SADLIER
VOCABULARY WORKSHOP

Common Core Enriched Edition

Level G

Aligned to the

Common Core State Standards
for English Language Arts

Grade 12

Contents

KEY ALIGNED CONTENT

S Sadlier

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Sadlier *Vocabulary Workshop* Common Core Enriched Edition/Level G Aligned to the
Common Core State Standards for English Language Arts, Grade 11–12

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KEY ALIGNED CONTENT

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION
Vocabulary and Reading: pp. 9–10 *Example [Level G, 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 [Charlotte Bronte], p. 21; Unit 2 [Theodore Dreiser], p. 31; Unit 3 [Herman Melville], p. 41; Unit 4 [Thomas Hardy], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Joseph Conrad], p. 79; Unit 7 [Henry James], p. 97; Unit 8 [William Makepeace Thackeray], p. 107; Unit 9 [George Eliot], p. 117; Unit 10 [E.M. Forster], p. 135; Unit 11 [Anthony Trollope], p. 145; Unit 12 [James Fenimore Cooper], p. 155; Unit 13 [Jane Austen], p. 173; Unit 14 [F. Scott Fitzgerald], p. 183; Unit 15 [Edith Wharton], p. 193 *Example [Level G, Unit 12, p. 155]* **2.** Heyward gathered from the manners of the different speakers, that the father and son **espoused** one side of a disputed question, while the white man maintained the other. (*The Last of the Mohicans*) If something is **espoused**, it is **a.** investigated **c.** supported **b.** rejected **d.** debated	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.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 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 LEVEL G** FEATURE & LOCATION	DESCRIPTION
Vocabulary and Reading: pp. 9–10 *Example [Level G, 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 G, 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 "Across the Pond" [Letters], pp. 12–13; Unit 2 "Constructing the New York City Subway" [Historical Nonfiction], pp. 22–23; Unit 3 "Third Parties in American Politics" [Encyclopedia Entry], pp. 32–33; Unit 4 "Reforming the Security Council" [Newspaper Editorial], pp. 50–51; Unit 5 "What Is Pop Art?" [Essay], pp. 60–61; Unit 6 "Your Papers, Please" [Debate], pp. 70–71; Unit 7 "John Lennon's Legacy" [Biographical Sketch], pp. 88–89; Unit 8 "A Passage to Power" [Interview], pp. 98–99; Unit 9 "Security Status: It's Complicated" [Persuasive Essay], pp. 108–109; Unit 10 "What Happened to the Franklin Expedition?" [Magazine Article], pp. 126–127; Unit 11 "Apollo 11 Poised for Take-Off" [Press Release], pp. 136–137; Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147; Unit 13 "More Than Just a Pretty Face" [Profile], pp. 164–165; Unit 14 "Artificial Intelligence and Social Robots" [Technical Essay], pp. 174–175; Unit 15 "Private Life in the Public Eye"	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.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 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 LEVEL G** FEATURE & LOCATION	DESCRIPTION
[Humorous Essay], pp. 184–185	

Example [Level G, Unit 5, p. 61]

Pop artists dismissed these arguments as so much **sophistry**. Why should traditional art be **hallowed** and commercial art be dismissed as vulgar? Was it a declaration of truth or a mere **fiat** when a critic pronounced one piece art and another trash?

Vocabulary for Comprehension: Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], 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 G, Review Units 4–6, pp. 80–81]

In the classical world, private menageries, or collections of exotic animals, were **ubiquitous** among **overweening** rulers who wished to advertise their power and wealth.

1. Ubiquitous (line 17) is best defined as

   a. prohibited

   b. pervasive

   c. coveted

   d. traditional

   e. unusual

Example [Level G, Review Units 10–12, pp 156–157]

Two men, Louis Lumiere and Thomas Alva Edison, one French and one American, are usually credited with the invention of the motion picture camera. In 1895 Louis Lumiere invented what he called the *cinematographe*. This compact, versatile instrument was **tantamount** to a camera, film-processing unit, and projector all in one. Because Edison's camera was bulkier and less portable than Lumiere's, the Europeans took an early lead in the development of motion pictures. The Americans soon caught up, however, and Hollywood eventually became the capital of a vastly profitable international film industry that began in the 1910s with the production of silent movies.

