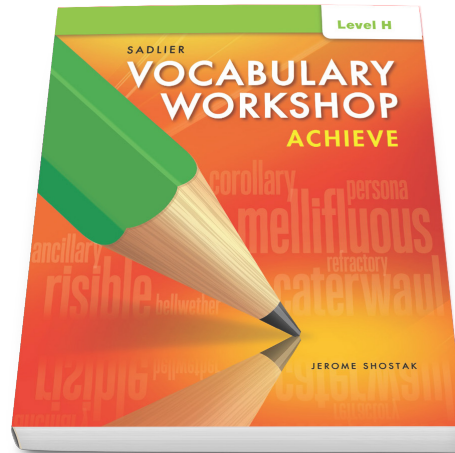


Sadlier

# Vocabulary Workshop® Achieve

Grade 12+ / Level H



Aligned to the

## Georgia Standards of Excellence

English Language Arts for Grades 11–12

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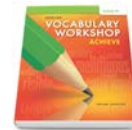
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**GRADE 12+ / LEVEL H**

**KEY ALIGNED CONTENT**

**LANGUAGE**

**L**

Vocabulary Acquisition and Use

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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

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

**DESCRIPTION**

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

*Example [Level H, 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 "Fascinating Rhythm: The Life of George Gershwin" (Biographical Sketch), pp. 12–13; Unit 2 "The Code-breakers of Bletchley Park" (Historical Nonfiction), pp. 24–25; Unit 3 "Charles Ponzi and His Scheme" (Informational Essay), pp. 36–37; Unit 4 "Putting Social Media in Perspective" (Speech), pp. 56–57; Unit 5 "The Comics and Cartoons of Winsor McCay" (Informational Essay), pp. 68–69; Unit 6 "Origins of Anarchism" ( Magazine Article), pp. 80–81; Unit 7 "On the Edge" (First-Person Narrative), pp. 100–101; Unit 8 "Target This!" (Persuasive Essay), pp. 112–113; Unit 9 "Volunteer Profile: Jennifer Yoder" (Profile), pp. 124–125; Unit 10 "A River of English" (Humorous Essay), pp. 144–145; Unit 11 "Remarks Prepared for Delivery Before Congress" (Script for Political Speech), pp. 156–157; Unit 12 "Matriarchal Society" ( Expository Essay), pp. 168–169; Unit 13 "Time to Clean Up Space" (Newspaper Editorial), pp. 188–189; Unit 14 "A Gap Year Makes Sense" (Persuasive Essay), pp. 200–201; Unit 15 "Justice for the Amistad" (Newspaper Article), pp. 212–213

*Example [Level H, Unit 4, pp. 56–57]*

The **obloquies** they posted on Internet forums publicized their leaders’ **bilious** corruption, helping to spread the word and rouse the **hoi polloi**.

**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

— *continued* —

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

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

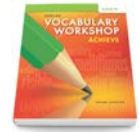
Beginning with an engaging nonfiction passage to introduce unit words, every unit in the Student Edition provides multiple exposures to new vocabulary. These passages are the starting points for discussions of word meanings and semantic relationships.

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

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

In each unit, there is a **Definitions** section for the 10 new words in Set A and for 10 additional words in Set B. Students see the importance of context as they read each illustrative sentence then write the unit word in the blank in order to complete the

— *continued* —



**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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

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

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 H, Unit 12 Set A, p. 170]*

- 3. **charisma** (*n.*) the special personal magnetism that makes an (kə riz’ mə) individual exceptionally appealing to other people; a divinely bestowed gift or power

According to leading pundits, the dynamic young politician has the **charisma** of a born leader.

**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 H, Unit 5 Set A, p. 71]*

- 3. It something of a convention in movies and videos to depict ghosts as recognizable but **diaphanous** beings.

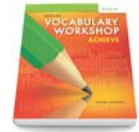
**Choosing the Right Word:** Unit 1 Set A, p. 16, Unit 1 Set B, p. 20; Unit 2 Set A, p. 28, Unit 2 Set B, p. 32; Unit 3 Set A, p. 40, Unit 3 Set B, p. 44; Unit 4 Set A, p. 60, Unit 4 Set B, p. 64; Unit 5 Set A, p. 72, Unit 5 Set B, p. 76; Unit 6 Set A, p. 84, Unit 6 Set B, p. 88; Unit 7 Set A, p. 104, 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

**DESCRIPTION**

sentence. This activity prepares for the student for the more challenging "complete-the-sentence-using-context-clues" exercises in each unit.

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

The **Choosing the Right Word** exercises for sets A and B present a pair of words. Students consider figurative, extended, or abstract meanings before selecting the word that best fits the context of the given sentence.



**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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

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

**DESCRIPTION**

*Example [Level H, Unit 11 Set A, p. 160]*

4. Very few of the world’s problems can be understood in terms of a simple (**bravado**, **dichotomy**) of right and wrong.

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.

