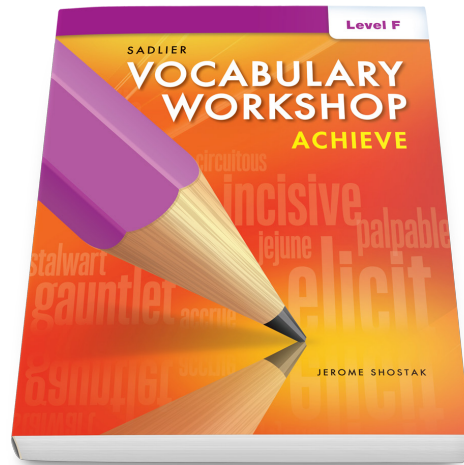


Sadlier

# Vocabulary Workshop® Achieve

Grade 11 / Level F



Aligned to the

## 2016 Alabama Course of Study English Language Arts

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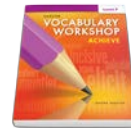
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**GRADE 11 / LEVEL F**

**KEY ALIGNED CONTENT**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- 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.11-12.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

DESCRIPTION

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

Example [Level F, p. 7]

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

“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 Camera in Wartime" (Textbook Entry), pp. 12–13; Unit 2 "Why Vote?" (Persuasive Essay), pp. 24–25; Unit 3 "Trapped in a Cave, Foiled by a Circus" (Journal Entries), pp. 36–37; Unit 4 "Ada Byron: Visionary Mathematician" (Biographical Sketch), pp. 56–57; Unit 5 "Lending a Hand to End Poverty" (Newspaper Article), pp. 68–69; Unit 6 "Pre-Columbian America" (Blog Entry), pp. 80–81; Unit 7 "An Overlooked Exploration" (Informational Essay), pp. 100–101; Unit 8 "Mythical Journeys" (Humorous Essay), pp. 112–113; Unit 9 "The Swedish Nightingale" (Narrative Nonfiction), pp. 124–125; Unit 10 "Sinking Nation" (Magazine Article), pp. 144–145; Unit 11 "Oyez! Oyez!: The Evolution of News" (Informational Essay), pp. 156–157; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" (Debate), pp. 168–169; Unit 13 "Ansel Adams" (Essay), pp. 188–189; Unit 14 "Revolutionary Woman" (Historical Nonfiction), pp. 200–201; Unit 15 "New Tribe Discovered in Amazon" (Newspaper Article), pp. 212–213

Example [Level F, Unit 4, pp. 56–56]

Babbage was not an **affable** man. He often **aggrandized** his own accomplishments and neglected to give credit to others. But he was so impressed with Ada’s work that he conceded she might have understood his machine even better than he did, and that she was “far, far better at explaining it.”

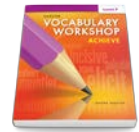
In the **Vocabulary in Context** overview notes, students review the importance of studying a word’s context to find clues to its meaning. These clues might be in the immediate or adjoining sentence or phrase in which the word appears; in the topic or subject matter of the passage; or in the physical 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 11 / LEVEL F**

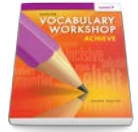
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p><b>Definitions:</b> Unit 1 Set A, pp. 14–15, Unit 1 Set B, pp. 18–19; Unit 2 Set A, pp. 26–27, Unit 2 Set B, pp. 30–31; Unit 3 Set A, pp. 38–39, Unit 3 Set B, pp. 42–43; 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 F, Unit 12 Set A, p. 170]</i></p> <p>4. <b>implicit</b> (<i>adj.</i>) implied or understood though unexpressed; (im plis’ it) without doubts or reservations, unquestioning; potentially contained in</p> <p style="padding-left: 40px;">She never said so, but it was <b>implicit</b> that she did not like conversations before her morning coffee.</p>	<p>In each unit, there is a <b>Definitions</b> 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.</p>
<p><b>Using Context:</b> 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</p> <p><i>Example [Level F, Unit 5 Set A, p. 71]</i></p> <p>3. Although I do not think the book lives up to the author’s previous works, it did not deserve such <b>scathing</b> reviews.</p>	<p>There are two <b>Using Context</b> 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.</p>
<p><b>Choosing the Right Word:</b> 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</p>	<p>The <b>Choosing the Right Word</b> 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.</p>