8. In paragraph 2, it may be inferred that the author believes that the *cinematographe* was

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READING: INFORMATIONAL TEXT: Key Ideas and Details

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READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.11-12.4 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).

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a. expensive	
b. worthless	
c. useful	
d. disappointing	
e. beautiful	

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WRITING: Text Types and Purposes

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

SADLIER VOCABULARY WORKSHOP LEVEL G FEATURE & LOCATION	DESCRIPTION
Writing: Words in Action: Unit 1, Writing Prompts #1 & #2 [persuasive essay; opinion essay], p. 20; Unit 2, Prompt #2 [opinion essay], p. 30; Unit 4, Writing Prompt #1 [persuasive essay], p. 58; Unit 5, Writing Prompt #2 [opinion essay], p. 68; Unit 6, Writing Prompt #2 [persuasive essay], p. 78; Unit 7, Writing Prompts #1 & #2 [opinion essays], p. 96; Unit 8, Writing Prompt #1 [persuasive essay], p. 106; Unit 9, Writing Prompts #1 & #2 [persuasive essay; letter to the editor], p. 116; Unit 10, Writing Prompt #1 [persuasive essay], p. 134; Unit 11, Writing Prompt #2 [opinion essay], p. 144; Unit 12, Writing Prompt #1 [persuasive business letter], p. 154; Unit 13, Writing Prompt #1 [persuasive press release], p. 172; Unit 14, Writing Prompts #1 [editorial], p. 182; Unit 15, Writing Prompts #1 [opinion essay], p. 192 *Example [Level G, Unit 12, p.154]* **1.** Look back at "Pyramids: Monuments to Gods and Men" (pages 146–147). Suppose that you are helping to raise funds to repair the pyramids in Egypt or Teotihuacan. You want to persuade contributors to make a donation by convincing them that the pyramids have historical and cultural significance, not only to Egypt or Mexico but also to the world. Write a persuasive business letter, using at least two details from the passage and three unit words.	**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.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.2 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.

SADLIER VOCABULARY WORKSHOP LEVEL G FEATURE & LOCATION	DESCRIPTION
Writing: Words in Action: Unit 2, Prompt #2 [expository essay], p. 30; Unit 3, Writing Prompts #1 & #2 [explanatory essay; compare-and-contrast essay], p. 40; Unit 4, Writing Prompt #2 [explanatory essay], p. 58; Unit 5, Writing Prompt #1 [expository essay], p. 68; Unit 6, Writing Prompt #1 [expository essay], p. 78; Unit 8, Writing Prompt #2 [expository essay], p. 106; Unit 10, Writing Prompts #1 & #2 [letter, expository essay], p. 134; Unit 11, Writing Prompt #1 [expository essay], p. 144; Unit 12, Writing Prompt #2 [expository essay], p. 154; Unit 13, Writing Prompt #2 [expository essay], p. 172; Unit 14, Writing Prompts #2 [explanatory essay], p. 182; Unit 15, Writing Prompts #1	**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.11-12.2 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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[compare-and-contrast essay], p. 192 *Example [Level G, Unit 15, p. 192]* **1.** Look back at "Private Life in the Public Eye" (pages 184–185). Think about how the experience of keeping a diary is different from the experience of composing an autobiography. Write a brief essay in which you compare and contrast those two genres and explain which kind of writing you would prefer to do. Use examples from your experience and prior knowledge to support your ideas. Include at least two details from the essay and three unit words.	

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 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.

▪ **CCSS.ELA-Literacy. L.11-12.4a** 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 G** 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 G, p. 7]

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

> While Joanie populates her novels with cheerful people, Seamus's stories center on (**saturnine, defunct**) characters.