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

1. The relief we felt when we realized they were safe was so profound and overwhelming as to be utterly ineffable

**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 H, Unit 7 Sets A & B, p. 110]*

10. vowed to defeat his **adversary**  
nemesis

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.

**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

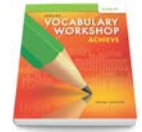
*Example [Level H, Review Units 7–9, p. 140]*

1. Now that the **underpinning** for the new subway line has been laid out, the actual construction can begin.  
infrastructure

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

**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

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**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

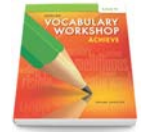
**Vocabulary Acquisition and Use**

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p>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 H, Unit 12, p. 178]</i></p> <p>1. <b>fortifying</b> relationship with her friends and family <u>debilitating</u></p> <p><b>Vocabulary in Context:</b> Unit 1 Sets A &amp; B (Symphonic Poem), p. 23; Unit 2 Sets A &amp; B (Cryptography), p. 35; Unit 3 Sets A &amp; B (Serge Alexandre “Sasha” Stavisky), p. 47; Unit 4 Sets A &amp; B (Presenting the News), p. 67; Unit 5 Sets A &amp; B (Charles M. Schulz), p. 79; Unit 6 Sets A &amp; B (Death of President William McKinley), p. 91; Unit 7 Sets A &amp; B (Kayaks), p. 111; Unit 8 Sets A &amp; B (RFID), p. 123; Unit 9 Sets A &amp; B (Habitat for Humanity), p. 135; Unit 10 Sets A &amp; B (James Augustus Henry Murray), p. 155; Unit 11 Sets A &amp; B (Pericles’ Funeral Oration), p. 167; Unit 12 Sets A &amp; B (Women in Ancient Greece), p. 179; Unit 13 Sets A &amp; B (The Superman Strategy), p. 199; Unit 14 Sets A &amp; B (The Post-Graduate Program), p. 211; Unit 15 Sets A &amp; B (Oliver Wendell Holmes, Jr.), p. 223</p> <p><i>Example [Level H, Unit 3, p. 47]</i></p> <p>With his charisma, good looks, and <b>rapacity</b>, things that other people had to pay for came to Stavisky <b>gratis</b>.</p> <p>5. What does gratis most likely mean as it is used in paragraph 3?</p> <ul style="list-style-type: none"> <li>a. cheap</li> <li>b. honorably</li> <li>c. free of charge</li> <li>b. out of nowhere</li> </ul>	<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>
<p><b>Vocabulary in Context: Informational Text</b> (online*): Unit 1 "Before There Were Movies"; Unit 2 "Noah's Mark"; Unit 3 "Patently Dangerous"; Unit 4 "Journalism, Anyone?"; Unit 5 "Rowdy Ball"; Unit 6 "Someone Who Made a Difference"; Unit 7 "A Lifelong Reformer"; Unit 8 "The Great Migration"; Unit 9 "A True Patriot"; Unit 10 "Who Got Here First?"; Unit 11 "The Erie Canal"; Unit 12 "America's Game"; Unit 13 "Canyon of Mysteries"; Unit 14 "Tough Time"; Unit 15 "Genius Rediscovered"</p> <p><i>Example [Level H, Unit 7]</i></p> <p>Undaunted, Stanton worked tirelessly to get legislation passed on behalf of women and to <b>imbue</b> all women with the desire for equal treatment under the law.</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 12+ / LEVEL H**

**LANGUAGE**

**L**

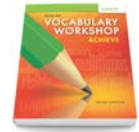
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SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p>4. The meaning of <b>imbue</b> is</p> <ul style="list-style-type: none"> <li><input type="radio"/> a. infuse</li> <li><input type="radio"/> b. expunge</li> <li><input type="radio"/> c. paint</li> <li><input type="radio"/> d. see</li> </ul> <p><b>Vocabulary in Context: Literary Text</b> (online*): Unit 1 Charlotte Brontë (several works); Unit 2 Edgar Allan Poe (several works); Unit 3 Charles Dickens (several works); Unit 4 Henry Fielding (several works); Unit 5 George Meredith (several works); Unit 6 Henry David Thoreau ("Walden," "A Week on the Concord and Merrimack Rivers"); Unit 7 Somerset Maugham (several works); Unit 8 Sir Arthur Conan Doyle (several works); Unit 9 Wilkie Collins (several works); Unit 10 H.L. Mencklen (several works); Unit 11 Mark Twain (several works); Unit 12 Mary Wollstonecraft Shelley ("The Last Man" and "Frankenstein"); Unit 13 Nathaniel Hawthorne ("The Scarlet Letter" and "The House of the Seven Gables"); Unit 14 Jonathan Swift ("Gulliver's Travels" and "The Battle of the Books"); Unit 15 Anthony Trollope (several works)</p> <p><i>Example [Level H, Unit 15]</i></p> <p>3. "Those lawyers can never understand that there can be anything of friendly feeling about money. They can't put friendly feelings into their <b>unconscionable</b> bills." (<i>Miss Mackenzie</i>)</p> <p>Something <b>unconscionable</b> is</p> <ul style="list-style-type: none"> <li><input type="radio"/> a. forgettable</li> <li><input type="radio"/> b. mediocre</li> <li><input type="radio"/> c. honorable</li> <li><input type="radio"/> d. unreasonable</li> </ul> <p><b>Vocabulary for Comprehension:</b> Review Units 1–3: Part 1 (Early Colleges in America), pp. 48–49; Review Units 1–3: Part 2 (Social Security Act of 1935), pp. 50–51; Review Units 4–6: Part 1 (Jorge Luis Borges), pp. 92–93; Review Units 4–6: Part 2 (Child Prodigy: Maria Gaëtano Agnesi), pp. 94–95; Review Units 7–9: Part 1 (Miguel de Cervantes, from "Don Quixote"), pp. 136–137; Review Units 7–9: Part 2 (Mary W. Shelley, from "The Last Man"), pp. 138–139; Review Units 10–12: Part 1 (Castles), pp. 180–181; Review Units 10–12:</p> <p style="text-align: center;">— continued —</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> <p><b>Vocabulary for Comprehension, Part 1</b> provides a passage with unit words embedded in context. Students answer text-based questions that require citing evidence from the text to support their answers.</p> <p>In addition to providing vocabulary-in-context questions featured in Part 1, some <b>Vocabulary for Comprehension, Part 2</b> exercises ask students to compare paired passages, similar to items on the SAT and ACT exams.</p>