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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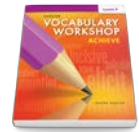
**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p>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><i>Example [Level F, Unit 11 Set A, p. 160]</i></p> <p>2. Children are often remarkably (<b>discursive, perceptive</b>) in understanding how adults feel about them.</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 F, Unit 4 Set B, p. 65]</i></p> <p>7. The sharp crack of the rifle shot <u>reverbiated</u> through the hills.</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><i>Example [Level F, Unit 7 Sets A &amp; B, p. 110]</i></p> <p>15. <b>devised</b> a silly excuse <u>concoct</u></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><i>Example [Level F, Review Units 7–9, p. 140]</i></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>2. The referee was supposed to be an <b>unbiased</b> moderator of the game, but everyone suspected that he wanted the visiting team to win. <u>dispassionate</u></p>	



**GRADE 11 / LEVEL F**

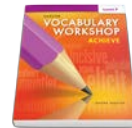
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION				
<p><b>Antonyms:</b> Unit 1 Sets A &amp; B, p. 22; Unit 2 Sets A &amp; B, p. 34; Unit 3 Sets A &amp; B, p. 46; Unit 4 Sets A &amp; B, p. 66; Unit 5 Sets A &amp; B, p. 78; 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><i>Example [Level F, Unit 12, p. 178]</i></p> <p>3. a <b>modest</b> house _____ <b>ostentatious</b> _____</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 (Martha Ellis Gelhorn), p. 23; Unit 2 Sets A &amp; B (Elections), p. 35; Unit 3 Sets A &amp; B (Art), p. 47; Unit 4 Sets A &amp; B (Fashion Design), p. 67; Unit 5 Sets A &amp; B (Microloans), p. 79; Unit 6 Sets A &amp; B (City of Z), p. 91; Unit 7 Sets A &amp; B (The Seven Seas), p. 111; Unit 8 Sets A &amp; B (Adventures of Alexander Selkirk), p. 123; Unit 9 Sets A &amp; B (Shakespeare), p. 135; Unit 10 Sets A &amp; B (Rising Sea Level), p. 155; Unit 11 Sets A &amp; B (Yellow Journalism), p. 167; Unit 12 Sets A &amp; B (Bleak House), p. 179; Unit 13 Sets A &amp; B (National Parks and Railroads), p. 199; Unit 14 Sets A &amp; B (Elizabeth Schuyler), p. 211; Unit 15 Sets A &amp; B (Nukak Makú), p. 223</p> <p><i>Example [Level F, Unit 15, p. 223]</i></p> <p>Almost thirty years ago, an <b>enigmatic</b> group of people walked out of the Amazon forest and into the dusty streets of San Jose de Guaviare, Columbia. Nobody knew who they were, and nobody could ask them, since the newcomers spoke a language that no one understood.</p> <p>1. An <b>enigmatic</b> group of people is</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. tragic</td> <td style="width: 50%;">c. poverty-stricken</td> </tr> <tr> <td>b. lost</td> <td>b. puzzling</td> </tr> </table>	a. tragic	c. poverty-stricken	b. lost	b. puzzling	<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. tragic	c. poverty-stricken				
b. lost	b. puzzling				
<p><b>Vocabulary in Context: Informational Text</b> (online*): Unit 1 "Screen Time"; Unit 2 "Speaking Up"; Unit 3 "Building in Place"; Unit 4 "Fast Talk"; Unit 5 "A Very Heavy Hitter"; Unit 6 "Kudzu"; Unit 7 "Walker Evans: Life As It Is"; Unit 8 "Monster in the Lake"; Unit 9 "A Writer Finds Her Way"; Unit 10 "Mahalia's Music"; Unit 11 "War at Home"; Unit 12 "Truffles"; Unit 13 "Risky Business"; Unit 14 "Marking Time"; Unit 15 "Looking at Laughter"</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 11 / LEVEL F**