In this sentence, *cheerful* is an antonym of the missing word, *saturnine*. This fact is confirmed by the presence of the word *While*, which indicates that the answer must be the opposite of *cheerful*.

The three types of context clues emphasized at this level of the program include **restatement clue**, **contrast clue**, and **inference clue**.

Reading Passages: Unit 1 "Across the Pond" [Letters], pp. 12–13; Unit 2 "Constructing the New York City Subway" [Historical Nonfiction], pp. 22–23; Unit 3 "Third Parties in American Politics" [Encyclopedia Entry], pp. 32–33; Unit 4 "Reforming the Security Council" [Newspaper Editorial], pp. 50–51; Unit 5 "What Is Pop Art?" [Essay], pp. 60–61; Unit 6 "Your Papers, Please" [Debate], pp. 70–71; Unit 7 "John Lennon's Legacy" [Biographical Sketch], pp. 88–89; Unit 8 "A Passage to Power" [Interview], pp. 98–99; Unit 9 "Security Status: It's Complicated" [Persuasive Essay], pp. 108–109; Unit 10 "What Happened to the Franklin Expedition?" [Magazine Article], pp. 126–127; Unit 11 "Apollo 11 Poised for Take-Off" [Press Release], pp. 136–137; Unit 12 "Pyramids: Monuments to Gods and Men" [Compare and Contrast Essay], pp. 146–147; Unit 13 "More Than Just a Pretty Face" [Profile], pp. 164–165; Unit 14 "Artificial Intelligence and Social Robots" [Technical Essay], pp. 174–175; Unit 15 "Private Life in the Public Eye" [Humorous Essay], 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 G, Unit 5, p. 61]

Pop artists dismissed these arguments as so much **sophistry**. Why should traditional art be **hallowed** and commercial art be dismissed as vulgar? Was it a declaration of truth or a mere **fiat** when a critic pronounced one piece art and another trash?

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.11-12.4 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.

> ▪ **CCSS.ELA-Literacy. L.11-12.4a** 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 G FEATURE & LOCATION	DESCRIPTION
Unit 15, pp. 186–188	using-context-clues" exercises in each Unit.
Example [Level G, Unit 7, p. 91] The girl was caught taking a __**furtive**__ glance at the test paper of the student sitting next to her.	
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	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.
Example [Level G, Unit 8, p. 103] **7.** It is a good deal easier to (**raze, allege**) an old building than it is to destroy a time-honored social institution.	
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	The **Synonyms** activity for each Unit requires students to rely on context clues to help find a Unit word to match each given synonym.
Example [Level G, Unit 8, p. 104] **3.** foreshadows dangers to come __**portends**__	
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	The **Antonyms** activity for each Unit requires students to use context clues to help find a Unit word to match each given synonym.
Example [Level G, Unit 8, p. 105] **3.** known for his **sensible** opinions __**fatuous**__	
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	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.
Example [Level G, Unit 12, p. 153] **9.** Since extroverts are __**gregarious**__ by nature, they usually prefer not to live alone.	
Vocabulary in Context: Literary Text: Unit 1 [Charlotte Bronte], p. 21; Unit 2 [Theodore Dreiser], p. 31; Unit 3	The **Vocabulary in Context: Literary Text** pages contain excerpts from classic literature. Each excerpt uses one of the

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.4 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.

