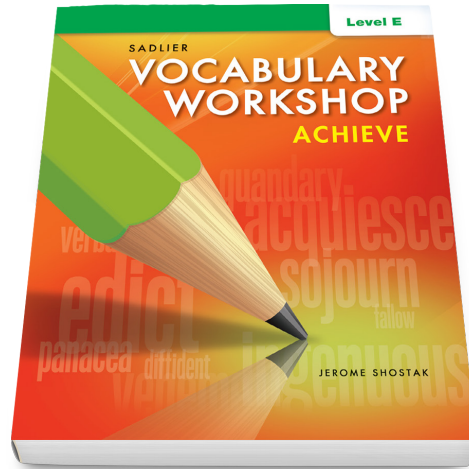


Sadlier

Vocabulary Workshop® Achieve

Grade 10 / Level E



Aligned to the

2016 Alabama Course of Study English Language Arts

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www.sadlierschool.com
800-221-5175



GRADE 10 / LEVEL E

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 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- 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. [L.9-10.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

Vocabulary in Context: Overview, p. 7

Example [Level E, p. 7]

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

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

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

Reading Passages: Unit 1 "The Globe Theatre: Then and Now" (Historical Nonfiction), pp. 12–13; Unit 2 "Fashion Victims" (Informational Essay), pp. 24–25; Unit 3 "Finding the Facts: Techniques of Modern Crime-Scene Investigation" (Expository Essay), pp. 36–37; Unit 4 "Patronage of the Arts: Help or Hindrance?" (Narrative Nonfiction), pp. 56–57; Unit 5 "Democracy: From Athens to America" (Speech), pp. 68–69; Unit 6 "When the Wall Came Tumbling Down" (Oral History), pp. 80–81; Unit 7 "Emmeline Pankhurst" (Biographical Sketch), pp. 100–101; Unit 8 "Anita Stockton Talks about Risk and Reward on the Stock Market" (Interview with an Expert), pp. 112–113; Unit 9 "My Last Day in Pompeii" (Diary Entry), pp. 124–125; Unit 10 "Hakoah Athletes: From Strength to Victory" (Historical Nonfiction), pp. 144–145; Unit 11 "Should Government Sponsor the Arts?" (Debate), pp. 156–157; Unit 12 "Do Not Forget Our Earliest Cultures" (Letter to the Editor), pp. 168–169; Unit 13 "Life on the High Seas" (Log), pp. 188–189; Unit 14 "A Short History of Hygiene" (Informational Essay), pp. 200–201; Unit 15 "World-Famous Dance Troupe Announces First U.S. Tour" (Press Release), pp. 212–213

Example [Level E, Unit 4, p. 56]

The patronage system **bequeathed** countless masterpieces to future generations. Scholars have **ascertained** numerous instances in which the needs of patron and artist **converged**: in a quest for glory, on the one hand, and for funds on the other.

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.



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E 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 E, Unit 12 Set A, p. 170]

6. **inveterate** (*adj.*) firmly established, long-standing; habitual
(in vet’ ə r ə t) It has been claimed that many writers and artists have an **inveterate** hostility to criticism.

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 E, Unit 5 Set A, p. 71]

For each item, determine whether the **boldface** word from pages 70–71 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. In the days of New England’s whaling ships, crew members would **embark** on voyages that lasted for months or even years.

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.



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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 E, Unit 11 Set A, p. 160]

4. It is all very well for science fiction writers to speculate, but is there any (**exemplary, conclusive**) evidence that UFOs exist?

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 E, Unit 4 Set B, p. 61]

4. Your ability to guess what I am thinking about at any given time is nothing short of uncanny.

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 E, Unit 7 Sets A & B, p. 110]

2. willing to **alter** long-standing company policy person
amend

DESCRIPTION

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 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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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. [L.9-10.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

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 E, Review Units 7–9, p. 140]

2. That **rickety** old mansion is rumored to be haunted.
 decrepit

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 E, Unit 12, p. 178]