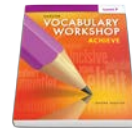
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p><u>Example [Level F, Unit 7]</u></p> <p>No contrived drama <b>mitigated</b> their terrible, actual lives.</p> <p>5. <b>Mitigated</b> most nearly means</p> <p><input type="radio"/> a. diminished.</p> <p><input type="radio"/> b. hid.</p> <p><input type="radio"/> c. broadcast.</p> <p><input type="radio"/> d. saved.</p>	
<p><b>Vocabulary in Context: Literary Text</b> (online*): Unit 1 Charles Dickens ("David Copperfield"); Unit 2 Herman Melville ("Moby-Dick"); Unit 3 Thomas Jefferson ("The Writings of Thomas Jefferson" and "Memoirs, Correspondence," and "Miscellanies."); Unit 4 Nathaniel Hawthorne ("The Scarlett Letter"); Unit 5 James Fenimore Cooper ("The Spy"); Unit 6 Edgar Allan Poe ("The Works of Edgar Allan Poe, Vol. II"); Unit 7 Sinclair Lewis ("Main Street"); Unit 8 Henry James ("The Wings of the Dove"); Unit 9 Edith Wharton ("The House of Mirth"); Unit 10 Mark Twain ("Innocents Abroad"); Unit 11 F. Scott Fitzgerald ("The Beautiful and Damned"); Unit 12 Nathaniel Hawthorne ("The Marble Faun"); Unit 13 Margaret Fuller Ossoli ("The Memoirs of Margaret Fuller Ossoli, Volume I"); Unit 14 Charles Dickens ("Bleak House" and "Our Mutal Friend"); Unit 15 Washington Irving ("Tales of a Traveller")</p> <p><u>Example [Level F, Unit 15]</u></p> <p>3. He would now have entered into a full detail, but was thwarted by the Englishman, who seemed determined not to credit or indulge him in his stories. (<i>Tales of a Traveller</i>)</p> <p>If the storyteller is <b>thwarted</b>, he or she is</p> <p><input type="radio"/> a. changed</p> <p><input type="radio"/> b. exaggerated</p> <p><input type="radio"/> c. discouraged</p> <p><input type="radio"/> d. abetted</p>	<p>The <b>Vocabulary in Context: Literary Text</b> 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.</p> <p>In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.</p>





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

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Edith Maud Eaton), pp. 48–49; Review Units 1–3: Part 2 (Muckrakers), pp. 50–51; Review Units 4–6: Part 1 (Jane Goodall), pp. 92–93; Review Units 4–6: Part 2 (Tool-Using Animals), pp. 94–95; Review Units 7–9: Part 1 (William Henry Hudson, adapted from *Green Mansions: A Romance of the Tropical Forest*), pp. 136–137; Review Units 7–9: Part 2 (Harriet Beecher Stowe, adapted from the short story, "The Squirrels that Live in a House"), pp. 138–139; Review Units 10–12: Part 1 (Libraries), pp. 180–181; Review Units 10–12: Part 2 (Student Debt), pp. 182–183; Review Units 13–15: Part 1 (Theatre Critics), pp. 224–225; Review Units 13–15: Part 2 (Early Written Language), pp. 226–227

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

Not only was muckraking eminently profitable for publishers; the **ferment** it incited also often led to lasting reforms in American public policy.

3. As it is used in line 19, “ferment” most nearly means
- O a. excitement.  
O b. disobedience.  
O c. tranquility.  
O d. respite.

**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 F, Review Units 1–3, p. 53]

1. Though my teaching job entails numerous responsibilities, it also brings with it certain \_\_\_\_\_, one of which is the right to use school equipment, services, and facilities during the \_\_\_\_\_ between semesters or the summer break.

O a. simulations . . . millennia  
O b. ameliorations . . . proclivities  
O c. prerogatives . . . hiatus  
O d. surmises . . . innuendoes

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

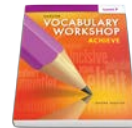
**DESCRIPTION**

**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.

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**GRADE 11 / LEVEL F**

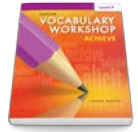
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<p><b>Final Mastery Test:</b> pp. 232–236</p> <p><i>Example [Level F, Final Mastery Test, p. 233]</i></p> <p>26. To our disappointment and _____, the author made a host of _____ demands in return for appearing at the book fair.</p> <p>a. penury ... insurgent            c. adulation ... beneficent b. consternation ... petulant    d. odium ... jejune</p>	
<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 F, 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 <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</p> <p>3. I’m so glad the president kept her speech <b>short and sweet</b>.     <b>[leave out the details and get to the point]</b> .</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>
<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 F, Review Units 4–6, p. 98]</i></p> <p><b>Expressing the Connotation</b></p> <p><b>negative</b> 1. It never ceases to amaze me that (<b>sleezy, disreputable</b>) politicians often avoid getting caught.</p>	<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 (positive, negative, or neutral).</p>
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>cede, cess, ceas</i>—to happen, yield, go), p. 55; Word Study Units 4–6 (<i>grad, gress</i>—to step, walk), p. 99; Word Study Units 7–9 (<i>mor</i>—form, shape; <i>the</i>—to put or place), p. 143; Word Study Units 10–12 (<i>equa, equi, ega, iqui</i>—equal), p. 187; Word Study Units 13–15 (<i>quer, ques, quis</i>—to seek, ask), p. 231</p> <p><i>Example [Level F, Word Study Units 7–9, p. 55]</i></p> <p>4. contained in parenthesis; qualifying or explanatory     She made a few <b>parenthetical</b> remarks before starting her speech.</p>	<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>





