SADLIER

VOCABULARY WORKSHOP

C Common Core Enriched Edition

Level D

Aligned to the

Common Core State Standards

for English Language Arts

Grade 9

Contents

KEY ALIGNED CONTENT

ADDITIONAL ALIGNED CONTENT

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Sadlier *Vocabulary Workshop* Common Core Enriched Edition/Level D Aligned to the
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KEY ALIGNED CONTENT

READING: LITERATURE: Craft and Structure

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

SADLIER VOCABULARY WORKSHOP LEVEL D FEATURE & LOCATION	DESCRIPTION
Vocabulary and Reading: pp. 9–10 *Example [Level D, p. 10]* **Questions About Tone** show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as *indifferent, ambivalent, scornful, astonished, respectful.* These are typical questions: • The author's attitude toward . . . is best described as . . . • Which word best describes the author's tone? To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).	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. They are also given five general strategies to help as they read the passages and answer the questions.
Vocabulary in Context: Literary Text: Unit 1 [Louisa May Alcott], p. 21; Unit 2 [Charlotte Brontë], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Daniel Defoe], p. 59; Unit 5 [Henry James], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Jules Verne], p. 97; Unit 8 [H.G. Welles], p. 107; Unit 9 [Jane Austen], p. 117; Unit 10 [Wilkie Collins], p. 135; Unit 11 [Nathaniel Hawthorne], p. 145; Unit 12 [Henry Fielding], p. 155; Unit 13 [Thomas Hardy], p. 173; Unit 14 [Stephen Crane], p. 183; Unit 15 [Mary Wollstonecraft Shelley], p. 193 *Example [Level D, Unit 6, p. 79]* **5.** It was not a brutal countenance, but it was **prim**, hard, and stern, with a firm-set, thin-lipped mouth, and a coldly intolerant eye. Something that is **prim** is NOT **a.** proper **c.** near **b.** formal **d.** relaxed	The **Vocabulary in Context: Literary Text** pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context. Furthermore, they are able to glimpse the artistry of great British and American writers in their careful choice and use of words in relation to the elements of story.

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READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Vocabulary and Reading: pp. 9–10 *Example [Level D, p. 9]* **Inference Questions** ask you to make inferences or draw conclusions from the passage. These questions often begin like this: • It can be inferred from the passage that . . . • The author implies that . . . • Evidently the author feels that . . . *Example [Level D, p. 10]* **Questions About Tone** show your understanding of the author's attitude toward the subject of the passage. Words that describe tone, or attitude, are "feeling" words, such as *indifferent, ambivalent, scornful, astonished, respectful*. These are typical questions: • The author's attitude toward . . . is best described as . . . • Which word best describes the author's tone? To determine the tone, pay attention to the author's word choice. The author's attitude may be positive (respectful), negative (scornful), or neutral (ambivalent).	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. They are also given five general strategies to help as they read the passages and answer the questions.
Reading Passages: Unit 1 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12–13; Unit 2 "Cowgirls Up!" [Historical Nonfiction], pp. 22–23; Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50–51; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 6 "Modernize the School Calendar" [Persuasive Essay], pp. 70–71; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98–99; Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108–109; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 11 "Failing Infrastructure" [Newspaper Editorial], pp. 136–137; Unit 12 "Social Networks and Virtual Communication" [Debate], pp. 146–147; Unit 13 "From Trash to Tabletop" [Interview], pp. 164–165; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175; Unit 15	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.

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READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
"Jesse Owens: 1913–1980" [Obituary], pp. 184–185	

Example [Level D, Unit 8, p. 98]

Early sound recordings relied on acoustical means to amplify the sound. Huge, **preposterous**-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this **liability**.

Vocabulary for Comprehension: Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195

The **Vocabulary for Comprehension** section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context and comprehension questions.

Example [Level D, Review Units 4–6, pp. 80–81]

Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than **stagnant** swampland that had no evident or **latent** value.