> ▪ **CCSS.ELA-Literacy. L.11-12.4a** 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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[Herman Melville], p. 41; Unit 4 [Thomas Hardy], p. 59; Unit 5 [Charles Dickens], p. 69; Unit 6 [Joseph Conrad], p. 79; Unit 7 [Henry James], p. 97; Unit 8 [William Makepeace Thackeray], p. 107; Unit 9 [George Eliot], p. 117; Unit 10 [E.M. Forster], p. 135; Unit 11 [Anthony Trollope], p. 145; Unit 12 [James Fenimore Cooper], p. 155; Unit 13 [Jane Austen], p. 173; Unit 14 [F. Scott Fitzgerald], p. 183; Unit 15 [Edith Wharton], p. 193	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 G, Unit 12, p. 155]

2. Heyward gathered from the manners of the different speakers, that the father and son **espoused** one side of a disputed question, while the white man maintained the other. (*The Last of the Mohicans*)

   If something is **espoused**, it is

   a. investigated   **c.** supported

   b. rejected   **d.** debated

Vocabulary for Comprehension: Review Units 1–3 [The Chicago Fire of 1871], pp. 42–43; Review Units 4–6 [History of zoos], pp. 80–81; Review Units 7–9 [League of Women Voters], pp. 118–119; Review Units 10–12 [Silent films], pp. 156–157; Review Units 13–15 [F. Scott Fitzgerald], 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 G, Review Units 4–6, pp. 80–81]

In the classical world, private menageries, or collections of exotic animals, were **ubiquitous** among **overweening** rulers who wished to advertise their power and wealth.

1. Ubiquitous (line 17) is best defined as

   a. prohibited

   b. pervasive

   c. coveted

   d. traditional

   e. unusual

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. 158; Review Units 13–15, p. 196

In **Two-Word Completions**, students practice with word-omission (cloze) exercises that appear on college entrance exams, including the SAT. Students use embedded context clues to identify the correct choices.

Example [Level G, Review Units 1–3, p. 44]

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> ▪ **CCSS.ELA-Literacy. L.11-12.4a** 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 G** FEATURE & LOCATION	DESCRIPTION
1. Someone with a _____ nature is generally very good at _____, while more honest people give off unconscious cues that **a.** distraught . . . emulating **b.** devious . . . dissembling **c.** ubiquitous . . . strategizing **d.** acquisitive . . . decrying	
Word Study: Adages, Idioms, and Proverbs: Review Units 1–3 [Choosing the Right Adage], p. 45; Review Units 4–6 [Choosing the Right Idiom], 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 Proverb], p. 197 *Example [Level G, Review Units 13–15, p. 197]* **Choosing the Right Proverb** **9.** The high school senior won a full scholarship to the college of his choice, so he is **sitting pretty** for the next several years. _____	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 G, Review Units 4–6, p. 86]* **negative 5.** The girl is planning to (**imitate, travesty**) Shakespeare's sonnet by rewriting it as a limerick.	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 (*cred*), p. 49**;** Review Units 4–6 (*gno(s)*), p. 87**;** Review Units 7–9 (*clam, claim*), p. 125**;** Review Units 10–12 (*rog*), p. 163**;** Review Units 13–15 (*vid, vis*), p. 201 *Example [Level G, Review Units 4–6, p.87]* **5.** related by family or origin; related in nature, character, quality, or function; a person or thing related to another The Sanskrit word for king—*rajah*—is a **cognate** of the Latin *rex*.	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.11-12.4 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.

> ▪ **CCSS.ELA-Literacy. L.11-12.4b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

SADLIER VOCABULARY WORKSHOP LEVEL G FEATURE & LOCATION	DESCRIPTION
Vocabulary Strategy: Word Structure, 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.

Example [Level G, p. 8]

Adjective Suffix	Meaning	Sample Words
- able, -ible	able, capable of	believable, incredible
Greek Root	**Meaning**	**Sample Words**
- dem-, -demo-	people	epidemic, democracy
Latin Root	**Meaning**	**Sample Words**
- cap-, -capt-, -cept-, -cip-, -ceive-	take	captive, concept, recipient

| **Word Study: Classical Roots**: Review Units 1–3 (*cred*), p. 49**;** Review Units 4–6 (*gno(s)*), p. 87**;** Review Units 7–9 (*clam, claim*), p. 125**;** Review Units 10–12 (*rog*), p. 163**;** Review Units 13–15 (*vid, vis*), p. 201 | In **Word Study: Classical Roots**, students discover how words with a pattern of shared Latin or Greek roots and affixes may vary in structure while retaining similarities in meaning. |

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

5. related by family or origin; related in nature, character, quality, or function; a person or thing related to another

The Sanskrit word for king—*rajah*—is a __**cognate**__ of the Latin *rex*.

| **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. |

| **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. |

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- **CCSS.ELA-Literacy. L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.