5. a reputation for being **kind**
 callous

Vocabulary in Context: Unit 1 Sets A & B (Hamlet), p. 23; Unit 2 Sets A & B (Polyester), p. 35; Unit 3 Sets A & B (Forensic Science), p. 47; Unit 4 Sets A & B (Patronage), p. 67; Unit 5 Sets A & B (Pericles), p. 79; Unit 6 Sets A & B (Romanian Communist Party Control), p. 91; Unit 7 Sets A & B (Women's Suffrage), p. 111; Unit 8 Sets A & B (Ponzi), p. 123; Unit 9 Sets A & B (Pompeii Eruption), p. 135; Unit 10 Sets A & B (Anti-Semitism and Afro-Germans), p. 155; Unit 11 Sets A & B (International Exchange), p. 167; Unit 12 Sets A & B (Modoc War), p. 179; Unit 13 Sets A & B (Navigation), p. 199; Unit 14 Sets A & B (Federal Government Agencies), p. 211; Unit 15 Sets A & B (Choreography), p. 223

Example [Level E, Unit 3, p. 47]

Other episodes focus on investigators getting so involved in a case that they **alienate** everyone else while the case is ongoing.

2. To **alienate** people is to make them
- | | |
|-------------|------------|
| a. hostile | c. fearful |
| b. friendly | d. distant |

Vocabulary in Context: Informational Text (online*): Unit 1 "Circuses"; Unit 2 "Fire Fight"; Unit 3 "The First Great American Statesman"; Unit 4 "Gone Forever?"; Unit 5 "The Legend Lives On"; Unit 6 "The Road to Freedom"; Unit 7

— principal —

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

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.

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

— principal —

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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- 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. [L.9-10.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

"Sail On!"; Unit 8 "Thriving Coyotes"; Unit 9 "Light on the Land"; Unit 10 "Kicking Up Her Heels"; Unit 11 "A Man of Mystery"; Unit 12 "Owl Wisdom"; Unit 13 "Far North"; Unit 14 "A Force for Change"; Unit 15 "Down Times"

Example [Level E, Unit 7]

For over 5,000 years, wind and water have **buffeted** boats propelled by sails.

- The meaning of **buffeted** is
 - soaked
 - pummeled
 - aided
 - lulled

Vocabulary in Context: Literary Text (online*): Unit 1 Charles Dickens ("A Tale of Two Cities"); Unit 2 Edgar Allan Poe ("The Works of Edgar Allan Poe Volumes 1 and 2"); Unit 3 Anne Brontë ("The Tenant of Wildfell Hall"); Unit 4 Louisa May Alcott ("Little Men" and "Little Women"); Unit 5 Willa Cather ("My Antonia"); Unit 6 Emily Brontë ("Wuthering Heights"); Unit 7 Charles Dickens ("Oliver Twist"); Unit 8 Alexandre Dumas ("The Three Musketeers"); Unit 9 James Fenimore Cooper ("The Last of the Mohicans"); Unit 10 Charlotte Brontë ("Jane Eyre"); Unit 11 Sir Arthur Conan Doyle ("The Adventures of Sherlock Holmes"); Unit 12 Charles Dickens ("Great Expectations"); Unit 13 George Eliot ("Silas Marner" and "The Mill on the Floss"); Unit 14 Nathaniel Hawthorne ("The House of the Seven Gables"); Unit 15 Jane Austen ("Emma")

Example [Level E, Unit 15]

- How very few of those men in a rank of life to address Emma would have **renounced** their own home for Hartfield!

When something is **renounced**, it is

- forsaken
- declared
- sustained
- honored

DESCRIPTION

context to match the correct definition or synonym to the boldface unit word featured in each item.

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 10 / LEVEL E

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

Vocabulary for Comprehension: Review Units 1–3: Part 1 (Thomas Paine), pp. 48–49; Review Units 1–3: Part 2 (Magna Carta), pp. 50–51; Review Units 4–6: Part 1 (Role of Education), pp. 92–93; Review Units 4–6: Part 2 (Global Positioning System), pp. 94–95; Review Units 7–9: Part 1 ("Shirley"), pp. 136–137; Review Units 7–9: Part 2 ("Evelina"), pp. 138–139; Review Units 10–12: Part 1 (Alaskan Oil), pp. 180–181; Review Units 10–12: Part 2 (Klamath Basin Restoration Agreement), pp. 182–183; Review Units 13–15: Part 1 (Candid Photography), pp. 224–225; Review Units 13–15: Part 2 (Quantum Leaps), pp. 226–227

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

After the **demise** of George II, he inherited a country impoverished by the Seven Years’ War (1756–63), and his parliament sought to pay for keeping British troops in America by taxing the colonists.