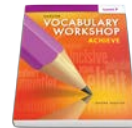
**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- 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.11-12.4a]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p><b>Choosing the Right Meaning</b> (online*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV</p> <p><i>Example [Level F, Cumulative Review II]</i></p> <p>“Americans are proud of the great waterways of our nation,” the senator said, “and don’t wish to see them desecrated by industrial waste and other contaminants.</p> <p>1. The word <b>desecrated</b> is best defined as</p> <ul style="list-style-type: none"><li>O a. profaned</li><li>O b. exhausted</li><li>O c. polluted</li><li>O d. misused</li></ul>	<p>The second feature of each online Cumulative Review, <b>Choosing the Right Meaning</b> 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.</p>
<p><b>Final Mastery Test:</b> pp. 232–236</p> <p><i>Example [Level F, p. 236]</i></p> <p><b>Choosing the Right Meaning</b></p> <p>64. Our school principal projected such an <b>aura</b> of competence that no one questioned her ability to make the right decisions on behalf of the school.</p> <p>The word <b>aura</b> most nearly means</p> <p>a. cause      b. atmosphere      c. expectation      d. fear</p>	<p>The <b>Final Mastery Test</b> 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.</p>



**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). [L.11-12.4b]

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

**DESCRIPTION**

**Student Resources: Word Structure: Greek and Latin Roots** (online\*)  
*Example [Level F, Unit 1, 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.

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 (*cede, cess, ceas*—to happen, yield, go), p. 55; Word Study Units 4–6 (*grad, gress*—to step, walk), p. 99; Word Study Units 7–9 (*mor*—form, shape; *the*—to put or place), p. 143; Word Study Units 10–12 (*equa, equi, ega, iqui*—equal), p. 187; Word Study Units 13–15 (*quer, ques, quis*—to seek, ask), 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 F, Word Study Units 7–9, p. 55]*

4. contained in parenthesis; qualifying or explanatory  
She made a few parenthetical remarks before starting her speech.

**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.  
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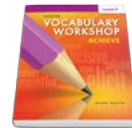
**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- 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, or its standard usage. [L.11-12.4c]
  - 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.11-12.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p><b>Vocabulary in Context:</b> p. 7</p> <p><i>Example [Level F, p. 7]</i></p> <p>An <b>inference clue</b> implies but does not directly state the meaning of the missing word or words. For example:</p> <p>“A treat for all ages,” the review read, “this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____.”</p> <p>a. ignorance . . . painter                      c. wealth . . . surgeon b. wisdom . . . beginner                      d. knowledge . . . storyteller</p> <p>In this sentence, there are several inference clues: (a) the word <i>scholar</i> suggests knowledge; (b) the words <i>novel</i>, <i>artistry</i>, and <i>skill</i> suggests the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.</p> <hr/> <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 F, Unit 12 Set A, p. 170]</i></p> <p>4. <b>implicit</b> (<i>adj.</i>) implied or understood though unexpressed; (im plis’ it) without doubts or reservations, unquestioning; potentially contained in</p> <p style="padding-left: 40px;">She never said so, but it was <b>implicit</b> that she did not like conversations before her morning coffee.</p>	<p>In the <b>Vocabulary in Context</b> 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.</p> <p>There are three types of context clues emphasized at this level of the program: a <b>restatement clue</b>, a <b>contrast clue</b>, and an <b>inference clue</b>.</p> <hr/> <p>The <b>Definitions</b> 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.</p> <p>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.</p> <p>For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.</p>



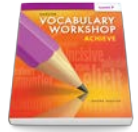
**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- 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, or its standard usage. [L.11-12.4c]
  - 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.11-12.4d]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F 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 F, Unit 7 Sets A &amp; B, p. 110]</i></p> <p>15. <b>devised</b> a silly excuse  <u>concoct</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 F, Unit 12, p. 178]</i></p> <p>3. a <b>modest</b> house  <u>ostentatious</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>cede, cess, ceas</i>—to happen, yield, go), p. 55; Word Study Units 4–6 (<i>grad, gress</i>—to step, walk), p. 99; Word Study Units 7–9 (<i>mor</i>—form, shape; <i>the</i>—to put or place), p. 143; Word Study Units 10–12 (<i>equa, equi, ega, iqui</i>—equal), p. 187; Word Study Units 13–15 (<i>quer, ques, quis</i>—to seek, ask), p. 231</p> <p><i>Example [Level F, Word Study Units 7–9, p. 55]</i></p> <p>4. contained in parenthesis; qualifying or explanatory                  She made a few <u>parenthetical</u> remarks before starting her speech.</p>	<p>For <b>Word Study: Classical Roots</b>, students are directed to use a print or online dictionary as needed.</p>