2. The meaning of **stagnant** (line 4) is

   a. motionless

   b. sweet

   c. dynamic

   d. flowing

   e. careless

Example [Level D, Review Units 13–15, p. 195]

2. Which word best describes the tone of the passage?

   a. scornful

   b. nostalgic

   c. pretentious

   d. lighthearted

   e. sarcastic

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WRITING: Text Types and Purposes

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

Sᴀᴅʟɪᴇʀ **Vᴏᴄᴀʙᴜʟᴀʀʏ Wᴏʀᴋsʜᴏᴘ Lᴇᴠᴇʟ D** Fᴇᴀᴛᴜʀᴇ & Lᴏᴄᴀᴛɪᴏɴ	Dᴇsᴄʀɪᴘᴛɪᴏɴ
Writing: Words in Action: Unit 1, Writing Prompt #1 [opinion essay], p. 20; Unit 2, Writing Prompt #1 [opinion essay], p. 30; Unit 3, Writing Prompts #1 &#2 [persuasive essay; opinion essay], p. 40; Unit 5, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 68; Unit 6, Writing Prompts #1 #2 [persuasive essay; opinion essay], p. 78; Unit 7, Writing Prompt #1 [problem-solution essay], p. 96; Unit 9, Writing Prompt #1 [speech], p. 116; Unit 10, Writing Prompt #1 [editorial], p. 134; Unit 11, Writing Prompts #1 &#2 [letter to representative; opinion essay], p. 144; Unit 12, Writing Prompts #1 #2 [letter expressing view; problem-solution essay], p. 154; Unit 13, Writing Prompt #1 [problem-solution essay], p. 172; Unit 14, Writing Prompt #1 [persuasive essay], p. 182	**Writing: Words in Action** has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary. The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately. The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.

Example [Level D, Unit 14, p.182]

2. The Seven Wonders were human creations of the ancient world. What are some wonders—either natural or human-made—that exist in the world today? Choose one amazing place, construction, or invention that you think should be considered one of the Seven Wonders of the World. Write a persuasive essay explaining and supporting your choice. Support your ideas with specific examples of your observations, studies, reading (refer to pages 174–175), or personal experience. Write at least three paragraphs, and use three or more words from this unit.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.2 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.

Sᴀᴅʟɪᴇʀ **Vᴏᴄᴀʙᴜʟᴀʀʏ Wᴏʀᴋsʜᴏᴘ Lᴇᴠᴇʟ D** Fᴇᴀᴛᴜʀᴇ & Lᴏᴄᴀᴛɪᴏɴ	Dᴇsᴄʀɪᴘᴛɪᴏɴ
Writing: Words in Action: Unit 1, Writing Prompt #1 [expository essay], p. 20; Unit 2, Writing Prompt #1 [expository essay], p. 30; Unit 4, Writing Prompts #1 & #2 [expository essay], p. 58; Unit 7, Writing Prompt #1 [expository essay], p. 96; Unit 8, Writing Prompts #1 & #2 [cause-effect essay; expository essay], p. 106; Unit 9, Writing Prompt #1 [expository essay], p. 116; Unit 10, Writing Prompt #1 [expository essay], p. 134; Unit 13, Writing Prompt #1 [expository essay], p. 172; Unit 14, Writing Prompt #1 [magazine article], p. 182; Unit 15, Writing Prompts #1 & #2 [character sketch; expository essay], p. 192	**Writing: Words in Action** has students use the vocabulary words in an extended context. Two writing prompts allow students to demonstrate their understanding of new vocabulary. The first prompt refers to the Passage that introduced the Unit and requires a close reading of the text in order to respond appropriately. The second prompt may also refer to the Passage or related topic and is modeled after writing tasks found on standardized tests such as the SAT.

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WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.9-10.2 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.

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Example [Level D, Unit 2, p. 30]	
1. Look back at "Cowgirl Up!" (pages 22–23). The history of cowgirls is the history of individual women who embodied the independent spirit of the West. Which woman profiled seems like the most quintessential, or ideal, cowgirl? Write a short expository essay explaining your choice. Begin your essay with your own definition of what a cowgirl is and the traits she embodies, based on your reading of the passage. Use at least two details from the passage and three unit words to support your understanding.	