6. As it is used in line 59, “demise” most nearly means
- A) abdication.
 - B) reign.
 - C) death.
 - D) deposition.

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 E, Review Units 1–3, p. 53]

3. Tony’s general attitude toward people is so _____ that he has _____ absolutely everybody who knows him. If he didn’t walk around.
- a. impervious . . . exhilarated
 - b. benevolent . . . deployed
 - c. amicable . . . redressed
 - d. belligerent . . . alienated

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

DESCRIPTION

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.

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.



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION	DESCRIPTION
<p>Final Mastery Test: pp. 232–236</p> <p><i>Example [Level E, Final Mastery Test, p. 233]</i></p> <p>26. It is _____ that when some people become famous and successful, they become arrogant and _____ to criticism.</p> <p>a. indomitable ... nonchalant c. lamentable ... impervious b. endemic ... pliable d. venal ... inclement</p>	
<p>Word Study: Idioms: 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 E, Word Study Units 7–9, p. 142]</i></p> <p>Read each sentence. Use context clues to figure out the meaning of each idiom in boldface. Then write the letter of the definition for the idiom in the sentence.</p> <p>1. Of course I know what Marisa scored on the test; I just heard it straight from the horse’s mouth.</p> <p>i. (from the most reliable authority; from a firsthand source)</p>	<p>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.</p>
<p>Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186</p> <p><i>Example [Level E, Review Units 4–6, p. 98]</i></p> <p>Expressing the Connotation</p> <p>negative 6. After she had time to think about it, she realized that her sister’s (casual, truculent) criticism of her was born of jealousy.</p>	<p>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.</p> <p>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).</p>
<p>Word Study: Classical Roots: Word Study Units 1–3 (<i>mis, miss, mit</i>—to send), p. 55; Word Study Units 4–6 (<i>fac, fact</i>—to make or do), p. 99; Word Study Units 7–9 (<i>voc, vok</i>—to call), p. 143; Word Study Units 10–12 (<i>dem</i>—people; <i>pan</i>—all, every), p. 187; Word Study Units 13–15 (<i>sed, sess, sid</i>—to sit, settle), p. 231</p> <p><i>Example [Level E, Word Study Units 1–3, p. 55]</i></p> <p>4. A messenger, agent (“one sent out”) The President sent a special emissary to discuss the drafting of a peace agreement.</p>	<p>In Word Study: Classical Roots, students use context clues to help choose which word based on the featured root best completes the sentence.</p>



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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

Example [Level E, Cumulative Review II]

Facile solutions to complex problems do not impress me, nor do those who put forward such ideas to attain their own ends.

2. The word **Facile** most nearly means
- O a. Spurious
 - O b. Modest
 - O c. Weird
 - O d. Fluent

Final Mastery Test: pp. 232–236

Example [Level E, p. 236]

Choosing the Right Meaning

65. I keep a map in my pocket even though my father claims he has an **infallible** sense of direction.
- The word **infallible** is best defined as
- a. ingenuous b. memorable c. imperfect d. unerring

DESCRIPTION

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.

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.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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

Example [Level E, 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

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.

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 10 / LEVEL E

LANGUAGE STANDARDS

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION	DESCRIPTION
<p>-cap-, -capt-, -cept-, take -cip-, -ceive- captive, concept, recipient</p>	
<p>Word Study: Classical Roots: Word Study Units 1–3 (<i>mis, miss, mit</i>—to send), p. 55; Word Study Units 4–6 (<i>fac, fact</i>—to make or do), p. 99; Word Study Units 7–9 (<i>voc, vok</i>—to call), p. 143; Word Study Units 10–12 (<i>dem</i>—people; <i>pan</i>—all, every), p. 187; Word Study Units 13–15 (<i>sed, sess, sid</i>—to sit, settle), p. 231</p> <p><u>Example [Level E, Word Study Units 1–3, p. 55]</u></p> <p>5. A messenger, agent (“one sent out”) The President sent a special <u>emissary</u> to discuss the drafting of a peace agreement.</p>	<p>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.</p>
<p>Games and Study Aids: Greek Roots – Matching Challenge and Latin Roots – Matching Challenge (online*)</p>	<p>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.</p>