**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

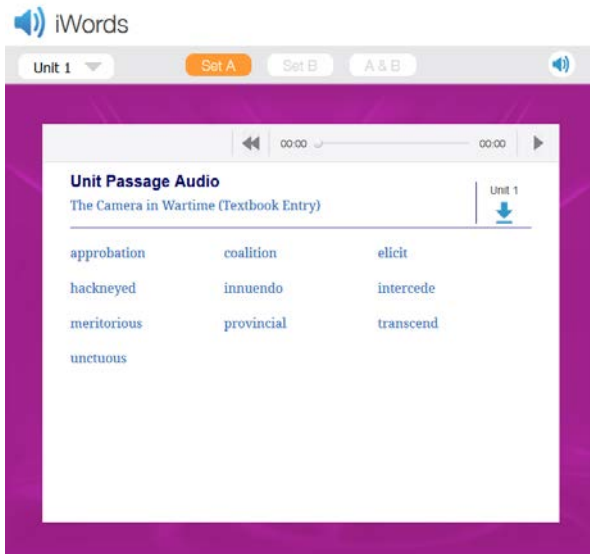
38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. [L.11-12.4c]
  - 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.11-12.4d]

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

**DESCRIPTION**

**Study Aids: iWords Audio Program** (online\*)

*Example [Level F, 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\*

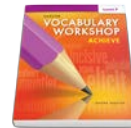
*Example [Level F, Unit 1, Student Resources: Pronunciation Key]*

<b>Vowels</b>	ā lake	e stress	ù loot, new
	a mat	ī knife	ú 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	

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

All other consonants are sounded as in the alphabet.

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



**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]

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

3. I’m so glad the president kept her speech **short and sweet**.  
h. (leave out the details and get to the point)

**Enriching Your Vocabulary** (online\*): Cumulative Review I (“Living Latin”); Cumulative Review II (“Animal Words”); Cumulative Review III (“Words from Place Names”); Cumulative Review IV (“Words from Greek Mythology”)

*Example [Level F, Cumulative Review I]*

*In the column on the left are 6 more phrases. With or without a dictionary, line up each word to its meaning in the column on the right.*

4. status quo  
The governor decided to maintain the \_\_\_\_\_  
and not raise taxes.

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

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

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

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

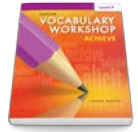
Word	Denotation
winsome	charming
ostentatious	overly showy, pretentious

DESCRIPTION

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

\*Go to <https://www.sadlierconnect.com/vwa> for online resources.  
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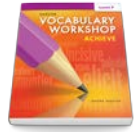
**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

**Vocabulary Acquisition and Use**

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p>precept                      rule</p> <p><b>Word</b>                      <b>Connotation</b></p> <p>winsome                      favorable (positive)</p> <p>ostentatious                      unfavorable (negative, pejorative)</p> <p>precept                      neutral</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 F, Unit 7 Sets A &amp; B, p. 110]</i></p> <p>15. <b>devised</b> a silly excuse     <u>    concoct    </u></p>	<p>In the <b>Synonyms</b> 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 <b>Word Study: Denotation and Connotation</b> lessons provided in the review at the end of every three units.</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><i>Example [Level F, Review Units 7–9, p. 140]</i></p> <p>2. The referee was supposed to be an <b>unbiased</b> moderator of the game, but everyone suspected that he wanted the visiting team to win.     <u>    dispassionate    </u></p>	
<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 F, Review Units 4–6, p. 98]</i></p> <p><b>Expressing the Connotation</b></p> <p><b>negative</b> 2. After she had time to think about it, she realized that her sister’s (<b>casual, truculent</b>) criticism of her was born of jealousy.</p>	<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—with emotional associations that are positive, negative, or neutral.</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 (positive, negative, or neutral).</p>



**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

Vocabulary Acquisition and Use

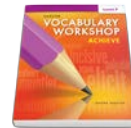
40. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