- **CCSS.ELA-Literacy. L.11-12.4d** 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).

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Vocabulary Strategy: Using Context: p. 7

Example [Level G, p. 7]

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

Because Lucius's work was always _____ and never had errors, the teacher gave his essays only a _____ glance before moving onto more time-consuming papers handed in by his classmates.

a. impeccable . . . perfunctory

c. pusillanimous. . . sylvan

b. picayune . . . lackadaisical

d. vituperative. . . sumptuous

There are a few inference clues in this sentence. The phrase *never had errors* indicates that Lucius's work was *flawless*, or *impeccable*. The word *glance* suggests that the attention the teacher gave the paper was *perfunctory*. These words are inference clues because they suggest or imply, but do not directly state, the missing 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 G, Unit 10, p. 130]

17. rebuff (*v*.) to snub; (*n*.) a curt rejection, a check
(ri bəf')

The old man __**rebuffed**__ his neighbors by refusing all offers of friendship.

Her __**rebuffs**__ of my invitation was quite rude.

SYNONYMS: (*v*.) repulse, reject; (*n*.) setback

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.

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

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CCSS.ELA-Literacy.L.11-12.4 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.

▪ **CCSS.ELA-Literacy. L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.
▪ **CCSS.ELA-Literacy. L.11-12.4d** 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 G** FEATURE & LOCATION	DESCRIPTION
ANTONYMS: (*v*.) accept, welcome	
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 G, Unit 8, p. 104]* 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. **3.** foreshadows dangers to come __**portends**__	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 G, Unit 8, p. 105]* 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. **3.** known for his **sensible** opinions __**fatuous**__	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 Adages,** Review Units 4–6, p. 84**; Writing with Idioms,** Review Units 7–9, p. 122**; Writing with Proverbs,** Review Units 10–12, p. 160**; Writing with Idioms,** Review Units 13–15, p. 198 *Example [Level G, 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.** done in Sample answer: The flight attendants looked done in as they exited the plane after the nine-hour flight.	For **Word Study: Writing with Idioms/Adages/Proverbs**, students are directed to use a print or online dictionary as needed.
Word Study: Classical Roots: Review Units 1–3 (*cred*), p. 49**;** Review Units 4–6 (*gno(s)*), p. 87**;** Review Units 7–9 (*clam,*	For **Word Study: Classical Roots**, students are directed to use a

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> ▪ **CCSS.ELA-Literacy. L.11-12.4c** 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, its part of speech, its etymology, or its standard usage.

> ▪ **CCSS.ELA-Literacy. L.11-12.4d** 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 G** FEATURE & LOCATION	DESCRIPTION
claim), p. 125**;** Review Units 10–12 (*rog*), p. 163**;** Review Units 13–15 (*vid, vis*), p. 201 *Example [Level G, Review Units 4–6, p.87]* **5.** related by family or origin; related in nature, character, quality, or function; a person or thing related to another The Sanskrit word for king—*rajah*—is a __**cognate**__ of the Latin *rex*.	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.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION
Word Study: Adages, Idioms, and Proverbs: Review Units 1–3 [Idioms], p. 45–46; Review Units 4–6 [Adages], pp. 83–84; Review Units 7–9 [Idioms], pp. 121–122; Review Units 10–12 [Proverbs], pp. 159–160; Review Units 13–15 [Idioms], pp. 197–198 *Example [Level G, Review Units 1–3, p. 45]* **Choosing the Right Idiom** **1.** To her older colleagues, the new personal trainer seemed **wet behind the ears** on her first day. _____ *Example [Level G, Review Units 7–9, p. 121]* **Choosing the Right Idiom**	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