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**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

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

**DESCRIPTION**

Part 2 (Tourism in Iceland), pp. 182–183; Review Units 13–15: Part 1 (The Seasons), pp. 224–225; Review Units 13–15: Part 2 (The British Museum), pp. 226–227

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

Roosevelt was **sanguine** that certain provisions of this act would help the United States during the most catastrophic economic collapse in world history.

- 2. As it is used in line 4, “sanguine” most nearly means

- O a. having a naturally optimistic outlook.
- O b. feigning confidence in front of others.
- O c. strategizing in difficult situations.
- O d. presenting claims without evidence.

**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 H, Review Units 1–3, p. 53]*

- 4. At the park, the small child’s \_\_\_\_\_, and yet exuberant, facial expressions revealed that the boy was intrigued and thrilled by the playground equipment. He was positively \_\_\_\_\_ to his mother’s entreaties to climb into his stroller and return home.
  - a. quizzical ... oblivious
  - b. iconic ... rapacious
  - c. supine ... chimerical
  - d. noisome ... ribald

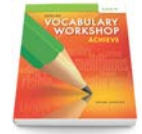
**Two-Word Completions:** (online\*): Cumulative Review I; Cumulative Review II; Cumulative Review III; Cumulative Review IV

**Final Mastery Test:** pp. 232–236

*Example [Level H, Final Mastery Test, p. 233]*

- 26. Far from solving the problem, all we’ve done is offer a(n) \_\_\_\_\_ of \_\_\_\_\_ attempts at a solution.
  - a. cognate ... iconoclastic
  - b. plethora ... abortive
  - c. charisma ... execrable
  - d. didactic ... de facto

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.



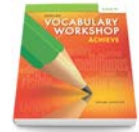
**GRADE 12+ / LEVEL H**

LANGUAGE	L
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>ELAGSE11-12L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level H, Word Study Units 7–9, p. 142]</i></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>2. The weekend is over. Tomorrow is Monday, and we go <b>back to the salt mines</b>.</p> <p style="padding-left: 40px;"><u>  i  </u> (time to return to something unpleasant, such as work)</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 H, Review Units 4–6, p. 98]</i></p> <p><b>negative</b> 2. The (<b>obloquy, reproach</b>) endured by the journalist caused him to resign.</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>sem, simil, simul</i>—like; together; at the same time), p. 55; Word Study Units 4–6 (<i>gen</i>—race, kind, class; origin, birth), p. 99; Word Study Units 7–9 (<i>mal</i>—bad, ill), p. 143; Word Study Units 10–12 (<i>chron</i>—time), p. 187; Word Study Units 13–15 (<i>temp</i>—time), p. 231</p> <p><i>Example [Level H, Word Study Units 10–12, p. 187]</i></p> <p>4. an exceptionally accurate clock, watch, or other timepiece</p> <p style="padding-left: 40px;">The marine biologist especially values her underwater <u>  <b>chronometer</b>  </u> when she dives.</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>
<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 H, Cumulative Review II]</i></p> <p>The man whom Edgar Allan Poe appointed his literary executor proved to be a malicious <b>sycophant</b> whose baseless slanders gave rise to myths about Poe that have endured to this day.</p> <p>2. The word <b>sycophant</b> is used to mean</p>	<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>