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

DESCRIPTION

**Throughout the program**

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



**GRADE 11 / LEVEL F**

**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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]

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

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

*Example [Level F, pp. 8–9]*

**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 (“David Copperfield”); Unit 2 Herman Melville (“Moby-Dick”); Unit 3 Thomas Jefferson (“The Writings of Thomas Jefferson” and “Memoirs, Correspondence,” and “Miscellanies.”); Unit 4 Nathaniel Hawthorne (“The Scarlett Letter”); Unit 5 James Fenimore Cooper (“The Spy”); Unit 6 Edgar Allan Poe (“The Works of Edgar Allan Poe, Vol. II”); Unit 7 Sinclair Lewis (“Main Street”); Unit 8 Henry James (“The Wings of the Dove”); Unit 9 Edith Wharton (“The House of Mirth”); Unit 10 Mark Twain (“Innocents Abroad”); Unit 11 F. Scott Fitzgerald (“The Beautiful and Damned”); Unit 12 Nathaniel Hawthorne (“The Marble Faun”); Unit 13 Margaret Fuller Ossoli (“The Memoirs of Margaret Fuller Ossoli, Volume I”); Unit 14 Charles Dickens (“Bleak House” and “Our Mutal Friend”); Unit 15 Washington Irving (“Tales of a Traveller”)

DESCRIPTION

Located in the textbook front matter, **Vocabulary and Reading** explains that word knowledge is essential to reading comprehension, also the importance of being able to use context clues to figure out the meaning of unfamiliar words when reading.

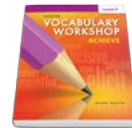
There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

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

The **Vocabulary in Context: Literary Text** activities contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the unit and provides students with exposures to the vocabulary in the context of authentic literature.

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

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**GRADE 11 / LEVEL F**

**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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RI.11-12.4]

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

DESCRIPTION

Example [Level F, Unit 15]

3. He would now have entered into a full detail, but was thwarted by the Englishman, who seemed determined not to credit or indulge him in his stories. (*Tales of a Traveller*)  
If the storyteller is **thwarted**, he or she is
- O a. changed
  - O b. exaggerated
  - O c. discouraged
  - O d. abetted

**Vocabulary for Comprehension:** Review Units 7–9: Part 1 (William Henry Hudson, adapted from *Green Mansions: A Romance of the Tropical Forest*), pp. 136–137; Review Units 7–9: Part 2 (Harriet Beecher Stowe, adapted from the short story, "The Squirrels that Live in a House"), pp. 138–139

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.

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

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

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.

**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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). [RI.11-12.4]

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

DESCRIPTION

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

Example [Level F, p. 9]

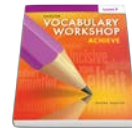
**Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this:

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

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:

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**GRADE 11 / LEVEL F**

**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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). [RI.11-12.4]

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

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 "The Camera in Wartime" (Textbook Entry), pp. 12–13; Unit 2 "Why Vote?" (Persuasive Essay), pp. 24–25; Unit 3 "Trapped in a Cave, Foiled by a Circus" (Journal Entries), pp. 36–37; Unit 4 "Ada Byron: Visionary Mathematician" (Biographical Sketch), pp. 56–57; Unit 5 "Lending a Hand to End Poverty" (Newspaper Article), pp. 68–69; Unit 6 "Pre-Columbian America" (Blog Entry), pp. 80–81; Unit 7 "An Overlooked Exploration" (Informational Essay), pp. 100–101; Unit 8 "Mythical Journeys" (Humorous Essay), pp. 112–113; Unit 9 "The Swedish Nightingale" (Narrative Nonfiction), pp. 124–125; Unit 10 "Sinking Nation" (Magazine Article), pp. 144–145; Unit 11 "Oyez! Oyez!: The Evolution of News" (Informational Essay), pp. 156–157; Unit 12 "The Facts in the Case of the Greatest Mystery Writer" (Debate), pp. 168–169; Unit 13 "Ansel Adams" (Essay), pp. 188–189; Unit 14 "Revolutionary Woman" (Historical Nonfiction), pp. 200–201; Unit 15 "New Tribe Discovered in Amazon" (Newspaper Article), pp. 212–213

*Example [Level F, Unit 4, pp. 56–56]*

Babbage was not an **affable** man. He often **aggrandized** his own accomplishments and neglected to give credit to others. But he was so impressed with Ada's work that he conceded she might have understood his machine even better than he did, and that she was "far, far better at explaining it."