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> ▪ **CCSS.ELA-Literacy. L.9-10.4a** 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 LEVEL D** FEATURE & LOCATION	DESCRIPTION
Vocabulary Strategy: Using Context: p. 7	In **Vocabulary Strategy: Using Context**, students learn to recognize and use context clues in order to decode unfamiliar words they encounter in their reading.
Example [Level D, p. 7]	The three types of context clues emphasized at this level of the program include **restatement clue**, **contrast clue**, and **inference clue**.

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

 "My view of the situation may be far too rosy," I admitted.

"On the other hand, yours may be a bit (**optimistic, bleak**)."

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

Reading Passages: Unit 1 "I'll Wait for the Movie" [Compare-and-Contrast Essay], pp. 12–13; Unit 2 "Cowgirls Up!" [Historical Nonfiction], pp. 22–23; Unit 3 "A Polar Controversy" [Historical Nonfiction], pp. 32–33; Unit 4 "Elephant Culture and Conservation" [Expository Essay], pp. 50–51; Unit 5 "The Leopard: Unlikely Survivor" [Expository Essay], pp. 60–61; Unit 6 "Modernize the School Calendar" [Persuasive Essay], pp. 70–71; Unit 7 "City Critters" [Humorous Essay], pp. 88–89; Unit 8 "A History of Sound Recording" [Encyclopedia Entry], pp. 98–99; Unit 9 "Ringl and Pit: Witnesses to the Weimar" [Profile], pp. 108–109; Unit 10 "Remarkable Mixes" [Textbook Entry], pp. 126–127; Unit 11 "Failing Infrastructure" [Newspaper Editorial], pp. 136–137; Unit 12 "Social Networks and Virtual Communication" [Debate], pp. 146–147; Unit 13 "From Trash to Tabletop" [Interview], pp. 164–165; Unit 14 "Seven Wonders" [Magazine Article], pp. 174–175; Unit 15 "Jesse Owens: 1913–1980" [Obituary], pp. 184–185	At least 15 of the 20 Unit vocabulary words are introduced within the context of a two-page, multi-paragraph **Reading Passage**. Students read the words in context to activate prior knowledge, draw on context clues to determine the meaning of unfamiliar words, then apply what they learn throughout the Unit and the Review.

Example [Level D, Unit 8, p. 98]

Early sound recordings relied on acoustical means to amplify the sound. Huge, **preposterous**-looking horns on early record players were needed to magnify the sound. The invention of vacuum tubes in the early 1920s eliminated this **liability**.

Definitions: Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178;	In the **Definitions** section that follows each Reading Passage, 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-

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> ▪ **CCSS.ELA-Literacy. L.9-10.4a** 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 LEVEL D** FEATURE & LOCATION	DESCRIPTION
Unit 15, pp. 186–188	using-context-clues" exercises in each Unit.
Example [Level D, Unit 10, p. 128] The __**diminutive**__ lapdog was so small that it actually fit in its owner's purse.	
Choosing the Right Word: Unit 1, pp. 17–18; Unit 2, pp. 27–28; Unit 3, pp. 37–38; Unit 4, pp. 55–56; Unit 5, pp. 65–66; Unit 6, pp. 75–76; Unit 7, pp. 93–94; Unit 8, pp. 103–104; Unit 9, pp. 113–114; Unit 10, pp. 131–132; Unit 11, pp. 141–142; Unit 12, pp. 151–152; Unit 13, pp. 169–170; Unit 14, pp. 179–180; Unit 15, pp. 189–190 *Example [Level D, Unit 11, p. 141]* **9.** An old Chinese proverb suggests: "Make a candle to get light; read a book to get (**enlightened**, **concise**)."	The **Choosing the Right Word** exercises 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.
Synonyms: Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 *Example [Level D, Unit 12, p. 152]* **1.** exiled for **treasonous** acts ____**subversive**____	The **Synonyms** activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.
Antonyms: Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 *Example [Level D, Unit 12, p. 153]* **2.** a **delicate** build __**brawny**__	The **Antonyms** activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.
Completing the Sentence: Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192 *Example [Level D, Unit 14, p. 181]* **4.** The heavy rains of June brought a(n) __**influx**__ of mosquitoes into the neighborhoods bordering the marshland.	For **Completing the Sentence**, 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.