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- 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. [L.9-10.4c]
 - 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.9-10.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

Vocabulary in Context: p. 7

Example [Level E, p. 7]

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

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

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

In this sentence, there are several inference clues: (a) the word *scholar* suggests knowledge; (b) the words *novel*, *artistry*, and *skill* 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 E, Unit 12 Set A, p. 170]

6. **inveterate** (*adj.*) firmly established, long-standing; habitual
(in vet’ ə r ə t) It has been claimed that many writers and artists have an **inveterate** hostility to criticism.

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 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- 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. [L.9-10.4c]
 - 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.9-10.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p><u>Example [Level E, Unit 7 Sets A & B, p. 110]</u></p> <p>2. willing to alter long-standing company policy person <u>amend</u></p>	<p>For the Synonyms activity in each unit, students are directed to use a dictionary if necessary.</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><u>Example [Level E, Unit 12, p. 178]</u></p> <p>5. a reputation for being kind <u>callous</u></p>	<p>For the Antonyms activity in each unit, students are directed to use a dictionary as needed.</p>
<p>Word Study: Classical Roots: Word Study Units 1–3 (<i>mis, miss, mit</i>—to send), p. 55; Word Study Units 4–6 (<i>fac, fact</i>—to make or do), p. 99; Word Study Units 7–9 (<i>voc, vok</i>—to call), p. 143; Word Study Units 10–12 (<i>dem</i>—people; <i>pan</i>—all, every), p. 187; Word Study Units 13–15 (<i>sed, sess, sid</i>—to sit, settle), p. 231</p> <p><u>Example [Level E, Word Study Units 1–3, p. 55]</u></p> <p>4. A messenger, agent (“one sent out”) The President sent a special <u>emissary</u> to discuss the drafting of a peace agreement.</p>	<p>For Word Study: Classical Roots, students are directed to use a print or online dictionary as needed.</p>



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

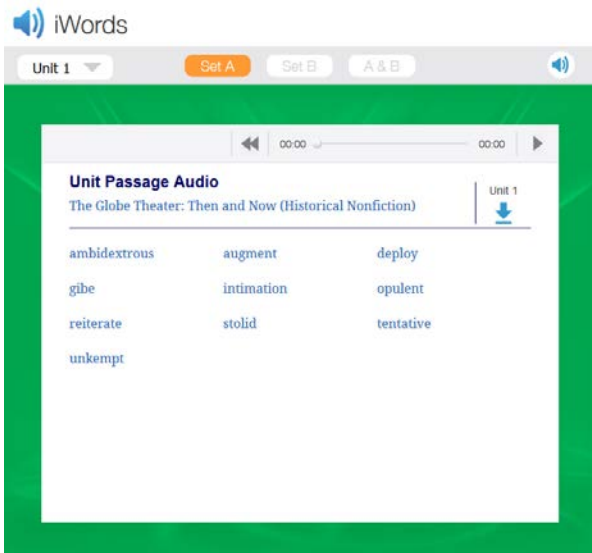
Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- 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. [L.9-10.4c]
 - 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.9-10.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

Study Aids: iWords Audio Program (online*)

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

Vowels	ā	lake	e	stress	ú	loot, new
	a	mat	ī	knife	ù	foot, pull
	â	care	i	sit	e	jump, broken
	ā	bark, bottle	ō	flow	er	bird, better
	au	doubt	ô	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	θ	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**.

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]

SADLIER VOCABULARY WORKSHOP LEVEL E 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 E, Word Study Units 7–9, p. 142]

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

1. Of course I know what Marisa scored on the test; I just **heard it straight from the horse’s mouth**.
i. (from the most reliable authority; from a firsthand source)

Enriching Your Vocabulary (online*): Cumulative Review I (“Thanks to the French”); Cumulative Review II (“A Crop of Words”); Cumulative Review III (“Fiery Words”); Cumulative Review IV (“High-Tech Vocabulary”)

Example [Level E, Cumulative Review I]

In the column on the left are 10 more words or phrases for which we have to thank the French. With or without a dictionary, line up each word to its meaning in the column on the right.