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**GRADE 12+ / LEVEL H**

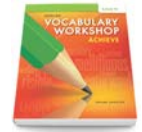
<b>LANGUAGE</b>	<b>L</b>
<p><u>Vocabulary Acquisition and Use</u>  <b>ELAGSE11-12L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall 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.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p>O a. defamer                      O b. toady                      O c. flatterer                      O d. yes-man</p>	
<p><b>Final Mastery Test:</b> pp. 232–236  <u>Example [Level H, p. 236]</u>  <b>Choosing the Right Meaning</b></p> <p>65. The terrible storm was a <b>traumatic</b> event for the entire community.                      The word <b>traumatic</b> most nearly means</p> <p>a. naughty      b. jolting      c. ribald      d. waggish</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>

<b>LANGUAGE</b>	<b>L</b>
<p><u>Vocabulary Acquisition and Use</u>  <b>ELAGSE11-12L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION																		
<p><b>Student Resources: Word Structure: Greek and Latin Roots</b> (online*)  <u>Example [Level H, Unit 1, Student Resources, Word Structure: Greek and Latin Roots]</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><b>Adjective Suffix</b></td> <td style="width: 33%;"><b>Meaning</b></td> <td style="width: 33%;"><b>Sample Words</b></td> </tr> <tr> <td>- able, -ible</td> <td>able, capable of</td> <td>believable, incredible</td> </tr> <tr> <td><b>Greek Root</b></td> <td><b>Meaning</b></td> <td><b>Sample Words</b></td> </tr> <tr> <td>- dem-, -demo-</td> <td>people</td> <td>epidemic, democracy</td> </tr> <tr> <td><b>Latin Root</b></td> <td><b>Meaning</b></td> <td><b>Sample Words</b></td> </tr> <tr> <td>-cap-, -capt-, -cept-, -cip-, -ceive-</td> <td>take</td> <td>captive, concept, recipient</td> </tr> </table>	<b>Adjective Suffix</b>	<b>Meaning</b>	<b>Sample Words</b>	- able, -ible	able, capable of	believable, incredible	<b>Greek Root</b>	<b>Meaning</b>	<b>Sample Words</b>	- dem-, -demo-	people	epidemic, democracy	<b>Latin Root</b>	<b>Meaning</b>	<b>Sample Words</b>	-cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient	<p>In <b>Word Structure: Greek and Latin Roots</b>, 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.</p>
<b>Adjective Suffix</b>	<b>Meaning</b>	<b>Sample Words</b>																	
- able, -ible	able, capable of	believable, incredible																	
<b>Greek Root</b>	<b>Meaning</b>	<b>Sample Words</b>																	
- dem-, -demo-	people	epidemic, democracy																	
<b>Latin Root</b>	<b>Meaning</b>	<b>Sample Words</b>																	
-cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient																	

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**GRADE 12+ / LEVEL H**

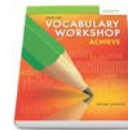
<b>LANGUAGE</b>	<b>L</b>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>ELAGSE11-12L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>sem, simil, simul</i>—like; together; at the same time), p. 55; Word Study Units 4–6 (<i>gen</i>—race, kind, class; origin, birth), p. 99; Word Study Units 7–9 (<i>mal</i>—bad, ill), p. 143; Word Study Units 10–12 (<i>chron</i>—time), p. 187; Word Study Units 13–15 (<i>temp</i>—time), p. 231</p> <p><i>Example [Level H, Word Study Units 10–12, p. 187]</i></p> <p>4. an exceptionally accurate clock, watch, or other timepiece              The marine biologist especially values her underwater <u>chronometer</u> when she dives.</p>	<p>In <b>Word Study: Classical Roots</b>, 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><b>Games and Study Aids: Greek Roots – Matching Challenge and Latin Roots – Matching Challenge</b> (online*)</p>	<p>Two online video games, <b>Greek Roots – Matching Challenge</b> and <b>Latin Roots – Matching Challenge</b>, 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>

<b>LANGUAGE</b>	<b>L</b>
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>ELAGSE11-12L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Vocabulary in Context:</b> p. 7</p> <p><i>Example [Level H, 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 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>

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**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

**Vocabulary Acquisition and Use**

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**DESCRIPTION**

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 H, Unit 12 Set A, p. 170]*

- 3. **charisma** (*n.*) the special personal magnetism that makes an individual exceptionally appealing to other people; a divinely bestowed gift or power

According to leading pundits, the dynamic young politician has the **charisma** of a born leader.

**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 H, Unit 7 Sets A & B, p. 110]*

- 10. vowed to defeat his **adversary**

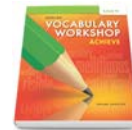
nemesis

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.

For the **Synonyms** activity in each unit, students are directed to use a dictionary if necessary.



**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

Vocabulary Acquisition and Use

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**DESCRIPTION**

**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

For the **Antonyms** activity in each unit, students are directed to use a dictionary as needed.