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CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> ▪ **CCSS.ELA-Literacy. L.9-10.4a** 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.

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Vocabulary in Context: Literary Text: Unit 1 [Louisa May Alcott], p. 21; Unit 2 [Charlotte Brontë], p. 31; Unit 3 [Charles Dickens], p. 41; Unit 4 [Daniel Defoe], p. 59; Unit 5 [Henry James], p. 69; Unit 6 [Sir Arthur Conan Doyle], p. 79; Unit 7 [Jules Verne], p. 97; Unit 8 [H.G. Welles], p. 107; Unit 9 [Jane Austen], p. 117; Unit 10 [Wilkie Collins], p. 135; Unit 11 [Nathaniel Hawthorne], p. 145; Unit 12 [Henry Fielding], p. 155; Unit 13 [Thomas Hardy], p. 173; Unit 14 [Stephen Crane], p. 183; Unit 15 [Mary Wollstonecraft Shelley], p. 193	The **Vocabulary in Context: Literary Text** pages contain excerpts from classic literature. Each excerpt uses one of the vocabulary words from the Unit and provides students with exposures to the vocabulary in the context of authentic literature. In addition to providing practice in the sort of vocabulary exercises found on standardized tests, students practice deriving meaning from context.

Example [Level D, Unit 12, p. 155]

2. … [H]e approached the mountains another way; and though it is true the hills and **precipices** looked dreadful…we insensibly passed the height of the mountains without being much encumbered with the snow…. (*Robinson Crusoe*)

A **precipice** is a

a. very steep cliff   **c.** very steep cliff
b. pile of rocks   **d.** group of trees

Vocabulary for Comprehension: Review Units 1–3 [Trash disposal], pp. 42–43; Review Units 4–6 [Marjory Stoneman Douglas, "Grandmother of the Glades"], pp. 80–81; Review Units 7–9 [Nutrias], pp. 118–119; Review Units 10–12 [Hiking the Appalachian Trail], pp. 156–157; Review Units 13–15 [MOBA (Museum of Bad Art)], pp. 194–195	The **Vocabulary for Comprehension** section is designed to help students prepare for the reading sections of standardized tests. Students read a passage of expository or informational text then answer vocabulary-in-context questions.

Example [Level D, Review Units 4–6, pp. 80–81]

Most people in the early years of the twentieth century thought that the Everglades in South Florida was little more than **stagnant** swampland that had no evident or **latent** value.

2. The meaning of **stagnant** (line 4) is

   a. motionless

   b. sweet

   c. dynamic

   d. flowing

   e. careless

Two-Word Completions: Review Units 1–3, p. 44; Review Units 4–6, p. 82; Review Units 7–9, p. 120; Review Units 10–12, p.	In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance

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> ▪ **CCSS.ELA-Literacy. L.9-10.4a** 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.