7. nuance
A subtle difference or quality

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 of colorful expressions or figures of speech. 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.9-10.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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

Example [Level E, Program Overview: Denotation, Connotation, and Shades of Meaning]

Word	Denotation
winsome	charming
ostentatious	overly showy, pretentious
precept	rule

Word	Connotation
winsome	favorable (positive)

DESCRIPTION

Located in the TE front matter, **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 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION	DESCRIPTION
<p>ostentatious unfavorable (negative, pejorative) precept neutral</p>	
<p>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 <i>Example [Level E, Unit 7 Sets A & B, p. 110]</i></p> <p>2. willing to alter long-standing company policy person <u>amend</u></p>	<p>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.</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 <i>Example [Level E, Review Units 7–9, p. 140]</i></p> <p>2. That rickety old mansion is rumored to be haunted. <u>decrepit</u></p>	
<p>Word Study: Denotation and Connotation: Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186 <i>Example [Level E, Review Units 4–6, p. 98]</i> Expressing the Connotation</p> <p>negative 7. After she had time to think about it, she realized that her sister’s (casual, truculent) criticism of her was born of jealousy.</p>	<p>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.</p> <p>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).</p>



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

42. 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. [L.9-10.6]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

Throughout the program

Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.



GRADE 10 / LEVEL E

ADDITIONAL ALIGNED CONTENT

READING STANDARDS FOR LITERATURE

Craft and Structure

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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

Example [Level E, 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?

Vocabulary in Context: Literary Text (online*): Unit 1 Charles Dickens ("A Tale of Two Cities"); Unit 2 Edgar Allan Poe ("The Works of Edgar Allan Poe Volumes 1 and 2"); Unit 3 Anne Brontë ("The Tenant of Wildfell Hall"); Unit 4 Louisa May Alcott ("Little Men" and "Little Women"); Unit 5 Willa Cather ("My Antonia"); Unit 6 Emily Brontë ("Wuthering Heights"); Unit 7 Charles Dickens ("Oliver Twist"); Unit 8 Alexandre Dumas ("The Three Musketeers"); Unit 9 James Fenimore Cooper ("The Last of the Mohicans"); Unit 10 Charlotte Brontë ("Jane Eyre"); Unit 11 Sir Arthur Conan Doyle ("The Adventures of Sherlock Holmes"); Unit 12 Charles Dickens ("Great Expectations"); Unit 13 George Eliot ("Silas Marner" and "The Mill on the Floss"); Unit 14 Nathaniel Hawthorne ("The House of the Seven Gables"); Unit 15 Jane Austen ("Emma")

Example [Level E, Unit 15]

3. How very few of those men in a rank of life to address Emma would have **renounced** their own home for Hartfield!

When something is **renounced**, it is

- a. forsaken
- b. declared

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 British and American writers in their careful choice and use of words in relation to the elements of story.



GRADE 10 / LEVEL E

READING STANDARDS FOR LITERATURE

Craft and Structure

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

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

- O c. sustained
- O d. honored

Vocabulary for Comprehension: Review Units 7–9: Part 1 (Charlotte Brontë, from the novel *Shirley*), pp. 136–137; Review Units 7–9: Part 2 (Frances Burney, from the novel *Evelina*), pp. 138–139

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

Our life here is **ingenuous**, so consider the many inducements which conspire to make London the happiest place at present that your child can **exult** in.

3. As it is used in line 26, “ingenuous” most nearly means
- A) dangerous.
 - B) simple.
 - C) dull.
 - D) hectic.

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

13. 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). [RI.9-10.4]

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

Overview: Vocabulary and Reading: pp. 8–9

Example [Level E, p. 9]

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

- It can be 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 10 / LEVEL E

READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

13. 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). [RI.9-10.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