*Example [Level H, Unit 12, p. 178]*

- 1. **fortifying** relationship with her friends and family  
debilitating

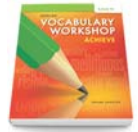
**Word Study: Classical Roots:** Word Study Units 1–3 (*sem, simil, simul*—like; together; at the same time), p. 55; Word Study Units 4–6 (*gen*—race, kind, class; origin, birth), p. 99; Word Study Units 7–9 (*mal*—bad, ill), p. 143

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

*Example [Level H, Word Study Units 7–9, p. 143]*

From the list of words above, choose the one that corresponds to each of the brief definitions below. Write the word in the blank space in the illustrative sentence below the definition. Use an online or print dictionary if necessary.

- 4. wrongdoing or misconduct in public office  
 The politician was accused of **malfeasance** when the crooked scheme became public knowledge.



**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

Vocabulary Acquisition and Use

**ELAGSE11-12L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

**DESCRIPTION**

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

*Example [Level H, 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\*

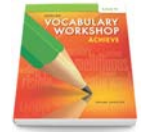
*Example [Level H, Unit 1, Student Resources: Pronunciation Key]*

<b>Vowels</b>	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	

<b>Consonants</b>	ch child, lecture	s cellar	wh what
	g give	sh shun	y yearn
	j gentle, bridge	th thank	z is
	rj 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 12+ / LEVEL H**

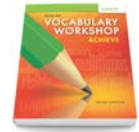
<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE11-12L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Idioms:</b> Word Study Units 1–3, p. 54; Word Study Units 7–9, p. 142; Word Study Units 13–15, p. 230</p> <p><i>Example [Level H, Word Study Units 7–9, p. 142]</i></p> <p><i>Read each sentence. Use context clues to figure out the meaning of each idiom in <b>boldface</b>. Then write the letter of the definition for the idiom in the sentence.</i></p> <p>2. The weekend is over. Tomorrow is Monday, and we go <b>back to the salt mines</b>.</p> <p style="padding-left: 40px;">i <u>(time to return to something unpleasant, such as work)</u></p>	<p>As part of the <b>Word Study</b> lessons in each review, students learn about figures of speech in the form of idioms.</p> <p>An idiom is an informal expression whose literal meaning does not help the reader or listener figure out what the expression means. English is particularly rich in idioms and idiomatic expressions, such as “raining cats and dogs,” “the apple of my eye,” and “a dark horse.”</p> <p>After introductory instruction, students practice <b>Choosing the Right Idiom</b> by matching an idiom used in context with its definition (in the adjacent column).</p>
<p><b>Enriching Your Vocabulary</b> (online*): Cumulative Review I (“What’s in a Name”); Cumulative Review II (“Borrowed Words”); Cumulative Review III (“Loanwords from Greek”); Cumulative Review IV (“The Heritage of Literature”)</p> <p><i>Example [Level H, Cumulative Review I]</i></p> <p><i>In the column on the left are 8 more eponyms. With or without a dictionary, line up each word to its meaning in the column on the right.</i></p> <p>2. gerrymander</p> <p style="padding-left: 40px;"><u>to divide a region into oddly shaped electoral districts to give one party unfair advantage during an election</u></p>	<p>Located in the online Cumulative Reviews, each <b>Enriching Your Vocabulary</b> 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.</p>

<b>LANGUAGE</b>	<b>L</b>
<b>Vocabulary Acquisition and Use</b>	
<b>ELAGSE11-12L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
b. Analyze nuances in the meaning of words with similar denotations.	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION						
<p><b>Program Overview: Denotation, Connotation, and Shades of Meaning:</b> Teacher’s Edition, p. T39 &amp; online*</p> <p><i>Example [Level H, Program Overview: Denotation, Connotation, and Shades of Meaning, online*]</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Word</b></td> <td style="width: 50%;"><b>Denotation</b></td> </tr> <tr> <td>winsome</td> <td>charming</td> </tr> <tr> <td>ostentatious</td> <td>overly showy, pretentious</td> </tr> </table>	<b>Word</b>	<b>Denotation</b>	winsome	charming	ostentatious	overly showy, pretentious	<p>Located in the TE front matter and online, <b>Overview: Denotation and Connotation</b> defines terms used to distinguish between the dictionary meaning of a word and its connotation or tone—that is, the emotions or associations it normally arouses in people using, hearing, or reading it. Included are examples comparing the denotation and connotation of three words.</p>
<b>Word</b>	<b>Denotation</b>						
winsome	charming						
ostentatious	overly showy, pretentious						

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**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

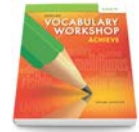
**Vocabulary Acquisition and Use**

**ELAGSE11-12L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H 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>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 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 H, Unit 11 Set A, p. 160]</i></p> <p>4. Very few of the world’s problems can be understood in terms of a simple (<b>bravado</b>, <b>dichotomy</b>) of right and wrong.</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>
<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 H, Unit 7 Sets A &amp; B, p. 110]</i></p> <p>10. vowed to defeat his <b>adversary</b>  <u>          nemesis          </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 H, Review Units 7–9, p. 140]</i></p> <p>1. Now that the <b>underpinning</b> for the new subway line has been laid out, the actual construction can begin.  <u>          infrastructure          </u></p>	