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158; Review Units 13–15, p. 196 *Example [Level D, Review Units 1–3, p. 44]* **6.** Though he began life little better than a(n)_____, with only his hands in his pockets, his highly _____ business deals turned him into a multimillionaire before the age of forty. **a.** adherent . . . cumbersome **b.** usurper . . . spurious **c.** brigand . . . mediocre **d.** pauper . . . lucrative	exams, including the SAT. Students use embedded context clues to identify the correct choices.
Word Study: Adages, Idioms, and Proverbs: Review Units 1–3 [Choosing the Right Idiom], p. 45; Review Units 4–6 [Choosing the Right Proverb], p. 83; Review Units 7–9 [Choosing the Right Idiom], p. 118; Review Units 10–12 [Choosing the Right Idiom], p. 159; Review Units 13–15 [Choosing the Right Adage], p. 197 *Example [Level D, Review Units 1–3, p. 45]* **Choosing the Right Idiom** **2.** The value of good herding dogs to a shepherd is **as plain as the nose on your face**._____	As part of the **Word Study** lessons in each Review, the **Choosing the Right Adage/Idiom/Proverb** activity helps students practice using context clues to figure out the meaning of figurative expressions.
Word Study: Expressing the Connotation: Review Units 1–3, p. 48; Review Units 4–6, p. 86; Review Units 7–9, p. 124; Review Units 10–12, p. 162; Review Units 13–15, p. 200 *Example [Level D, Review Units 4–6, p. 86]* **Expressing the Connotation** **negative 4.** Despite its interesting subject matter, the painting seemed **(fated, destined)** to not attract anyone's attention.	In **Word Study: Expressing the Connotation,** 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).
Word Study: Classical Roots: Review Units 1–3 (*pos, pon*), p. 49; Review Units 4–6 (*ten, tain, tin*), p. 87; Review Units 7–9 (*pol, ly*), p. 125; Review Units 10–12 (*spec, spic*), p. 163; Review Units 13–15 (*vert, vers*), p. 201 *Example [Level D, Review Units 4–6, p. 87]* **6.** the act of doing without; refraining The doctor advised the patient to observe total __**abstention**__ from fatty foods to prevent another heart	In **Word Study: Classical Roots,** students use context clues to help choose which word based on the featured root best completes the sentence.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> ▪ **CCSS.ELA-Literacy. L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Vocabulary Strategy: Word Structure, p. 8 *Example [Level D, p. 8]*	In **Vocabulary Strategy: Word Structure**, 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

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Word Study: Classical Roots: Review Units 1–3 (*pos, pon*), p. 49**;** Review Units 4–6 (*ten, tain, tin*), p. 87**;** Review Units 7–9 (*pol, ly*), p. 125**;** Review Units 10–12 (*spec, spic*), p. 163**;** Review Units 13–15 (*vert, vers*), p. 201 *Example [Level D, Review Units 4–6, p. 87]* **6.** the act of doing without; refraining The doctor advised the patient to observe total __**abstention**__ from fatty foods to prevent another heart attack.	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.
Vocabulary Strategy: Word Structure, TE p. T36	**Vocabulary Strategy: Word Structure** teaches how to build vocabulary by learning the meaning of word parts that make up many English words. The first section of the guide presents common prefixes and suffixes, their grammatical function, their meaning, and how they appear in sample words. The second section lists Greek and Latin roots, meanings, and sample words.

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CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> **CCSS.ELA-Literacy. L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Online Components: Greek and Latin Roots Reference Guide: vocabularyworkshop.com	The online **Greek and Latin Roots Reference Guide** mirrors the **Vocabulary Strategy: Word Structure** resource found in the Teacher's Edition.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> **CCSS.ELA-Literacy. L.7.4c** 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 or its part of speech.

> **CCSS.ELA-Literacy. L.7.4d** 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 LEVEL D** FEATURE & LOCATION	DESCRIPTION
Vocabulary Strategy: Using Context: p. 7 *Example [Level D, p. 7]* An **inference clue** implies but does not directly state the meaning of the missing word or words. For example: "A treat for all ages," the review read, "this wonderful novel combines the _____ of a scholar with the skill and artistry of an expert _____." **a.** ignorance . . . painter **c.** wealth . . . surgeon **b.** wisdom . . . beginner **d.** knowledge . . . storyteller In this sentence, there are several inference clues: (a) the word *scholar* suggests *knowledge*; (b) the words *novel, artistry,* and *skill* suggest the word storyteller. These words are inference clues because they suggest or imply, but do not directly state, the missing word or words.	Located in the textbook front matter, **Vocabulary Strategy: Using Context** provides instruction to students on how to recognize and use inference clues to arrive at a preliminary determination of the meaning of an unfamiliar word or phrase.
Definitions: Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 *Example [Level D, Unit 7, p. 91]*	The three-page **Definitions** section at the beginning of each Unit serves as a master reference of information for each of the Unit words. The 20 words in the numbered study list are 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.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> - **CCSS.ELA-Literacy. L.7.4c** 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 or its part of speech.