Reading Passages: Unit 1 "The Globe Theatre: Then and Now" (Historical Nonfiction), pp. 12–13; Unit 2 "Fashion Victims" (Informational Essay), pp. 24–25; Unit 3 "Finding the Facts: Techniques of Modern Crime-Scene Investigation" (Expository Essay), pp. 36–37; Unit 4 "Patronage of the Arts: Help or Hindrance?" (Narrative Nonfiction), pp. 56–57; Unit 5 "Democracy: From Athens to America" (Speech), pp. 68–69; Unit 6 "When the Wall Came Tumbling Down" (Oral History), pp. 80–81; Unit 7 "Emmeline Pankhurst" (Biographical Sketch), pp. 100–101; Unit 8 "Anita Stockton Talks about Risk and Reward on the Stock Market" (Interview with an Expert), pp. 112–113; Unit 9 "My Last Day in Pompeii" (Diary Entry), pp. 124–125; Unit 10 "Hakoah Athletes: From Strength to Victory" (Historical Nonfiction), pp. 144–145; Unit 11 "Should Government Sponsor the Arts?" (Debate), pp. 156–157; Unit 12 "Do Not Forget Our Earliest Cultures" (Letter to the Editor), pp. 168–169; Unit 13 "Life on the High Seas" (Log), pp. 188–189; Unit 14 "A Short History of Hygiene" (Informational Essay), pp. 200–201; Unit 15 "World-Famous Dance Troupe Announces First U.S. Tour" (Press Release), pp. 212–213

Example [Level E, Unit 4, p. 56]

The patronage system **bequeathed** countless masterpieces to future generations. Scholars have **ascertained** numerous instances in which the needs of patron and artist **converged**: in a quest for glory, on the one hand, and for funds on the other.

Vocabulary in Context: Unit 1 Sets A & B (Hamlet), p. 23; Unit 2 Sets A & B (Polyester), p. 35; Unit 3 Sets A & B (Forensic Science), p. 47; Unit 4 Sets A & B (Patronage), p. 67; Unit 5 Sets A & B (Pericles), p. 79; Unit 6 Sets A & B (Romanian Communist Party Control), p. 91; Unit 7 Sets A & B (Women's Suffrage), p. 111; Unit 8 Sets A & B (Ponzi), p. 123; Unit 9 Sets A & B (Pompeii Eruption), p. 135; Unit 10 Sets A & B (Anti-Semitism and Afro-Germans), p. 155; Unit 11 Sets A & B (International Exchange), p. 167; Unit 12 Sets A & B (Modoc War), p. 179; Unit 13 Sets A & B (Navigation), p. 199; Unit 14 Sets A & B (Federal Government Agencies), p. 211; Unit 15 Sets A & B (Choreography), p. 223

Example [Level E, Unit 3, p. 47]

Other episodes focus on investigators getting so involved in a case that they **alienate** everyone else while the case is ongoing.

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 10 / LEVEL E

READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

13. 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). [RI.9-10.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

2. To **alienate** people is to make them
- a. hostile
 - b. friendly
 - c. fearful
 - d. distant

Vocabulary in Context: Informational Text (online*): Unit 1 "Circuses"; Unit 2 "Fire Fight"; Unit 3 "The First Great American Statesman"; Unit 4 "Gone Forever?"; Unit 5 "The Legend Lives On"; Unit 6 "The Road to Freedom"; Unit 7 "Sail On!"; Unit 8 "Thriving Coyotes"; Unit 9 "Light on the Land"; Unit 10 "Kicking Up Her Heels"; Unit 11 "A Man of Mystery"; Unit 12 "Owl Wisdom"; Unit 13 "Far North"; Unit 14 "A Force for Change"; Unit 15 "Down Times"

Example [Level E, Unit 7]

For over 5,000 years, wind and water have **buffeted** boats propelled by sails.

1. The meaning of **buffeted** is
- a. soaked
 - b. pummeled
 - c. aided
 - d. lulled

Vocabulary for Comprehension: Review Units 1–3: Part 1 (Thomas Paine), pp. 48–49; Review Units 1–3: Part 2 (Magna Carta), pp. 50–51; Review Units 4–6: Part 1 (Role of Education), pp. 92–93; Review Units 4–6: Part 2 (Global Positioning System), pp. 94–95; Review Units 7–9: Part 1 ("Shirley"), pp. 136–137; Review Units 7–9: Part 2 ("Evelina"), pp. 138–139; Review Units 10–12: Part 1 (Alaskan Oil), pp. 180–181; Review Units 10–12: Part 2 (Klamath Basin Restoration Agreement), pp. 182–183; Review Units 13–15: Part 1 (Candid Photography), pp. 224–225; Review Units 13–15: Part 2 (Quantum Leaps), pp. 226–227

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

After the **demise** of George II, he inherited a country impoverished by the Seven Years' War (1756–63), and his parliament sought to pay for keeping British troops in America by taxing the colonists.