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**GRADE 12+ / LEVEL H**

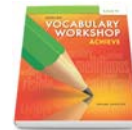
<b>LANGUAGE</b>	<b>L</b>
<p><u>Vocabulary Acquisition and Use</u>  <b>ELAGSE11-12L5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Word Study: Denotation and Connotation:</b> Word Study Units 4–6, p. 98; Word Study Units 10–12, p. 186  <i>Example [Level H, Review Units 4–6, p. 98]</i></p> <p><b>negative</b> 3. The black and (<b>portentous, ominous</b>) gathering storm clouds reflected the darkness our family faced.</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>

<b>LANGUAGE</b>	<b>L</b>
<p><u>Vocabulary Acquisition and Use</u>  <b>ELAGSE11-12L6</b> 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..</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Throughout the program</b></p>	<p><b>Throughout the program</b> 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.</p>





**GRADE 12+ / LEVEL H**

**ADDITIONAL ALIGNED CONTENT**

READING LITERARY	RL
<p><b>Craft and Structure</b>  <b>ELAGSE11-12RL4</b> 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.)</p>	

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

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

*Example [Level H, 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 Charlotte Brontë (several works); Unit 2 Edgar Allan Poe (several works); Unit 3 Charles Dickens (several works); Unit 4 Henry Fielding (several works); Unit 5 George Meredith (several works); Unit 6 Henry David Thoreau (“Walden,” “A Week on the Concord and Merrimack Rivers”); Unit 7 Somerset Maugham (several works); Unit 8 Sir Arthur Conan Doyle (several works); Unit 9 Wilkie Collins (several works); Unit 10 H.L. Mencklen (several works); Unit 11 Mark Twain (several works); Unit 12 Mary Wollstonecraft Shelley (“The Last Man” and “Frankenstein”); Unit 13 Nathaniel Hawthorne (“The Scarlet Letter” and “The House of the Seven Gables”); Unit 14 Jonathan Swift (“Gulliver’s Travels” and “The Battle of the Books”); Unit 15 Anthony Trollope (several works)

*Example [Level H, Unit 15]*

3. “Those lawyers can never understand that there can be anything of friendly feeling about money. They can’t put friendly feelings into their **unconscionable** bills.” (*Miss Mackenzie*)

Something **unconscionable** is

O a. forgettable

**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.

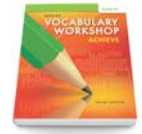
There are three types of activities or lessons in the program that combine vocabulary development and reading comprehension: **Reading Passages, Vocabulary in Context, and Vocabulary for Comprehension.**

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 12+ / LEVEL H**

**READING LITERARY**

**RL**

Craft and Structure

**ELAGSE11-12RL4** 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.)

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION

DESCRIPTION

- O b. mediocre
- O c. honorable
- O d. unreasonable

**Vocabulary for Comprehension:** Review Units 7–9: Part 1 (Miguel de Cervantes, from *Don Quixote*), pp. 136–137; Review Units 7–9: Part 2 (Mary W. Shelley, from *The Last Man*), 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 H, 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.

My father gave the best promises for amendment, but his social disposition, his craving for the usual diet of admiration, and more than all, the prudent man’s **bête-noir**, gambling, which fully possessed him, made his good resolutions transient, his promises vain.

9. As it is used in line 70, “bête-noir” most nearly means
- A) lure.
  - B) dark pleasure.
  - C) excitement.
  - D) nemesis.

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE11-12RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION

DESCRIPTION

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

*Example [Level H, p. 9]*

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

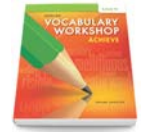
- It can be most reasonably inferred from the information in the fifth paragraph (lines 53–69) that . . .
- The passage clearly implies that . . .

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.

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.



**GRADE 12+ / LEVEL H**

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE11-12RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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

DESCRIPTION

**Reading Passages:** Unit 1 "Fascinating Rhythm: The Life of George Gershwin" (Biographical Sketch), pp. 12–13; Unit 2 "The Code-breakers of Bletchley Park" (Historical Nonfiction), pp. 24–25; Unit 3 "Charles Ponzi and His Scheme" (Informational Essay), pp. 36–37; Unit 4 "Putting Social Media in Perspective" (Speech), pp. 56–57; Unit 5 "The Comics and Cartoons of Winsor McCay" (Informational Essay), pp. 68–69; Unit 6 "Origins of Anarchism" ( Magazine Article), pp. 80–81; Unit 7 "On the Edge" (First-Person Narrative), pp. 100–101; Unit 8 "Target This!" (Persuasive Essay), pp. 112–113; Unit 9 "Volunteer Profile: Jennifer Yoder" (Profile), pp. 124–125; Unit 10 "A River of English" (Humorous Essay), pp. 144–145; Unit 11 "Remarks Prepared for Delivery Before Congress" (Script for Political Speech), pp. 156–157; Unit 12 "Matriarchal Society" ( Expository Essay), pp. 168–169; Unit 13 "Time to Clean Up Space" (Newspaper Editorial), pp. 188–189; Unit 14 "A Gap Year Makes Sense" (Persuasive Essay), pp. 200–201; Unit 15 "Justice for the Amistad" (Newspaper Article), pp. 212–213

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.