> - **CCSS.ELA-Literacy. L.7.4d** 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 LEVEL D** FEATURE & LOCATION	DESCRIPTION
9. malign (mə līn') (v.) to speak evil of, slander; (adj.) evil In every office, there are gossips who are only too willing to __**malign**__ their coworkers. Iago reveals his __**malign**__ motives to the audience in a series of soliquies. SYNONYMS: (*v*.) defame, vilify, badmouth; (*adj*.) wicked ANTONYMS: (*v*.) praise, commend; (*adj*.) kind, benevolent	For words with multiple meanings, the entry includes the additional part of speech, definition, and illustrative sentence.
Synonyms: Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 *Example [Level D, Unit 12, p. 152]* Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary. **1.** exiled for **treasonous** acts ___**subversive**___	For the **Synonyms** activity in each Unit, students are directed to use a dictionary if necessary.
Antonyms: Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 *Example [Level D, Unit 12, p.123]* Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary. **2.** a **delicate** build ___**brawny**___	For the **Antonyms** activity in each Unit, students are directed to use a dictionary if necessary.
Word Study: Writing with Idioms, Review Units 1–3, p. 46**; Writing with Proverbs,** Review Units 4–6, p. 84**; Writing with Idioms,** Review Units 7–9, p. 122**; Writing with Idioms,** Review Units 10–12, p. 160**; Writing with Adages,**	For **Word Study: Writing with Idioms/Adages/Proverbs**, students are directed to use a print or online dictionary as needed.

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CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

> ▪ **CCSS.ELA-Literacy. L.7.4c** 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 or its part of speech.

> ▪ **CCSS.ELA-Literacy. L.7.4d** 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 LEVEL D** FEATURE & LOCATION	DESCRIPTION
Review Units 13–15, p. 198 *Example [Level D, Review Units 1–3, p. 46]* Find the meaning of each idiom. (Use a dictionary if necessary.) Then write a sentence for each idiom. Answers will vary. **1.** get the ball rolling Sample answer: If no one else will get the ball rolling, I will start the meeting.	
Word Study: Classical Roots: Review Units 1–3 (*pos, pon*), p. 49**;** Review Units 4–6 (*ten, tain, tin*), p. 87**;** Review Units 7–9 (*pol, ly*), p. 125**;** Review Units 10–12 (*spec, spic*), p. 163**;** Review Units 13–15 (*vert, vers*), p. 201 *Example [Level D, Review Units 4–6, p. 87]* 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 a dictionary if necessary. **6.** the act of doing without; refraining The doctor advised the patient to observe total __**abstention**__ from fatty foods to prevent another heart attack.	For **Word Study: Classical Roots**, students are directed to use a print or online dictionary as needed.
Online Components: iWords Audio Program: vocabularyworkshop.com	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 and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL students.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Word Study: Adages, Idioms, and Proverbs: Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Proverbs], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Idioms], pp. 159–160; Review Units 13–15 [Adages], pp. 197–198 *Example [Level D, Review Units 1–3, p. 45]* **Choosing the Right Idiom** **1. To make ends meet,** Lefty Smalls lets a neighbor graze her sheep on his land. _____ *Example [Level D, Review Units 7–9, p. 121]* **Choosing the Right Idiom** **5.** I thought my friend was really hurt, but he was just **crying wolf.**_____ *Example [Level D, Review Units 4–6, p. 84]* **Writing with Proverbs** **9.** Don't put all your eggs in one basket. _____ *Example [Level D, Review Units 13–15, p. 198]* **Writing with Adages** **7.** Two wrongs don't make a right. _____	As part of the **Word Study** lessons in each Review, students learn about figures of speech, including adages, idioms, and proverbs. 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," "a dark horse." An adage expresses a common experience, often in the form of a sentence, such as "Time flies when you're having fun." A proverb is a statement that provides a lesson or a moral, such as "A stitch in time saves nine" and "A rolling stone gathers no moss." After introductory instruction, students practice **Choosing the Right Adage/Idiom/Proverb** by matching an adage, idiom, or proverb used in context with its definition (in the adjacent column). In **Writing with Adages/Idioms/Proverbs,** located on the following page, students find the meanings (using a dictionary if necessary) then compose a sentence for each given figure of speech.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Working with Analogies: p. 11 *Example [Level D, p. 11]* A verbal analogy expresses a relationship or comparison between sets of words. Normally, an analogy contains two pairs of words linked by a word or symbol that stands for an	Located in the textbook front matter, **Working with Analogies** helps students better understand analogies—a relationship or comparison between two sets of words linked by a word or a symbol that stands for an equals (=) sign. Students encounter many different kinds of relationships