6. As it is used in line 59, "demise" most nearly means
- A) abdication.
 - B) reign.
 - C) death.
 - D) deposition.

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.

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 10 / LEVEL E

WRITING STANDARDS

Text Types and Purposes

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

Writing: Words in Action: Unit 4 Sets A & B (Persuasive Essay), p. 66; Unit 6 Sets A & B (Argumentative Essay), p. 90; Unit 7 Sets A & B (Editorial Essay), p. 110; Unit 10 Sets A & B (Persuasive Essay), p. 154; Unit 11 Sets A & B (Persuasive Essay), p. 166; Unit 12 Sets A & B (Argumentative Essay), p. 178; Unit 15 Sets A & B (Persuasive Essay), p. 222

Example [Level E, Unit 12, p. 178]

Write a brief essay explaining why it is important for scholars to continue researching and making discoveries about civilizations that no longer exist. Support your position with examples from your studies and the passage. Write at least three paragraphs, and use three or more words from the Unit.

Timed Essays (online*): Units 1–10

Example [Level E, Unit 5]

Statement:

Hope deferred makes the heart sick, but a desire fulfilled is a tree of life.

Bible: Hebrew, Proverbs 13:12

Assignment:

What is your view of this ancient proverb? Plan and write an essay in which you develop your thoughts in response to it. To begin, write a thesis statement. Then take notes and use them to write a clear, firm, full statement of your view. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from literature and 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.

WRITING STANDARDS

Text Types and Purposes

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

Writing: Words in Action: Unit 1 Sets A & B (Compare and Contrast Essay), p. 22; Unit 2 Sets A & B (Expository Essay), p. 34; Unit 3 Sets A & B (Compare and Contrast Essay), p. 46; Unit 5 Sets A & B (Analytical Essay), p. 78; Unit 8 Sets A & B (Pros and Cons Essay), p. 122; Unit 9 Sets A & B (Informative Essay), p. 134; Unit 14 Sets A & B (Informational Essay), p. 210

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.

*Go to <https://www.sadlierconnect.com/vwa> for online resources.
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GRADE 10 / LEVEL E

WRITING STANDARDS

Text Types and Purposes

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

Example [Level E, Unit 1, p. 22]

Write a brief essay in which you compare and contrast watching a live performance to watching a show on television or on your computer. Use examples from your reading, personal experiences, and prior knowledge to support your points of comparison. Use three or more words from this Unit.

LANGUAGE STANDARDS

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- c. Spell correctly. [L.9-10.2c]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

DESCRIPTION

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

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.

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

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

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.

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.



GRADE 10 / LEVEL E

LANGUAGE STANDARDS

Conventions of Standard English

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- c. Spell correctly. [L.9-10.2c]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL E FEATURE & LOCATION

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 E, Unit 4 Set B, p. 61]

6. Your ability to guess what I am thinking about at any given time is nothing short of uncanny.

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 E, Unit 7 Sets A & B, p. 110]

2. willing to **alter** long-standing company policy person
amend

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 E, Review Units 7–9, p. 140]

2. That **rickety** old mansion is rumored to be haunted.
decrepit

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 E, Unit 12, p. 178]

5. a reputation for being **kind**
callous

Word Study: Classical Roots: Word Study Units 1–3 (*mis, miss, mit*—to send), p. 55; Word Study Units 4–6 (*fac, fact*—to make or do), p. 99; Word Study Units 7–9 (*voc, vok*—to call), p. 143; Word Study Units 10–12 (*dem*—people; *pan*—all, every), p. 187; Word Study Units 13–15 (*sed, sess, sid*—to sit, settle), p. 231

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

4. A messenger, agent (“one sent out”)
The President sent a special emissary to discuss the drafting of a peace agreement.

DESCRIPTION

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.

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.