Example [Level H, Unit 4, pp. 56–57]

The **obloquies** they posted on Internet forums publicized their leaders' **billious** corruption, helping to spread the word and rouse the **hoi polloi**.

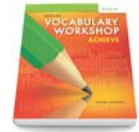
**Vocabulary in Context:** Unit 1 Sets A & B (Symphonic Poem), p. 23; Unit 2 Sets A & B (Cryptography), p. 35; Unit 3 Sets A & B (Serge Alexandre "Sasha" Stavisky), p. 47; Unit 4 Sets A & B (Presenting the News), p. 67; Unit 5 Sets A & B (Charles M. Schulz), p. 79; Unit 6 Sets A & B (Death of President William McKinley), p. 91; Unit 7 Sets A & B (Kayaks), p. 111; Unit 8 Sets A & B (RFID), p. 123; Unit 9 Sets A & B (Habitat for Humanity), p. 135; Unit 10 Sets A & B (James Augustus Henry Murray), p. 155; Unit 11 Sets A & B (Pericles' Funeral Oration), p. 167; Unit 12 Sets A & B (Women in Ancient Greece), p. 179; Unit 13 Sets A & B (The Superman Strategy), p. 199; Unit 14 Sets A & B (The Post-Graduate Program), p. 211; Unit 15 Sets A & B (Oliver Wendell Holmes, Jr.), p. 223

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

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

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

With his charisma, good looks, and **rapacity**, things that other people had to pay for came to Stavisky **gratis**.



**GRADE 12+ / LEVEL H**

**READING INFORMATIONAL**

**RI**

Craft and Structure

**ELAGSE11-12RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

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

**DESCRIPTION**

5. What does **gratis** most likely mean as it is used in paragraph 3?
- a. cheap
  - b. honorably
  - c. free of charge
  - b. out of nowhere

**Vocabulary in Context: Informational Text** (online\*): Unit 1 "Before There Were Movies"; Unit 2 "Noah's Mark"; Unit 3 "Patently Dangerous"; Unit 4 "Journalism, Anyone?"; Unit 5 "Rowdy Ball"; Unit 6 "Someone Who Made a Difference"; Unit 7 "A Lifelong Reformer"; Unit 8 "The Great Migration"; Unit 9 "A True Patriot"; Unit 10 "Who Got Here First?"; Unit 11 "The Erie Canal"; Unit 12 "America's Game"; Unit 13 "Canyon of Mysteries"; Unit 14 "Tough Time"; Unit 15 "Genius Rediscovered"

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.

Example [Level H, Unit 7]

Undaunted, Stanton worked tirelessly to get legislation passed on behalf of women and to **imbue** all women with the desire for equal treatment under the law.

4. The meaning of **imbue** is
- a. infuse
  - b. expunge
  - c. paint
  - d. see

**Vocabulary for Comprehension:** Review Units 1–3: Part 1 (Early Colleges in America), pp. 48–49; Review Units 1–3: Part 2 (Social Security Act of 1935), pp. 50–51; Review Units 4–6: Part 1 (Jorge Luis Borges), pp. 92–93; Review Units 4–6: Part 2 (Child Prodigy: Maria Gaëtano Agnesi), pp. 94–95; Review Units 10–12: Part 1 (Castles), pp. 180–181; Review Units 10–12: Part 2 (Tourism in Iceland), pp. 182–183; Review Units 13–15: Part 1 (The Seasons), pp. 224–225; Review Units 13–15: Part 2 (The British Museum), pp. 226–227

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.

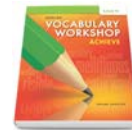
Example [Level H, Review Units 1–3, Part 2, pp. 50–51]

Roosevelt was **sanguine** that certain provisions of this act would help the United States during the most catastrophic economic collapse in world history.

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.

2. As it is used in line 4, "sanguine" most nearly means
- a. having a naturally optimistic outlook.
  - b. feigning confidence in front of others.
  - c. strategizing in difficult situations.
  - d. presenting claims without evidence.

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**GRADE 12+ / LEVEL H**

**WRITING** **SL**

Text Types and Purposes

**ELAGSE11-12W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
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**Writing: Words in Action:** Unit 1 Sets A & B (Opinion), p. 22; Unit 2 Sets A & B (Persuasive Essay), p. 34; Unit 6 Sets A & B (Persuasive Essay), p. 90; Unit 8 Sets A & B (Opinion), p. 122; Unit 9 Sets A & B (Argument), p. 134; Unit 13 Sets A & B (Persuasive Essay), p. 198; Unit 14 Sets A & B (Opinion), p. 210; Unit 15 Sets A & B (Opinion), p. 222

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

George Gershwin had both great talent and great fortune. Is it fortune or talent that is more consequential in a person's life? In a brief essay, support your opinion with specific examples from your studies, reading (pages 12–13), and experience. Use three or more words from this Unit.