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
equal (=) sign. A complete analogy compares the two pairs of words and makes a statement about them. It asserts that the relationship between the first—or key—pair of words is the same as the relationship between the second pair.	represented in the analogy questions in the **Final Mastery Test**.

1. **maple** is to **tree** as

   a. acorn is to oak

   b. hen is to rooster

   c. rose is to flower

   d. shrub is to lilac

2. **joyful** is to **gloomy** as

   a. cheerful is to happy

   b. strong is to weak

   c. quick is to famous

   d. hungry is to starving

In order to find the correct answer to exercise 1, you must first determine the relationship between the two key words, **maple** and **tree**. In this case, that relationship might be expressed as "a maple is a kind (or type) of tree." The next step is to select from choices a, b, c, and d the pair of words that best reflects the same relationship. The correct answer is c; it is the only pair whose relationship parallels the one in the key words: A rose is a kind (or type) of flower, just as a maple is a kind (or type) of tree. The other choices do not express the same relationship.

In exercise 2, the relationship between the key words can be expressed as "joyful means the opposite of gloomy." Which of the choices best represents the same relationship? The answer is b: "strong means the opposite of weak."

Here are examples of some other common analogy relationships:

Analogy	Key Relationship
big is to **large** as **little** is to **small**	**Big** means the same thing as **large**, just as **little** means the same thing as **small**.
eyes are to **see** as **ears** are to **hear**	You use your **eyes** to **see** with, just as you use your **ears** to **hear** with.

Definitions: Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188

The **Definitions** section that follows the Reading Passage at the beginning of each Unit includes a listing of synonyms and antonyms.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

▪ **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Example [Level D, Unit 7, p. 91]	

9. malign
(mə līn')

(v.) to speak evil of, slander; (adj.) evil

In every office, there are gossips who are only too willing to __**malign**__ their coworkers.

Iago reveals his __**malign**__ motives to the audience in a series of soliquies.

SYNONYMS: (*v.*) defame, vilify, badmouth; (*adj.*) wicked

ANTONYMS: (*v.*) praise, commend; (*adj.*) kind, benevolent

Synonyms: Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190

Example [Level D, Unit 12, p. 152]

Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. exiled for **treasonous** acts ____**subversive**____

In the **Synonyms** activity in each Unit, students learn about the relationship of words with similar meanings. After this preparation, they learn about the nuances or shades of meaning that distinguish synonyms from each other in the **Word Study: Denotation and Connotation** lessons provided in the Review at the end of every three Units.

Antonyms: Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191

Example [Level D, Unit 12, p.123]

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

2. a **delicate** build ___**brawny**___

For the **Antonyms** activity, students learn about the relationship between words and their opposites. They are encouraged to refer back to the **Definitions** section as needed for lists of antonyms of Unit words.

Word Study: Classical Roots: Review Units 1–3 (*pos, pon*), p. 49**;** Review Units 4–6 (*ten, tain, tin*), p. 87**;** Review Units 7–9 (*pol, ly*), p. 125**;** Review Units 10–12 (*spec, spic*), p. 163**;** Review Units 13–15 (*vert, vers*), p. 201

Example [Level D, Review Units 4–6, p. 87]

In **Word Study: Classical Roots,** students study groups of words that feature the same or related classical affixes or roots.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> - **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
6. the act of doing without; refraining The doctor advised the patient to observe total ___**abstention**___ from fatty foods to prevent another heart attack.	
Final Mastery Test: Analogies: p. 203	For the **Final Mastery Test: Analogies,** students select the item that best completes the comparison of two pairs of related words.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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ADDITIONAL ALIGNED CONTENT