**Vocabulary in Context:** Unit 1 Sets A & B (Martha Ellis Gelhorn), p. 23; Unit 2 Sets A & B (Elections), p. 35; Unit 3 Sets A & B (Art), p. 47; Unit 4 Sets A & B (Fashion Design), p. 67; Unit 5 Sets A & B (Microloans), p. 79; Unit 6 Sets A & B (City of Z), p. 91; Unit 7 Sets A & B (The Seven Seas), p. 111; Unit 8 Sets A & B (Adventures of Alexander Selkirk), p. 123; Unit 9 Sets A & B (Shakespeare), p. 135; Unit 10 Sets A & B (Rising Sea Level), p. 155; Unit 11 Sets A & B (Yellow Journalism), p. 167; Unit 12 Sets A & B (Bleak House), p. 179; Unit 13 Sets A & B (National Parks and Railroads),

**DESCRIPTION**

**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.

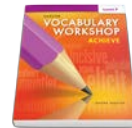
Each of the 15 **Reading Passages** is a two-page informational text that introduces at least 15 of the 20 unit vocabulary words in a natural, multi-paragraph context. The selections represent a variety of nonfiction genres that students commonly encounter at school and in their non-academic activities.

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.

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 11 / LEVEL F**

**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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). [RI.11-12.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

DESCRIPTION

p. 199; Unit 14 Sets A & B (Elizabeth Schuyler), p. 211; Unit 15 Sets A & B (Nukak Makú), p. 223

Example [Level F, Unit 15, p. 223]

Almost thirty years ago, an **enigmatic** group of people walked out of the Amazon forest and into the dusty streets of San Jose de Guaviare, Columbia. Nobody knew who they were, and nobody could ask them, since the newcomers spoke a language that no one understood.

1. An **enigmatic** group of people is
- a. tragic
  - b. lost
  - c. poverty-stricken
  - b. puzzling

**Vocabulary in Context: Informational Text** (online\*): Unit 1 "Screen Time"; Unit 2 "Speaking Up"; Unit 3 "Building in Place"; Unit 4 "Fast Talk"; Unit 5 "A Very Heavy Hitter"; Unit 6 "Kudzu"; Unit 7 "Walker Evans: Life As It Is"; Unit 8 "Monster in the Lake"; Unit 9 "A Writer Finds Her Way"; Unit 10 "Mahalia's Music"; Unit 11 "War at Home"; Unit 12 "Truffles"; Unit 13 "Risky Business"; Unit 14 "Marking Time"; Unit 15 "Looking at Laughter"

Example [Level F, Unit 7]

No contrived drama **mitigated** their terrible, actual lives.

5. **Mitigated** most nearly means
- a. diminished.
  - b. hid.
  - c. broadcast.
  - d. saved.

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Edith Maud Eaton), pp. 48–49; Review Units 1–3: Part 2 (Muckrakers), pp. 50–51; Review Units 4–6: Part 1 (Jane Goodall), pp. 92–93; Review Units 4–6: Part 2 (Telenovelas), pp. 94–95; Review Units 7–9: Part 1 (William Henry Hudson, "Green Mansions: A Romance of the Tropical Forest"), pp. 136–137; Review Units 7–9: Part 2 (Harriet Beecher Stowe, "The Squirrels that Live in a House"), pp. 138–139; Review Units 10–12: Part 1 (Libraries), pp. 180–181; Review Units 10–12: Part 2 (Student Debt), pp. 182–183; Review Units 13–15: Part 1 (Theatre Critics), pp. 224–225; Review Units 13–15: Part 2 (Early Written Language), pp. 226–227

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

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

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

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

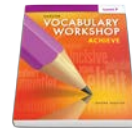
Reviews begin with a two-part **Vocabulary for Comprehension** feature designed to furnish students with practice in standardized-test formats modeled on the reading sections of the SAT® and ACT® exams.

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

In **Vocabulary for Comprehension: Part 2**, students are presented with either a single passage or paired passages, two texts related in subject matter or theme, and asked to answer

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**GRADE 11 / LEVEL F**

**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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). [RI.11-12.4]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

Not only was muckraking eminently profitable for publishers; the **ferment** it incited also often led to lasting reforms in American public policy.

3. As it is used in line 19, “ferment” most nearly means

- O a. excitement.
- O b. disobedience.
- O c. tranquility.
- O d. respite.

DESCRIPTION

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 STANDARDS**

Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

**Writing: Words in Action:** Unit 1 Sets A & B (Persuasive Essay), p. 22; Unit 2 Sets A & B (Argumentative Essay), p. 34; Unit 5 Sets A & B (Persuasive Essay), p. 78; 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 13 Sets A & B (Argumentative Essay), p. 198; Unit 14 Sets A & B (Editorial), p. 210; Unit 15 Sets A & B (Argumentative Essay), p. 222

*Example [Level F, Unit 1, p. 22]*

What are the drawbacks to or benefits of having the stark reality of war brought into people’s homes? Write an essay in which you support your opinion with your own observations, personal experience, and the reading. Write at least three paragraphs, and use three or more words from the Unit.