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION
2. The parade organizers worried that high wind gusts might **play havoc with** the streamers tied to the flag poles. _____ *Example [Level G, Review Units 7–9, p. 122]* **Writing with Idioms** **4.** scratch the surface _____ *Example [Level G, Review Units 10–12, p. 160]* **Writing with Proverbs** **2.** Strike while the iron is hot. _____	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.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION

Working with Analogies: p. 11
 	
Example [Level G, 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 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.
 	
1. **maple** is to **tree** as   2. **joyful** is to **gloomy** as
 	
  a. acorn is to oak   a. cheerful is to happy
  b. hen is to rooster   b. strong is to weak
  c. rose is to flower   c. quick is to famous
  d. shrub is to lilac   d. hungry is to starving
	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 represented in the analogy questions in the **Final Mastery Test**.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ■ **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION
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.

Example [Level G, Unit 10, p. 130]

17. rebuff
(ri bəf')

(*v*.) to snub; (*n*.) a curt rejection, a check

The old man ___**rebuffed**___ his neighbors by refusing all offers of friendship.

Her ___**rebuffs**___ of my invitation was quite rude.

SYNONYMS: (*v*.) repulse, reject; (*n*.) setback

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CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

> ▪ **CCSS.ELA-Literacy.L.11-12.5b** Analyze nuances in the meaning of words with similar denotations.

SADLIER **VOCABULARY WORKSHOP LEVEL G** FEATURE & LOCATION	DESCRIPTION
ANTONYMS: (*v.*) accept, welcome	
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 G, Unit 8, p. 104]* 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. **3.** foreshadows dangers to come __**portends**__	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 G, Unit 8, p. 105]* 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. **3.** known for his **sensible** opinions __**fatuous**__	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 (*cred*), p. 49**;** Review Units 4–6 (*gno(s)*), p. 87**;** Review Units 7–9 (*clam, claim*), p. 125**;** Review Units 10–12 (*rog*), p. 163**;** Review Units 13–15 (*vid, vis*), p. 201 *Example [Level G, Review Units 4–6, p.87]* **5.** related by family or origin; related in nature, character, quality, or function; a person or thing related to another The Sanskrit word for king—*rajah*—is a __**cognate**__ of the Latin *rex*.	In **Word Study: Classical Roots,** students study groups of words that feature the same or related classical affixes or roots.
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.

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LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.11-12.6 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 G** 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.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

> ▪ **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly

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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 G, 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 G, Unit 8, p. 104]* **3.** foreshadows dangers to come __**portends**__	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 G, Unit 8, p. 105]* **3.** known for his **sensible** opinions __**fatuous**__	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 G, Unit 12, p. 153]* **9.** Since extroverts are __**gregarious**__ by nature, they usually prefer not to live alone.	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.
Word Study: Classical Roots: Review Units 1–3 (*cred*), p. 49**;** Review Units 4–6 (*gno(s)*), p. 87**;** Review Units 7–9 (*clam,*	After studying the featured classical base or affix in **Word Study: Classical Roots,** students consider the list of choices

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LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

> ▪ **CCSS.ELA-Literacy.L.11-12.2b** Spell correctly

SADLIER VOCABULARY WORKSHOP LEVEL G FEATURE & LOCATION	DESCRIPTION
claim), p. 125**;** Review Units 10–12 (*rog*), p. 163**;** Review Units 13–15 (*vid, vis*), p. 201 *Example [Level G, Review Units 4–6, p.87]* **5.** related by family or origin; related in nature, character, quality, or function; a person or thing related to another The Sanskrit word for king—*rajah*—is a **cognate** of the Latin *rex*.	then write the word that corresponds to the brief definition and best completes the illustrative sentence, checking spelling against the given list of words.