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ▪ **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly

SADLIER **VOCABULARY WORKSHOP LEVEL D** FEATURE & LOCATION	DESCRIPTION
Definitions: Unit 1, pp. 14–16; Unit 2, pp. 24–26; Unit 3, pp. 34–36; Unit 4, pp. 52–54; Unit 5, pp. 62–64; Unit 6, pp. 72–74; Unit 7, pp. 90–92; Unit 8, pp. 100–102; Unit 9, pp. 110–112; Unit 10, pp. 128–130; Unit 11, pp. 138–140; Unit 12, pp. 148–150; Unit 13, pp. 166–168; Unit 14, pp. 176–178; Unit 15, pp. 186–188 *Example [Level D, 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. Finally, study the lists of synonyms and antonyms.*	Each Unit begins with a three-page **Definitions** section. Twenty words in the numbered study list are presented in a dictionary-style format. Students are instructed 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.
Synonyms: Unit 1, p. 18; Unit 2, p. 28; Unit 3, p. 38; Unit 4, p. 56; Unit 5, p. 66; Unit 6, p. 76; Unit 7, p. 94; Unit 8, p. 104; Unit 9, p. 114; Unit 10, p. 132; Unit 11, p. 142; Unit 12, p. 152; Unit 13, p. 170; Unit 14, p. 180; Unit 15, p. 190 *Example [Level D, Unit 12, p. 152]* **1.** exiled for **treasonous** acts ____**subversive**____	For the **Synonyms** activity, students write the appropriate synonym, referring back to the **Definitions** section as needed for the correct spelling of each Unit word.
Antonyms: Unit 1, p. 19; Unit 2, p. 29; Unit 3, p. 39; Unit 4, p. 57; Unit 5, p. 67; Unit 6, p. 77; Unit 7, p. 95; Unit 8, p. 105; Unit 9, p. 115; Unit 10, p. 133; Unit 11, p. 143; Unit 12, p. 153; Unit 13, p. 171; Unit 14, p. 181; Unit 15, p. 191 *Example [Level D, Unit 12, p. 153]* **2.** a **delicate** build __**brawny**__	For the **Antonyms** activity, students write the appropriate antonym, referring back to the **Definitions** section as needed for the correct spelling of each Unit word.
Completing the Sentence: Unit 1, pp. 19–20; Unit 2, pp. 29–30; Unit 3, pp. 39–40; Unit 4, pp. 57–58; Unit 5, pp. 67–68; Unit 6, pp. 77–78; Unit 7, pp. 95–96; Unit 8, pp. 105–106; Unit 9, pp. 115–116; Unit 10, pp. 133–134; Unit 11, pp. 143–144; Unit 12, pp. 153–154; Unit 13, pp. 171–172; Unit 14, pp. 181–182; Unit 15, pp. 191–192 *Example [Level D, Unit 14, p. 181]* **4.** The heavy rains of June brought a(n) __**influx**__ of mosquitoes into the neighborhoods bordering the marshland.	For **Completing the Sentence**, students write the Unit word that best completes each sentence in the exercise, referring back to the **Definitions** section as needed for the correct spelling.

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LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

> ▪ **CCSS.ELA-Literacy.L.9-10.2c** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL D FEATURE & LOCATION	DESCRIPTION
Word Study: **Classical Roots**: Review Units 1–3 (*pos, pon*), p. 49**;** Review Units 4–6 (*ten, tain, tin*), p. 87**;** Review Units 7–9 (*pol, ly*), p. 125**;** Review Units 10–12 (*spec, spic*), p. 163**;** Review Units 13–15 (*vert, vers*), p. 201 *Example [Level D, Review Units 4–6, p. 87]* **6.** the act of doing without; refraining The doctor advised the patient to observe total __**abstention**__ from fatty foods to prevent another heart attack.	After studying the featured classical base or affix in **Word Study: Classical Roots,** students consider the list of choices then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.