**Timed Essays** (online\*): Units 1–10

*Example [Level F, Unit 5]*

**Statement:**

It is not true that we all have only one life to live: we can live as many more lives and as many different kinds of lives as we wish. In a real sense, those who have read good literature have lived more than people who cannot or will not read.

Adapted from S. I. Hayakawa, *Language and Thought in Action*

DESCRIPTION

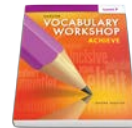
The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and 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.

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**GRADE 11 / LEVEL F**

**WRITING STANDARDS**

Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

DESCRIPTION

**Assignment:**

Do you agree with Hayakawa’s contention that reading literature enriches life so dramatically? Plan and write an essay in which you develop your thoughts in response to his assertion. To begin, write a thesis statement. Then take notes and use them to write a clear, firm, full statement of your views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from literature and from your reading, studies, experiences, or observations.

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

**WRITING STANDARDS**

Text Types and Purposes

20. 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.11-12.2]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION

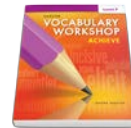
DESCRIPTION

**Writing: Words in Action:** Unit 1 Sets A & B (Persuasive Essay), p. 22; Unit 2 Sets A & B (Argumentative Essay), p. 34; Unit 3 Sets A & B (Compare and Contrast Essay), p. 46; Unit 4 Sets A & B (Narrative Essay), p. 66; Unit 5 Sets A & B (Persuasive Essay), p. 78; Unit 6 Sets A & B (Expository Essay), p. 90; Unit 7 Sets A & B (Narrative Essay), p. 110; Unit 8 Sets A & B (Narrative Essay), p. 122; Unit 9 Sets A & B (Narrative Essay), p. 134; 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 13 Sets A & B (Argumentative Essay), p. 198; Unit 14 Sets A & B (Editorial), p. 210; Unit 15 Sets A & B (Argumentative Essay), p. 222

Example [Level F, 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.

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 11 / LEVEL F**

**LANGUAGE STANDARDS**

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- b. Spell correctly. [L.11-12.2b]

**SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F 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 F, Unit 1, p. 14]*

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

**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 F, Unit 4 Set B, p. 65]*

7. The sharp crack of the rifle shot reverbiated through the hills.

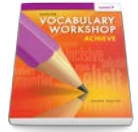
**Synonyms:** Unit 1 Sets A & B, p. 22; Unit 2 Sets A & B, p. 34; Unit 3 Sets A & B, p. 46; Unit 4 Sets A & B, p. 66; Unit 5 Sets A & B, p. 78; Unit 6 Sets A & B, p. 90; Unit 7 Sets A & B, p. 110; Unit 8 Sets A & B, p. 122; Unit 9 Sets A & B, p. 134; Unit 10 Sets A & B, p. 154; Unit 11 Sets A & B, p.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

**DESCRIPTION**

The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.

For **Completing the Sentence**, students write the unit word that best completes each sentence in the exercise, referring back to the **Definitions** sections as needed for the correct spelling.

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



**GRADE 11 / LEVEL F**

**LANGUAGE STANDARDS**

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- b. Spell correctly. [L.11-12.2b]

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL F FEATURE & LOCATION	DESCRIPTION
<p><u>Example [Level F, Unit 7 Sets A &amp; B, p. 110]</u></p> <p>15. <b>devised</b> a silly excuse  <u>concoct</u></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 F, Review Units 7–9, p. 140]</u></p> <p>2. The referee was supposed to be an <b>unbiased</b> moderator of the game, but everyone suspected that he wanted the visiting team to win.  <u>dispassionate</u></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><u>Example [Level F, Unit 12, p. 178]</u></p> <p>3. a <b>modest</b> house  <u>ostentatious</u></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>
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>cede, cess, ceas</i>—to happen, yield, go), p. 55; Word Study Units 4–6 (<i>grad, gress</i>—to step, walk), p. 99; Word Study Units 7–9 (<i>mor</i>—form, shape; <i>the</i>—to put or place), p. 143; Word Study Units 10–12 (<i>equa, equi, ega, iqui</i>—equal), p. 187; Word Study Units 13–15 (<i>quer, ques, quis</i>—to seek, ask), p. 231</p> <p><u>Example [Level F, Word Study Units 7–9, p. 55]</u></p> <p>4. contained in parenthesis; qualifying or explanatory  She made a few <u>parenthetical</u> remarks before starting her speech.</p>	<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>