**Timed Essays** (online\*): Units 1–15

*Example [Level H, Unit 5]*

**Statement:**

I don't think there is anything on earth more wonderful than those wistful incomplete friendships one makes now and then in an hour's talk. You never see the people again, but the lingering sense of their presence in the world is like the glow of an unseen city at night.

John Dos Passos, *1917*

**Assignment:**

What do you think about Dos Passos's view of these brief, but memorable encounters? 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 views. Present your ideas clearly and persuasively. Support your position with facts and examples drawn from your reading, studies, experiences, or observations.

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

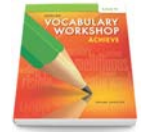
The **Writing: Words in Action** activity in each unit presents a writing prompt linked to the **Reading Passage**. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and 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 12+ / LEVEL H**

**WRITING** **SL**

Text Types and Purposes

**ELAGSE11-12W2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><b>Writing: Words in Action:</b> Unit 3 Sets A &amp; B (Compare and Contrast Essay), p. 46; Unit 4 Sets A &amp; B (Cause and Effect Essay), p. 66; Unit 5 Sets A &amp; B (Compare and Contrast Essay), p. 78; Unit 7 Sets A &amp; B (Descriptive Essay), p. 110; Unit 11 Sets A &amp; B (Political Statement), p. 166; Unit 12 Sets A &amp; B (Compare and Contrast Essay), p. 178</p> <p><i>Example [Level H, Unit 4, p. 66]</i></p> <p>Consider the causes and effects of some of the great social and political revolutions of the twentieth and twenty-first centuries. Write an essay that describes some causes of these major uprisings. Use details from the passage (pages 56–57), personal experience, and three or more words from this Unit.</p>	<p>The <b>Writing: Words in Action</b> activity in each unit presents a writing prompt linked to the <b>Reading Passage</b>. The prompt may ask students to interact with their reading and vocabulary in a variety of ways, including expanding on the theme of the passage, expressing feelings about the subject, and relating the passage to personal experience. Students are directed to use three or more words from the current unit.</p>

**LANGUAGE** **L**

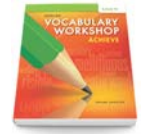
Conventions of Standard English

**ELAGSE11-12L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- b. Spell correctly.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H 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 H, Unit 1, p. 14]</i></p> <p>Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following.</p>	<p>The 20 vocabulary words in each unit are organized into two sets: Set A and Set B. For each set, ten words in the numbered study list are presented in a dictionary-style format. Students are directed to carefully note the correct spelling of each word. They practice the correct spelling as they write in the unit word to complete the illustrative sentence.</p>

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**GRADE 12+ / LEVEL H**

**LANGUAGE**

**L**

Conventions of Standard English

**ELAGSE11-12L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- b. Spell correctly.

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION

DESCRIPTION

**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

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.

*Example [Level H, Unit 4 Set B, p. 65]*

1. The relief we felt when we realized they were safe was so profound and overwhelming as to be utterly ineffable.

**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

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.

*Example [Level H, Unit 7 Sets A & B, p. 110]*

10. vowed to defeat his **adversary**  
nemesis

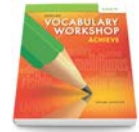
**Synonyms:** Review Units 1–3, p. 52; Review Units 4–6, p. 96; Review Units 7–9, p. 140; Review Units 10–12, p. 184; Review Units 13–15, p. 228

*Example [Level H, Review Units 7–9, p. 140]*

1. Now that the **underpinning** for the new subway line has been laid out, the actual construction can begin.  
infrastructure

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.

**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



**GRADE 12+ / LEVEL H**

<b>LANGUAGE</b>	<b>L</b>
<p><u>Conventions of Standard English</u>  <b>ELAGSE11-12L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Spell correctly.</p>	

SADLIER VOCABULARY WORKSHOP ACHIEVE LEVEL H FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Level H, Unit 12, p. 178]</i></p> <p>1. <b>fortifying</b> relationship with her friends and family  <u>debilitating</u></p>	
<p><b>Word Study: Classical Roots:</b> Word Study Units 1–3 (<i>sem, simil, simul</i>—like; together; at the same time), p. 55; Word Study Units 4–6 (<i>gen</i>—race, kind, class; origin, birth), p. 99; Word Study Units 7–9 (<i>mal</i>—bad, ill), p. 143; Word Study Units 10–12 (<i>chron</i>—time), p. 187; Word Study Units 13–15 (<i>temp</i>—time), p. 231</p> <p><i>Example [Level H, Word Study Units 10–12, p. 187]</i></p> <p>4. an exceptionally accurate clock, watch, or other timepiece  The marine biologist especially values her underwater <u>chronometer</u> when she dives.</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>